



*Dennis M. Walcott, Chancellor*



# 2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME:** THE MARGARET DOUGLAS SCHOOL, P.S. 36M

**DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):** 05M036

**PRINCIPAL:** HEATHER JNBAPTIST

**EMAIL:** HJNBAPT@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** GALE REEVES

07-09-2013



## 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
Heather JnBaptist	*Principal or Designee	
Monique Green	*UFT Chapter Leader or Designee	
Shereen Jackson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Claudia Aybar	Member/Teacher	
Shari Fine	Member/Teacher	
Darleen Thompson	Member/Teacher	
Nichelle Brown	Member/Parent	
Claudette Perry	Member/Parent	
Shantel Torres	Member/Parent	
Tavinia Sherrod	Member/Parent	

\*\* Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

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

By June 2013, there will be an increase in student achievement in ELA by 5% points, as evidenced by the number of students performing at proficiency levels (3 & 4) based on the NYS ELA exam.

### **Comprehensive needs assessment**

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

During the 2012-2013 school year, we anticipate increasing the number of students meeting and exceeding New York State English Language Arts by 5 percentage points. The chart below highlights this goal:

	Percentage of Students Meeting ELA Proficiency Standards*	Anticipated Percentage of Students Meeting ELA Proficiency Standards*
	(2011-2012 School Year)	(2012-2013 School Year)
ELA	27%	32%

\*Data from New York City Department of Education Website/ARIS/Progress Report. Data is based on current enrollment as of November 2012.

### **Instructional strategies/activities**

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

### **ELA Strategies/Activities Include:**

- During early Fall 2012, using New York State test data, identify students failing to meet proficiency standards in English Language Arts and target them for small group extended day instruction.
- Based on the 2012 New York State English Language Arts Assessment Item Analysis data, prioritize the following areas in Grades 4 and 5:
  - Grade 4 ELA**
    1. Identifying author's purpose
    2. Determine the meaning of unfamiliar words by using context clues
    3. Relate data and facts from informational texts to prior information and experience
    4. Read unfamiliar texts to collect data, facts, and ideas from unfamiliar texts

5. Identify main idea and supporting details in information texts
6. Identify a conclusion that summarizes main idea

#### **Grade 5 ELA**

1. Recognize the perspective of others - distinguish between fact and opinion
  2. Collect and interpret data, facts, and ideas from unfamiliar texts
  3. Make predictions, draw conclusions, and make inferences about events and characters
  4. Use specific evidence from stories to identify themes, describe characters, their actions, and their motivations
  5. Evaluate the content by identifying important and unimportant details
- A school-wide baseline literacy assessment will be administered in September 2012. New York City Acuity Benchmark Assessments (Grades 3-5) will be administered in December 2012 and March 2013.
  - Teachers will use baseline data, Benchmark Assessments, and all available student data (formal/informal assessments, conference notes, student's portfolios etc.) to identify the instructional needs and to group students. This will be used as a gap analysis to make revisions to current curriculum.
  - Teachers will create Common Core tasks embedded in units of studies aligned with the instructional shifts and differentiated using DOK, UDL & RTI. (Students in Pre K – 2 will focus on Reading Informational Text Standards 1 & 10; Writing Standard 2, Speaking/Listening Standard 1, Language Standard 6. Students in grades 3 – 5 will focus on Reading Informational Text Standards 1 & 10; Writing Standard1, Speaking/Listening Standard 1; Language Standard 6.)
  - In literacy, students will complete 2 tasks that ask them to read and analyze informational text and write opinions and arguments in response.
  - In scheduled cycles, teachers in teams will monitor and revise student work to determine continued needs of all students in the performance task.
  - A second literacy task will be administered to students to show growth from September, 2012 through March 2013

#### **Curriculum & Instruction (ELA)**

- Teachers will participate in Professional Development during Faculty Conferences, Common Planning periods and Lunch and Learns
- Teachers will revise and adapt classroom teacher practices to support student needs based on the results from students' tasks.
- Curricula and academic tasks will be planned and reviewed based on student work.
- Provide professional development on the effective use of student portfolios

#### **Strategies/activities for Students with Disabilities will include those mentioned earlier for all students. In addition:**

- In early Fall 2012, based on New York State Test data, identify special needs students failing to meet proficiency standards and target them for small group extended day instruction in English Language Arts and/or Mathematics. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of SWDs Data (New York State ELA, Periodic Assessments and formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review and analysis of IEPs to ensure plans are addressing the needs of the students.
- Careful review and analysis of IEPs to ensure students are receiving appropriate testing modifications.
- On-going meetings with School Based Support Team and teachers to address specific needs of the students.
- Provide ongoing opportunities for professional development, highlighting best instructional practices in English Language Arts for students with special needs
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.
- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvements.
- Academic Intervention Teachers will support students struggling in ELA.
- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

**Strategies/activities for English Language Learners will include those mentioned earlier for all students. In addition:**

- In early Fall 2012, based on New York State test data, identify English Language Learners failing to meet proficiency standards and target them for small group extended day instruction in English Language Arts. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of ELL Data (NYSESLAT, New York State ELA and, Periodic Assessments and formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review of the ELL testing plan to ensure students is receiving appropriate testing modifications.
- On-going meetings with the ESL Instructor and classroom teachers to address specific needs of the students.
- Provide ongoing opportunities for professional development, highlighting best instructional practices in English Language Arts for the English Language Learner.
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.
- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvements.
- Academic Intervention Teachers will support students struggling in ELA.
- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Encourage parents to participate in school based workshops and information sessions where academic expectations are discussed and suggestions are offered for supporting students in achieving rigorous standards.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

**Use of Resources**

- Aussie Staff Developer
- Instructional Lead Teachers/AIS Support
- Common Planning Periods

- Common Core Library
- Fair Student Funding
- Title One Funds
- Extended Day
- Network support
- Teacher's College
- Funds will be provided as needed for additional resources.
- Teachers will be provided additional time/support to complete this work.
- Student portfolios will reflect collections of authentic student work.
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Funding Sources: Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP

## ANNUAL GOAL #2 AND ACTION PLAN

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

### **Annual Goal #2**

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

By June 2013, there will be an increase in student achievement in Mathematics by 5% points, as evidenced by the number of students performing at proficiency levels (3 & 4) based on the NYS Math exam.

### **Comprehensive needs assessment**

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

	Percentage of Students Meeting Mathematics Proficiency Standards*	Anticipated Percentage of Students Meeting Mathematics Proficiency Standards*
	(2011-2012 School Year)	(2012-2013 School Year)
Math	36%	41%

\*Data from New York City Department of Education Website/ARIS/Progress Report. Data is based on current enrollment as of November 2012.

### **Instructional strategies/activities**

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

### **Math Strategies/Activities Include:**

- During early Fall 2012, using New York State test data, identify students failing to meet proficiency on the New York State Mathematics Assessment and target them for small group extended day instruction.
- Based on the 2012 New York State Mathematics Assessment Item Analysis data, prioritize the following areas in Grades 4 and 5:
  - Grade 4 Mathematics**
    1. Identify/construct lines of symmetry
    2. Define and use correct terminology when referring to shapes (circle, triangle, square, rectangle, rhombus, trapezoid, and hexagon)
    3. Develop strategies for selecting appropriate computational and operational method(s) in problem solving situations
    4. Count and represent combined coins and dollars, using currency symbols

5. Use the symbols  $<$ ,  $>$ , and  $=$  to compare whole numbers and unit fractions

### **Grade 5 Mathematics**

1. Know and understand equivalent standard units of length (12 inches=1 foot, 3 feet=1 yard)
  2. Make change using combined coins and dollar amounts
  3. Recognize and generate equivalent fractions
  4. Use the symbols  $<$ ,  $>$ , and  $=$  to compare whole numbers and unit fractions and decimals (up to hundredths)
  5. Formulate conclusions and make predictions from graphs
- School-wide baseline assessments will be administered in September/October 2012. New York City Acuity Benchmark Assessments (Grades 3-5) will be administered in December 2012 and March 2013.
  - Teachers will use baseline data, Benchmark Assessments, and all available student data (formal/informal assessments, conference notes, students' portfolios etc.) to identify the instructional needs and to group students. This will be used as a gap analysis to make revisions to the current curriculum.
  - Teachers will create Common Core tasks embedded in units of studies aligned with the instructional shifts and differentiated using DOK, UDL & RTI. (Pre K – K students will focus on Operations and Algebraic Thinking; Grades 1 – 2, Number and Operations in Base Ten; Grade 3 – Operations and Algebraic Thinking; Grades 4 – 5, Number and Operations - Fractions)
  - In math, students will engage in two cognitively demanded mathematical performance tasks that require them to demonstrate their ability and or construct and explore the reasoning behind argument to arrive at viable solutions deepening their fluency, application and conceptual understanding of core math concepts.
  - In scheduled cycles, teachers in teams will monitor and revise student work to determine continued needs of all students in the performance task.
  - Teachers will use the Core Curriculum Alignment Guidance for Everyday Mathematics. This guidance document outlines how each of the textbook's lessons align to the Common Core grade-level content standards and the Mathematical Practices. It also indicates whether the standards covered in each lesson are within major, supporting, or additional clusters on the Math Content Emphases. The school will use this document to determine how to spend instructional time to support a focus on the major work of the grade, which the State Education Department has indicated will be the focus of the 2013 Grades 3-8 examinations. (Information from DOE Common Core Website/Links).
  - Teachers will use the Scope and Sequence Samples in Mathematics – This document provides a high level Common Core Learning Standards aligned scope and sequence that demonstrates a focus on the major work of the grade, which the New York State Education Department has indicated, will be the focus of the 2013 Grades 3-8 examinations. (Information from DOE Common Core Website/Links)

### **Strategies/activities for Students with Disabilities will include those mentioned earlier for all students. In addition:**

- In early Fall 2012, based on New York State Test data, identify special needs students failing to meet proficiency standards and target them for small group extended day instruction in English Language Arts and/or Mathematics. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of SWDs Data (New York State Mathematics, Periodic Assessments and formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review and analysis of IEPs to ensure plans are addressing the needs of the students.
- Careful review and analysis of IEPs to ensure students are receiving appropriate testing modifications.
- On-going meetings with School Based Support Team and teachers to address specific needs of the students.
- Provide ongoing opportunities for professional development, highlighting best instructional practices in Mathematics for students with special needs
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.
- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvements.
- Academic Intervention Teachers will support students struggling in Mathematics.

- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

**Strategies/activities for English Language Learners will include those mentioned earlier for all students. In addition:**

- In early Fall 2012, based on New York State test data, identify English Language Learners failing to meet proficiency standards and target them for small group extended day instruction in Mathematics. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of ELL Data (NYSESLAT and New York Mathematics, Periodic Assessments, formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review of the ELL testing plan to ensure students is receiving appropriate testing modifications.
- On-going meetings with the ESL Instructor and classroom teachers to address specific needs of the students.
- Provide ongoing opportunities for professional development, highlighting best instructional practices in Mathematics for the English Language Learner.
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.
- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvements.
- Academic Intervention Teachers will support students struggling in Mathematics.
- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Encourage parents to participate in school-based workshops and information sessions where ELA and Mathematics expectations are discussed and suggestions are offered for supporting SWDs and ELLs in achieving rigorous standards.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Staffing: Administrative Staff, AIS Teachers, Data Specialist/Testing Coordinator

Funding Sources: Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP

**ANNUAL GOAL #3 AND ACTION PLAN**

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

**Annual Goal #3**

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

By June 2013, there will be an increase in ELL student achievement in ELA and Mathematics by 5% points as evidenced by the number of ELL students performing at proficiency as demonstrated by the NYS ELA and Mathematics exams.

**Comprehensive needs assessment**

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

**English Language Learners (ELLs)**

	Percentage of ELLs Meeting ELA/Mathematics Proficiency Standards*	Anticipated Percentage of ELLs Meeting ELA/Mathematics Proficiency Standards*
	(2011-2012 School Year)	(2012-2013 School Year)
ELA	11%	16%
Mathematics	11%	16%

**Instructional strategies/activities**

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

**Strategies/activities for English Language Learners will include those mentioned earlier for all students. In addition:**

- In early Fall 2012, based on New York State test data, identify English Language Learners failing to meet proficiency standards and target them for small group extended day instruction in ELA and/or Mathematics. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of ELL Data (NYSESLAT, New York State ELA, New York Mathematics, Periodic Assessments, formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review of the ELL testing plan to ensure students is receiving appropriate testing modifications.
- On-going meetings with the ESL Instructor and classroom teachers to address specific needs of the students.
- Provide ongoing opportunities for professional development, highlighting best instructional practices in ELA and Mathematics for the English Language Learner.
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.

- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvements.
- Academic Intervention Teachers will support students struggling in ELA and Mathematics.
- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

**Strategies to increase parental involvement**

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Encourage parents to participate in school based workshops and information sessions where specific student needs (identified by the analysis of relevant data) are addressed. Suggestions will be provided as to how these needs can be addressed at home.

**Budget and resources alignment**

- Indicate your school's Title I status:  School Wide Program (SWP)  Targeted Assistance Program (TAP)  Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy  Title I  Title IIA  Title III  Grants  Other

If other is selected describe here:

**Service and program coordination**

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

Staffing: Administrative Staff, AIS Teachers, Data Specialist/Testing Coordinator

Funding Sources: Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP

**ACADEMIC INTERVENTION SERVICES (AIS)**

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Teacher Created Materials (Targeted Reading) An intervention program designed to assess and directly target key ELA skills and standards).	Small Group (5 to 7 students)	Monday – Wednesday (8:00 a.m. – 8:37 ½ a.m.)
	Experience Corps. Tutors – Reading Intervention	Small Group (2 to 3 students)	Monday-Thursday (45 minutes each day)
	Everybody Wins Reading Program	One on One	Monday – Wednesday (during student lunch period)
	Teacher’s College Tutors	One on One	Monday – Wednesday (45 minutes each day)
	The Reading Team – Early Literacy Program	Whole Class/Differentiated Instructions	Twice each week – (45 minutes each session)
Mathematics	Teacher Created Materials (Targeted Mathematics – An intervention program designed to assess and directly target key mathematical concepts and standards).	Small Group (5 to 7 students)	Monday – Wednesday (8:00 a.m. – 8:37 ½ a.m.)
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Counseling program focuses on three domains: Academic, Social/Emotional and College/Career (Self Esteem, Motivation, Character Education, Conflict Resolution, Friendship/Peer Relations, Goal Setting, Middle School Articulation, Referral to Community Based Organizations, Referrals to Special Education Services)</p>	<p>Individual, small/large group counseling, role playing, group activities (written and oral), and counselor made activities.</p>	<p>Services provided during designated parts of the school day (typically during student lunch periods).</p>
<p>At-risk services (continued)</p>	<p>The School Psychologist provides individual and small group counseling focused on the following areas: conflict resolution, anger management, peer relationships, identity development, emotional/social and/or academic challenges. In addition, the psychologist coordinates and connects parents and students to appropriate outside referrals.</p> <p>The Social workers provides services during the academic school day. Depending on the needs of the child, intervention takes place on a one to one or small group setting.</p>	<p>Individual/small group</p>	

**HIGHLY QUALIFIED TEACHERS (HQT)**

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

The Margaret Douglas School is committed to providing teachers with meaningful and quality professional development that will enhance teaching and learning throughout the building. In August 2012, all pedagogues completed a needs assessment. This information, along with other school documents (The Quality Review, New York State School Report Card, and New York City Progress Report), were examined to identify areas to prioritize and address during Professional Development. This year, structures are in place to ensure teachers are able to meet on a consistent basis to plan and participate in grade level/school-wide professional development opportunities. The school has developed a comprehensive Professional Development Calendar that reflects the needs of teachers across all subject areas and accountability groups (ELA, Mathematics, English Language Learners, and Students with Disabilities). In addition, funds have been allocated to hire an AUSSIE, who plays a vital role in providing the ongoing training teachers need to improve teaching and learning.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**PARENT INVOLVEMENT POLICY (05M036)**

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

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

### **SCHOOL-PARENT COMPACT (05M036)**

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

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

## **III. Student Responsibilities:**

- attend school regularly and arrive on time;

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

**As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.**

**For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.**

**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 <b>Renardo Wright</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>036</b>
School Name <b>Margaret Douglas</b>			

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

Principal <b>Cynthia Mullins-Simmons</b>	Assistant Principal <b>Myra Green-Toulon</b>
Coach <b>Literacy - Phyliss Carr</b>	Coach <b>Math - Kathy Aleman</b>
ESL Teacher <b>Luisa Rios / E.S.L</b>	Guidance Counselor <b>Allison Mathurin</b>
Teacher/Subject Area <b>Ruth Martinez / Bilingual Ed</b>	Parent <b>Elizabeth Zambrana</b>
Teacher/Subject Area	Parent Coordinator <b>Lisa Flores</b>
Related Service Provider <b>Patricia DeJesus / SETSS</b>	Other
Network Leader <b>Renardo Wright</b>	Other <b>Edwin Blount / Testing Coord.</b>

### 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	<b>1</b>	Number of certified bilingual teachers	<b>2</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>1</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>622</b>	Total Number of ELLs	<b>73</b>	ELLs as share of total student population (%)	<b>11.74%</b>
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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. 

The following steps are followed for the initial identification of those students who may possibly be ELLs:

At registration, parents are given a Home Language Identification Survey (HLIS) and registration materials in their native language, which includes an informal oral interview in English and in the native language and the formal initial assessment. The E.S.L teacher and a licensed pedagogue assist in completing the (HLIS), when necessary, in order to identify the child's language proficiency. After the initial screening, informal interview, and HLIS completion, if the child is identified as a possible candidate for E.S.L instructional services, the E.S.L teacher will administer to the student, the Language Assessment Battery- Revised (LAB-R) test. The test is given within ten days of enrollment. This test identifies the student as an English Language Learner or English Proficient. If the student is identified as an English Language Learner and the language spoken at home is Spanish, the student is also given the Spanish LAB.

Every Spring, all English Language Learners (entitled students identified on the ATS-RLAT report) must take the New York State English as a Second Language Achievement Test (NYSESLAT). This test is developed by the New York State Department of Education and measures English proficiency levels in Listening, Speaking, Reading, and Writing. After state mandated training, the certified E.S.L. teacher and certified pedagogues administer the assessment to eligible students. A testing schedule is developed to ensure that eligible students take all four components of this assessment (Speaking, Listening, Reading and Writing). The results of this test are used to determine whether or not the student continues to be Limited English Proficient (LEP).

There are several guidelines in place to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language and Freestanding ESL). The school is committed to presenting the placement options with clarity and objectivity. All parents of newly enrolled English Language Learners are invited to attend an orientation session within 10 days of the ELL's enrollment. A certified ESL teacher, Principal, Assistant Principal, and Parent Coordinator conduct the orientation sessions at a designated time during a two-week interval. At this time, the three program choices and models are explained in detail. In addition, parents are given the opportunity to view a parent information DVD in their native language (also available in 9 other languages), which describes the various programs offered by the city to their children. After viewing the DVD, parents receive brochures that further explain the program options. After viewing the DVD, parents are strongly encouraged to ask questions, so that they can make a sound decision as to the program being selected. The school provides extensive outreach to parents who are unable to attend. This is done in the form of phone calls and written communication. Arrangements are made with these parents to attend an orientation session or to receive this important information at another time (before or after school hours).

After the administration and scoring of the LAB-R, results are analyzed to determine the students who scored below the designated cut score. (These students are entitled to bilingual services). The parents are immediately notified in writing (Entitlement Letter) as to whether or not the child is entitled to receive services. As stated earlier, the school makes sure that parents of entitled students are actively involved in the program selection process. At the end of the orientation session, parents are strongly encouraged to complete and submit the survey and program selection form to the E.S.L. Teacher. All documents (entitlement, non-entitlement, surveys and

program selection forms) are maintained in a binder, which is filed in the office. In rare cases, parents who do not attend the orientation session, but received the information at another time are encouraged to complete and return the form to the E.S.L. teacher. or submit forms at a later date to the E.S.L. teacher. Immediately after receiving the parent's program choice, the school administrators ensure that the child is placed in accordance with the selection.

Prior to the beginning of the academic school year, the E.S.L. teacher analyzes the data to determine those students who are entitled to continued services. The parents of these students are also informed in writing (in native language) that his/her child is entitled to continued services. A copy of the continued entitlement letter is filed in a binder by the E.S.L. teacher and maintained in the office.

In an effort to offer additional support and information, parents of all ELLs are invited to attend meetings as required under CR Part 154. Parents also attend Open House (Early September), Open School Week, Parent Teacher Conferences, and meetings facilitated by the Parent Coordinator. Translators are available to provide the information to Non-English speaking parents.

Over the past few years, an analysis of the survey forms indicates approximately 50% of parents are choosing Transitional Bilingual and 50% Free-Standing ESL.

Our program models are currently aligned with parent choices. As stated earlier, parents are requesting either Transitional Bilingual or Free-Standing ESL. Currently, we do not have any parents requesting the Dual Language Model.

## 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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)			16		11									27
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	3	10	2	11	2	5								33
<b>Total</b>	3	10	18	11	13	5	0	0	0	0	0	0	0	60

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	73	Newcomers (ELLs receiving service 0-3 years)	43	Special Education	11
SIFE	0	ELLs receiving service 4-6 years	17	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	16			11						27
Dual Language										0
ESL	28	0	0	4	0	0	1	0		33
Total	44	0	0	15	0	0	1	0	0	60

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			16		11									27
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>	<b>0</b>	<b>16</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>27</b>							

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

**Dual Language (ELLs/EPs)  
K-8**

**Number of ELLs by Grade in Each Language Group**

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: \_\_\_\_

Asian: \_\_\_\_

Hispanic/Latino:

Native American: \_\_\_\_

White (Non-Hispanic/Latino): \_\_\_\_

Other:

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	10	2	11	2	5								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0

## 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
Punjabi														0
Polish														0
Albanian														0
Other													0	0
<b>TOTAL</b>	<b>3</b>	<b>10</b>	<b>2</b>	<b>11</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>33</b>						

## 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?

P.S. 36 Transitional Bilingual and E.S.L services have been organized to reflect current research and practices. We have two bilingual teachers and one E.S.L. teacher. All ELLs receive instruction from fully certified teachers. We have a Grade 2 Collaborative Team Teaching Bilingual Class (Spanish), Grade 4 Transitional Bilingual Class (Spanish) and a Freestanding E.S.L program. A certified ESL instructor uses the Push-In/Pull-Out model to service the students. Students are grouped homogeneously, based on the skills needed to develop academic language as measured by the LAB-R, NYSESLAT and other informal tools (portfolios; student work folders; journals, and other teacher-made assessments). All teachers serving our ELL population are certified.

The school's instructional model ensures that the mandated number of instructional minutes are provided according to proficiency levels in our (ESL and TBE) program models. In compliance with CR Part 154 and No Child Left Behind, all of our students, depending on proficiency level, receive 180 to 360 minutes a week of ESL instruction. Beginners and Intermediate students receive 360 minutes per week. Advanced students receive 180 minutes per week. Students that are at the advanced level also receive 180 minutes of ELA instruction as required under CR Part 154. In the transitional bilingual programs, students receive Native Language Arts (NLA) as follows: Beginners receive 60-90 minutes of NLA instruction per day, Intermediate students receive 45-60 minutes of NLA per day, and Advanced students receive 45 minutes per day of NLA as mandated in CR Part 154.

## A. Programming and Scheduling Information

P.S. 36 is a Title I and Title III school. This funding helps ensure that ELLs receive the appropriate services in order to meet and exceed all city and state performance and content standards. The components of the Transitional Bilingual/ESL program in our school are align to the LAP guidelines. P.S. 36 uses Balanced Literacy and the Workshop Model, Reading Reform, and Everyday Math. A differentiated approach to instruction for all proficiency levels will be implemented.

All instructional models will be used to develop the four modalities of language (reading, writing, listening, and speaking). Our overall goals for the ELLs include:

- Improving the literacy and academic skills
- Incorporating current researched and proven strategies used in the teaching of ELLs.
- Developing the skills students needed to perform at city and state grade level in all subjects
- Providing language development in the four modalities with an emphasis on building reading comprehension and writing skills.

In addition, our ESL instruction utilizes scaffolding strategies such as modeling, bridging, schema building, text representation, visual aids, and contextualization.

At P.S. 36, ELLs are evaluated in their native language using the following: The EDL2 - Evaluacion del Desarrollo de la Lectura, at the conclusion of each NLA Unit of Study, the teacher assesses the child, and EL Sol (used to assess early literacy development).

Currently we have no Students with Interrupted Formal Education or Long Term ELLs. However, the plan for such students would be as follows:

- \*Assessment of the student to identify the strengths and weaknesses
- \*Encourage student to participate in the ESL Afterschool Academy
- \*Effective communication between home and school
- \*Students work with a buddy to assist in the daily instructional activities
- \*Instruct using grade/level appropriate materials
- \*Provide differentiated instruction
- \*Continue the collaboration between ESL teacher and classroom teacher

Plan for new comers include:

- \*Assessment of students to identify academic strengths and weaknesses
- \*Buddy system to assist newcomers in the classroom
- \*Encourage students to attend ESL After-School Academy
- \*Effective communication between home and school.
- \*Provide Differentiated Instruction.

Plan for ELLs receiving 4-6 years of service and Long Terms ELL include:

- \*Provide Academic Intervention Services/Encourage students to participate in after-school academies
- \*Differentiate Instruction/focus on vocabulary development, reading comprehension and writing
- \*Encourage effective communication between home and school.

The instructional programs used in the school are modified to meet the needs of ELLs who are also SWD. These strategies include simplifying language, using speech that is appropriate for students' language ability, using oral/visual/auditory technological aids. School-wide instructional blocks are also modified to meet the needs of these students.

English Language Learners who are in Collaborative Team Teaching and self contained special education classes are provided with services according to their Individual Educational Plans (IEPs)

## A. Programming and Scheduling Information

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

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

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

### Native Language Usage and Supports

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

Native Language Usage/Support		Transitional Bilingual Education (TBE)		
100%				
75%				
50%				
25%				
		Dual Language		
100%				
75%				
50%				
25%				
		Freestanding ESL		
100%				
75%				
50%				
25%				
TIME		BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.				

## B. Programming and Scheduling Information--Continued

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

In the beginning of the year, all ELLs who did not meet state standards in ELA and/or math are identified for Academic Intervention Services (AIS). In addition, all ELLs who failed to reach a level of proficiency on the NYSESLAT are identified. The parents of these students are notified of their child's status. These students are prioritized for AIS support which includes: ESL Afterschool Academy, Extended Day (37.5 minutes of instruction), AIS Push In/Pull-out Models, Weekend/After School Remedial Programs, Columbia University Power Lunch, Adult Reading Buddies, Accelerated Reading Program, Star Fall, and Star Math. These programs offer support in English Language Arts and Mathematics development.

The E.S.L. and the classroom teacher review data on an on-going basis for those students who acquired the proficiency level on the NYSESLAT. These students are also encouraged to participate in support programs described earlier. In addition, depending on the academic needs of the child, the E.S.L. teacher may provide additional support. The school ensures that all transitional ELLs test with appropriate accommodations for the two year period.

During the 2011-12 School Year, we plan to pilot the Renaissance Learning Getting Results with English in a Flash. The purpose of this program is to assist ELLs in second-language acquisition and building reading comprehension. At this time, the school does not plan to discontinue any previously implemented programs.

All ELLs are invited to participate in all supplemental services (described earlier) throughout the school. Parents are notified and given the opportunity to enroll students in programs offered.

This year we are using the following instructional materials and technology to support our ELLs: Getting Ready for the NYSESLAT, Attanasio Reading/Writing/Mathematics workbooks for ELLs, a Phonics/Reading Program, and RALLY Education - Essential Skills in Reading and Mathematics.. In addition, ELLs are assessed and instructed using the following computer base software/programs: Star Fall/Accelerated Reader, and Star Math.

When necessary, native language is used to support the students in all academic areas. All ELLs receive support based on grade level and level of academic proficiency. For an example, students are placed in the 37.5 tutorial programs based on specific academic needs. Specific instructional materials are used to address these needs.

In the beginning of the school year, an effort is made to ensure effective communication takes place between home and school. Parents are invited to tour the building and share concerns/questions they might have. Students are encouraged to work with a buddy to assist in daily activities. The administration ensures that teachers are provided with appropriate materials to provide the differentiated instruction that is needed.

At this level (elementary school) elective languages are not offered.

### 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)?

PS 36 does not have Dual Language Programs.

### 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.

The school is committed to providing onsite meaningful professional development across all curriculum areas for all teachers of ELLs. This will assist teachers in utilizing strategies to address the academic needs of the students. The following outlines support offered to the staff as they assist ELLs from elementary to the middle school years:

- \* Differentiated instruction in the ESL classroom
- \* Scaffolding in the content areas
- \* Native Language Literacy Development
- \* ESL in the Mathematics Classroom

Other professional development topics include:

- \*The literacy development of our ELL population
- \*The use of technology and online resources to make instruction more comprehensible
- \*How to scaffold instruction (English Language Arts, Mathematics, and Science) through the use of manipulatives and experiments.

In addition, our teachers attend a variety of off-site workshops to learn the latest strategies and methodologies to service our ELL population

All teachers servicing ELLs will attend workshops provided by The Office of English Language Learners and BETAC.

Participation in these workshops satisfy the 7.5 hours of mandated training.

## 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?

Parents/guardians of English Language Learners at P.S. 36M will be provided with two workshops. The workshop sessions will encourage parents to become active participants in their child's educational experience. The workshops will be held monthly, based on parent's availability. Translation services will be provided. The following reflects the workshop topics: How to Prepare My child for City/State Assessments and The Components and Structure of the NYSESLAT. In addition, parents are encouraged to attend workshops provided by outside agencies/educational institutions such as: Columbia University (ESL services) and Harlem Hospital Nutritional Guidance.

Parents are encouraged to participate in other activities throughout the academic school year. These activities include: Strategies in English Language Arts and Mathematics, Using Technology to Support Instruction, Accelerated Reading, Middle School Choice, America Reads, New Adult G.E.D. Program, ARIS, and Learning Leaders. Parents are notified in writing about upcoming meetings and workshops. In anticipation of attendance, we provide additional support (translation services) for parents of ELL students. Translation services are provided by Community Based Organizations.

## 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)	2	5	4	3	0	1								15
Intermediate(I)	0	3	7	3	3	2								18
Advanced (A)	1	2	9	10	13	5								40
Total	3	10	20	16	16	8	0	0	0	0	0	0	0	73

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	1	0	0	0								
	I	1	0	1	0	0								
	A	7	16	4	4	4								
	P	0	2	11	11	5								
READING/ WRITING	B	5	2	3	0	0								
	I	2	8	4	2	3								
	A	1	8	9	13	5								

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	<b>P</b>	0	4	3	2	3								

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	8	4	0	19
4	4	6	3	0	13
5					0
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	6		9		4		0		19
4	2		3		8		0		13
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0		4		7		2		13
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				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

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

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

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

P.S. 36 is currently using ECLAS-2, DRA, Fountas and Pinnell and EL-SOL to assess the early literacy skills. The data for ELLs at this level suggests the following areas need improvement: Reading, Oral Expression, Listening, and Writing. These areas are prioritized for student remediation and intervention.

After analyzing and examining patterns on the NYSESLAT, LAB-R, and other data sources, we concluded that our students need further support in reading comprehension and writing. Additionally, the data implies that ELLs are testing similarly in their Native Language as they are in the English Language. This indicates that our LAP and instructional focus must prioritize these components.

The top quality instruction in every classroom will enable students to become critical thinkers and problem solvers. Our instructional policy must continue to focus on the reading and writing components simultaneously. The emphasis will continue to be on reading and writing for our Transitional Bilingual and Freestanding ESL classes. The Hampton Brown - Into English and Reading Reform– The Writing Road to Reading, will assist pedagogues in providing an efficient method to teach children to speak, write, spell and read. Students will also continue to learn sound and letter relationships, phonics, phonemic awareness, decoding skills, vocabulary development, and reading and listening comprehension. In addition, students will be given a notebook to keep a journal, to write their thoughts, stories, poems, and reflections. Teachers will incorporate reading and writing across all curriculum areas. All teachers will engage children in more accountable talk. Teachers will continue to collaborate on and across grade levels to analyze current ELL data and to plan effectively. Daily read-alouds will be encouraged to ensure the enhancement of listening skills. In addition, all students will be encouraged to read independently at school and home on a daily basis.

Teachers will use Houghton Mifflin - StoryTown to improve English Language Arts skills. Through this instructional program, they will be exposed to and engaged in enriched story related writing. In addition, strategies and skills will be taught (visual clues, semantic, syntax cues, and character analysis etc.) to improve reading fluency and comprehension. The ELA instructional programs will provide additional opportunities for students to receive standard based writing instruction such as: writing mechanics- word order, capitalization, punctuation, spelling, and penmanship. They will also receive instruction in Grammar: subject-verb agreement, noun-pronoun reference, sentence fragments and run-ons. We will also use graphic organizers, modeling, shared-writing and editing.

### 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.

## Part VI: LAP Assurances

School Name: <u>Margaret Douglas</u>		School DBN: <u>#05M</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Cynthia Mullins-Simmons	Principal		1/1/01
Myra Green-Toulon	Assistant Principal		1/1/01
Lisa Flores	Parent Coordinator		1/1/01
Luisa Rios	ESL Teacher		1/1/01
Elizabeth Zambrana	Parent		1/1/01
Ruth Martinez	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kathy Aleman	Coach		1/1/01
Phyliss Carr	Coach		1/1/01
Allison Mathurin	Guidance Counselor		1/1/01
Renardo Wright	Network Leader		1/1/01
Edwin Blount	Other <u>Testing Coordinator</u>		1/1/01
Patricia DeJesus	Other <u>SETSS</u>		1/1/01
	Other		1/1/01
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

**DBN:** 05M036      **School Name:** MARGARET DOUGLAS, PS 36

**Cluster:** 04      **Network:** (RENARDO WRIGHT - NETWORK LEADER)

**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**

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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.

The data used to assess P.S. 36's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system.

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.

The majority of our non-English speaking parents are Spanish speakers. Other languages spoken include: Chinese, French, Haitian Creole, Mandarin, Mandinka, Icelandic, Japanese, Mossi, Viatnemes, Portuguese, and Wolof. The parents speaking languages other than Spanish show proficiency in English and do not require translation or interpretation. This information was shared by the ESL teacher.

## Part B: Strategies and Activities

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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.

The written translations provided by PS 36 include Spanish language versions. Translations are provided by in house staff members: Parent Coordinator, ESL and Bilingual Teachers.

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.

Oral translations are provided by in house staff members: Parent Coordinator, ESL and Bilingual Teachers.

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 the beginning of the school year (2011-12), P.S. 36 anticipates distributing to all parents a copy of the Parent's Bill of Rights and Responsibilities in their native Language. We have a number of Spanish speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel.

## 2012-13 Comprehensive Education Plan (CEP)

### 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: <a href="#">Margaret Douglas</a>	DBN: <a href="#">05M036</a>
Cluster Leader: <a href="#">DSSI Cluster 406</a>	Network Leader: <a href="#">Sandra Litrico</a>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> 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 type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## 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: P.S. 36M, Title 111 program provides English Language Learners with supplemental instruction in the E.S.L After School Academy. The instructional program will service ELLs in grades 3-5 who scored at the Beginning, Intermediate and Advance level on the NYSESLAT. All students at the Beginning, Intermediate, Advanced levels and Former ELLs will be invited to participate in the program. E.S.L After School Academy will meet, twice a week, for a total of 13 sessions. The program will begin in December 2012 through April, 2012, from 3:00 P.M. to 5:30 P.M. Each class will have 12-15 students per-teacher. There will be a total of three classes. The E.S.L After School Academy will service approximately 40-45 students. Certified Bilingual and E.S.L teachers will provide supplemental instruction in alignment with the New York City and New York State performance standards Instruction will focus on reading comprehension, vocabulary development, writing and math problem solving. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet the standards on the NYSESLAT as well as the New York City and State Standards. We will purchase The following supplies and materials- Getting Ready for the NYSESLAT (Attansio & Ass.).

## 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: At P.S. 36M, Title 111 Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development infusion of E.S.L strategies in the content area and differentiated instruction based on Language Proficiency, alignment of the Balanced Literacy model for LEPs with citywide core curriculum. Teachers will also receive staff development in analyzing data to drive instruction-i.e. NYSESLAT, ELA and Math to increase effectiveness of instructional practices. A study group will be created to research updated programs and strategies. Professional books will be purchased for this sessions. School administrators and ESL/Bilingual teachers, will facilitate these professional development sessions. Participating teachers will receive two sessions 1 hour professional development workshops after school from 3:10 P.M. to 4:10 P.M. The following is a projected format for staff development:

1. Analyzing Data to Drive instruction
2. E.S.L strategies across the Content Areas
3. Differentiated instruction

### 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: Parents are encouraged to participate in various activities throughout the academic school year. The instructional team (Principal, Instructional Coaches and Test Coordinator) consistently analyze the available data of the school and specific subgroups(ELLs) to pinpoint and to prioritize areas in need of improvement. Parents are notified in writing about upcoming meetings and workshops. In anticipation of attendance, we provide additional support (translation services) for parents of ELL students.

In addition to the above, ESL parents will be provided with one additional workshop. The workshop session will further encourage parents to become active participants in their child's educational experience. The workshop is scheduled based on the availability of the parents. The following outlines the workshop topics: How To Prepare My Child for City/State Assessments and the Components of Structure of the NYSESLAT. In addition, parents are encouraged to attend workshops provided by outside agencies/educational institution such as : Columbia University (ESL Services) and Harlem Hospital Nutritional Guidance.

### Part E: Budget

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

Allocation Amount: \$11200

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"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>10,138.38</u>	<u>13 wks. X 5 hrs/wk X 3 teachers @ \$50.19 hr. = \$9,787.05</u> <u>Professional Development:</u> <u>3 teachers 1 hr. x 2 workshops x \$50.19 = \$301.14</u> <u>1 workshop 1 hr. x 1 teacher x \$50.19 = \$50.19</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$41.70</u>	<u>Attanassio:</u> <u>Assessing &amp; Teaching Beg. Writers \$20.85 ea. x 1 = \$20.85</u> <u>Assessing &amp; Teaching Beginning Readers \$20.85 ea x 1 = \$20.85</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> </ul>	<u>\$743.75</u> <u>\$143.66</u>	<u>Instructional supplies and materials (Getting Ready for the NYSESLAT)</u>

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none"><li>• Additional curricula, instructional materials.</li><li>• Must be clearly listed.</li></ul>		<u>Basic Supplies (Notebooks, folders, pencils, etc.)</u>
Educational Software (Object Code 199)	<u>N/A</u>	<u>N/A</u>
Travel	<u>N/A</u>	<u>N/A</u>
Other	<u>132.51</u>	<u>Refreshments for parent workshops/ and end of program celebration.</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	