



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

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

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

PRINCIPAL: BARBARA BELLAFATTO

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SUPERINTENDENT: ERMINIA CLAUDIO

## SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Paula Lombardo(Principal Designee)	*Principal or Designee	
M. Applebaum	*UFT Chapter Leader or Designee	
M. Dubester	*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	
B. Bernstein	Member/Parent	
P. Curcio	Member/Parent	
E. Ebrahim	Member/Parent	
M. Stackhouse	Member/Parent	
D. M. Hayes	Member/Parent	
R. Goldring	Member/Teacher	
J. Pacifico	Member/Teacher	
M. Lucchesi	Member/Teacher	
J. Russo	Member/Teacher	

\*\* 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**

**By June 2013, there will be an increase in the number of teachers who “agree” or “strongly agree” with indicator “school leaders give me regular and helpful feedback about my teaching” from 4.6 (2012 LES) to 6.0 (2013 LES).**

#### **Comprehensive needs assessment**

**A careful analysis of the 2012 Learning Environment Survey indicated that teachers’ responses decreased on the indicator which stated “school leaders give me regular and helpful feedback about my teaching”. In addition, as a part of the 2012-2013 Citywide Instructional Expectations it is expected that school leaders provide teachers with regular and helpful feedback utilizing a researched –based teaching framework (Danielson Framework), especially in the areas of effective planning (1e: Designing Coherent Instruction), instruction (3b: Questioning and Discussion Techniques), and assessment (3d: Using Assessment in Instruction).**

#### **Instructional strategies/activities**

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

- **Two administrators attended a CFN network 2-day workshop in August 2012 to analyze the Danielson Framework for Teaching competencies 1e, 3b, and 3d.**
- **Professional Development offered at Faculty Conference in September to staff on Danielson’s competencies 1e, 3b, and 3d, and staff was provided with copies of the selected competencies.**
- **Danielson’s competencies were further analyzed with teachers during grade level meetings in September and October in order to develop an understanding of effective practice in these competencies.**
- **September-June: Administrators will provide a minimum of 6 informal observations for all teachers with written and or verbal feedback using the selected competencies.**

#### **Strategies to increase parental involvement**

- **This is a goal geared toward teacher development**

**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**

**Human resources: teachers, administrators and CFN instructional staff**

## **ANNUAL GOAL #2 AND ACTION PLAN**

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

### **Annual Goal #2**

**By June 2013, there will be an increase of 3% of students who score a level 3 or 4 as measured by the New York State Math Exam.**

### **Comprehensive needs assessment**

**After a careful analysis of the 2012 New York State Math test, we noticed a 7.1% decrease in the number of students who performed at a levels 3 or 4. Additionally, there was a decrease in the Average Student Proficiency from 2011 (3.53) to 2012 (3.45)**

### **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:

- **August 2012, one Administrator attended a Network Math training with Math Metamorphosis to develop an understanding of Common Core aligned math practices that facilitate deep understanding of mathematical concepts.**
- **September 2012, turn-key training was provided to the staff in CC aligned Math practices that facilitate deep understanding of mathematical concepts.**
- **September 2012, teachers administered math baseline assessment, scored the assessment, and analyzed results to provide targeted instruction.**
- **October 4<sup>th</sup>, administrator and a lead teacher attended Math Metamorphosis training**
- **Early October, Network Achievement Coach provided training in the math instructional shifts to staff during Friday PD periods.**
- **Mid-October, Network Achievement Coach introduced Contexts for Learning Units to all staff.**
- **Early November, Contexts for Learning materials were purchased and during Nov. PD day (Election Day) teachers received training on the Contexts for Learning materials.**
- **November 6<sup>th</sup>, turn-key training done by administrator and lead teacher of what was learned from the Math Metamorphosis workshop (how to provide the conditions for mathematical learning in order for students to develop deep understanding of math concepts). This training was provided in grade bands Pre-K-1, 2-3, 4-5.**
- **During November PD, teachers met in their grade level bands to map out when to implement Contexts for Learning unit.**
- **Materials were organized for teachers and distributed.**
- **December 2012, math benchmark assessment was administered, teachers analyzed results during extra preparation periods, and used results to plan next instructional steps.**
- **January 10<sup>th</sup> 2013, administrator and lead teacher will attend Network Math Metamorphosis workshop to continue to deepen an understanding of math instructional shifts.**
- **January 18 and 25, 2013 during Friday PD periods turn-key training will be provided by administrator and lead teacher on what was learned from the Math Metamorphosis workshop (how to provide the conditions for mathematical learning in order for students to develop deep understanding of math concepts). This training will be provided in grade bands Pre-K-1, 2-3, 4-5.**
- **February 14, 2013 administrator and lead teacher will attend Network Math Metamorphosis workshop to continue to deepen an understanding of math instructional shifts.**
- **February 2012, administer 2<sup>nd</sup> math benchmark and analyze results during extra preparation periods, and used results to plan next instructional steps.**
- **March 14, 2013 and May 16, 2013 administrator and lead teacher will attend Network Math Metamorphosis workshop to continue to deepen an understanding of math instructional shifts.**
- **Administrator and lead teacher will turn-key information during Friday PD periods.**

**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.
- **We are not a Title 1 school**
- **Parents receive written communication from teachers about what the students will be learning during each math unit.**
- **To increase parent involvement a morning and an afternoon workshop will be provided by administration and teachers on the Common Core Math Standards, Context For Learning and Math Metamorphosis.**
- **An incentive of 5 Drumgoole Dollars will be provided to all parents (per child) who attend the workshop.**
- **The PTA will fund a pizza party for the class or classes that have the greatest parent-to-student ratio attend the workshop.**
- **Parent Coordinator's monthly newsletter contains strategies to assist parents and share expectations.**

**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.

X  Tax Levy      Title I      Title IIA      Title III      Grants     X  Other

If other is selected describe here: PTA funds

**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). Parent Coordinator Salary – Tax levy, Teacher per session and PTA funds for class pizza parties.

### **ANNUAL GOAL #3 AND ACTION PLAN**

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

#### **Annual Goal #3**

**100% of the students will improve in the “Development” area (which includes Elaboration and Description) on the TC Continuum for Informational Writing.**

#### **Comprehensive needs assessment**

**After careful analysis of student informational writing samples in grades 3-5, a weakness in the area of “Development” was evident according to the Teacher’s College Informational Writing Continuum.**

#### **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:
- **September –June, selected teachers receive training in informational writing through off-site professional development provided by Teacher’s College staff developers. In addition, all teachers receive on-going, on-site, professional development from Teacher’s College staff developer.**
- **A minimum of 3 times during the year, teachers will engage students in units of study that focus on informational writing. Each unit is launched by first assessing students’ performance through an “on-demand” pre-assessment writing task. Teachers then analyze student results and determine areas for focus on the TC continuum. Students are assessed continuously during the unit and their instructional needs are addressed during mini lessons, small group targeted instruction, and one-on-one conferencing.**
- **Teachers receive training in the “Looking Collaboratively at Student Work” protocol by network achievement coach.**
- **During Wednesday Inquiry Meetings teachers engage in “Looking Collaboratively at Student Work” to improve student outcomes in writing.**

#### **Strategies to increase parental involvement**

- **Parents receive written communication from teachers about what the students will be learning during the unit.**
- **Parents receive the writing rubric that students will be using to assess their work.**
- **Parents are invited to writing celebrations**
- **To increase parent involvement a morning and an afternoon workshop will be provided for all parents by administration and teachers on the Common Core Writing Standards and the Teacher’s College Informational Writing Continuum.**
- **Parent Coordinator’s monthly newsletter contains strategies to assist parents and share expectations.**

**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**

**Human resources: teachers, administrators, Teacher's College Staff developer, per diem**

**TL FSF; Contracts For Excellence; Staten Island Foundation Grant**

### **ANNUAL GOAL #4 AND ACTION PLAN**

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

#### **Annual Goal #4**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
  - a) strategies/activities that encompass the needs of identified student subgroups,
  - b) 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 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.

#### **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).

### **ANNUAL GOAL #5 AND ACTION PLAN**

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

#### **Annual Goal #5**

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

#### **Comprehensive needs assessment**

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

#### **Instructional strategies/activities**

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

#### **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.

#### **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).

**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	<b>K-2: <input type="checkbox"/> Foundations</b>	Small group	Double dose during the extended day.
	<input type="checkbox"/> <b>Guided Reading</b>	Small group	During the school day and extended day.
	<input type="checkbox"/> <b>Shared/Guided Reading by Learning Leaders and Staten Island Mental Health volunteers assigned to first grade.</b>	One-to-One tutoring	During the school day.
	<input type="checkbox"/> <b>Shared/Guided Reading Push-In support from out of classroom personnel for twenty minutes daily.</b>	One-to-One tutoring, small group tutoring	During the school day
	<b>3-5:</b> <input type="checkbox"/> <b>Wilson—in self-contained, ICT, and for at-risk</b>	Small group	During the school day
<input type="checkbox"/> <b>Great Leaps—individually for ten minutes. Service provided by paraprofessionals.</b>	One- to- One	During the school day and extended day	

	<input type="checkbox"/> <b>Shared/Guided Reading by Learning Leaders and Staten Island Mental Health volunteers assigned to third grade.</b>  <input type="checkbox"/> <b>S.T.A.R.S. Soar to Success, Connections for Comprehension, Daily Oral Language.</b>	One-to-One	During the school day
Mathematics	<b>Daily Math</b>  <b>Exploring Math</b>  <b>Great Leaps</b>	One-to-One and small group  One-to-One and small group  One-to-One	During the school day and extended day During the school day and extended day During the school day
Science	<b>Time for Kids Magazine, Non Fiction and Realistic Fiction trade books.</b>	Small group	During the school day
Social Studies	<b>Time for Kids Magazine, Non Fiction and Realistic Fiction trade books.</b>	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<b>Guidance Counselor, psychologist, and social worker provide at Risk Counseling in 30 minute sessions. Sessions address the following areas of concern: development of Social Skills, Peer Mediation, Conflict</b>	Small group and One-to-One	During the school day

	<p><b>Resolution, Grief Counseling and Academics. Assemblies on various topics such as Bullying, Peer Pressure, attendance</b></p> <p><b>School Psychologist</b></p> <p><input type="checkbox"/> <b>At Risk Counseling is provided in 30 minutes group settings, and /or individual pull-out sessions. Sessions address the following areas of concern: development of Social Skills, Peer Mediation, Conflict Resolution,</b></p>		
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### **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 school collaborates with the network, to identify candidates of high quality to interview for positions.*  
*The school partners with local colleges to identify teaching candidates and participates in student teaching program*  
*Highly qualified student teachers are hired as substitute teachers*  
*New hires are given school-based mentors who offer on-going instructional and professional support.*

**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 (PIP) TEMPLATE**

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

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 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  
PUBLIC SCHOOL 36**

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

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

Principal <b>Barbara Bellafatto</b>	Assistant Principal <b>R. Fontano/P. Lombardo</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Linda Winthrop</b>	Guidance Counselor <b>J. Pagliaro</b>
Teacher/Subject Area <b>L. Barbarino/5<sup>th</sup> grade</b>	Parent <b>Kristina Bagdasarov</b>
Teacher/Subject Area <b>B. Mc Dermott/4<sup>th</sup> grade</b>	Parent Coordinator <b>L. De Luca</b>
Related Service Provider <b>L. Karas/S. D' Alessandro</b>	Other <b>Donna Faiella Sp Ed 4<sup>th</sup> grade</b>
Network Leader	Other <b>D. Bentley/3rd grade</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>0</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>0</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>938</b>	Total Number of ELLs	<b>20</b>	ELLs as share of total student population (%)	<b>2.13%</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. 

1.

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

2.

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

cumulative folder.

3.

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

4.

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

5.

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

6.

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

## Part III: ELL Demographics

### A. ELL Programs

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

K  1  2  3  4  5   
6  7  8  9  10  11  12

### This school offers (check all that apply):

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
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														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t#
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% →)														0

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

**B. ELL Years of Service and Programs**

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

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	14	0	2	6	0	2	0	0	0	20
<b>Total</b>	<b>14</b>	<b>0</b>	<b>2</b>	<b>6</b>	<b>0</b>	<b>2</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>

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

**C. Home Language Breakdown and ELL Programs**

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>TOTAL</b>	<b>0</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																		
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>																			

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: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Russian	0	1	1	0	0	0								2
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	1	0	0								1
Arabic	0	0	1	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	1	0	0	0	0	1								2
Punjabi	0	0	0	0	0	0								0
Polish	0	0	0	1	0	0								1
Albanian	1	1	0	0	0	0								2
Other	1	2	2	0	1	0								6
<b>TOTAL</b>	<b>5</b>	<b>5</b>	<b>4</b>	<b>2</b>	<b>3</b>	<b>1</b>	<b>0</b>	<b>20</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?

1.  
Freestanding ESL Program

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

## A. Programming and Scheduling Information

order to maximize English language acquisition. The ESL teacher works with her ELL students during content instruction in collaboration with the regular

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

2.

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

3.

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

4.

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

5.

Our plan for Academic Language Development includes the following:

a.

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

b.

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

## A. Programming and Scheduling Information

the same language. By doing this it makes the transition period for our new incoming ELLs easier. Our Parent Coordinator, Assistant Principal (ESL Coordinator), and ESL teacher have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through

our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Also, our instructional plan for our ELLs taking the ELA after one year, is to provide additional support in small group work in the classroom and in the Extended Day Program, differentiate instruction to meet the needs of our new incoming ELLs, and offer the appropriate level of challenge to our ELLs.

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

c.

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

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

d.

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

6.

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

7.

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

### 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

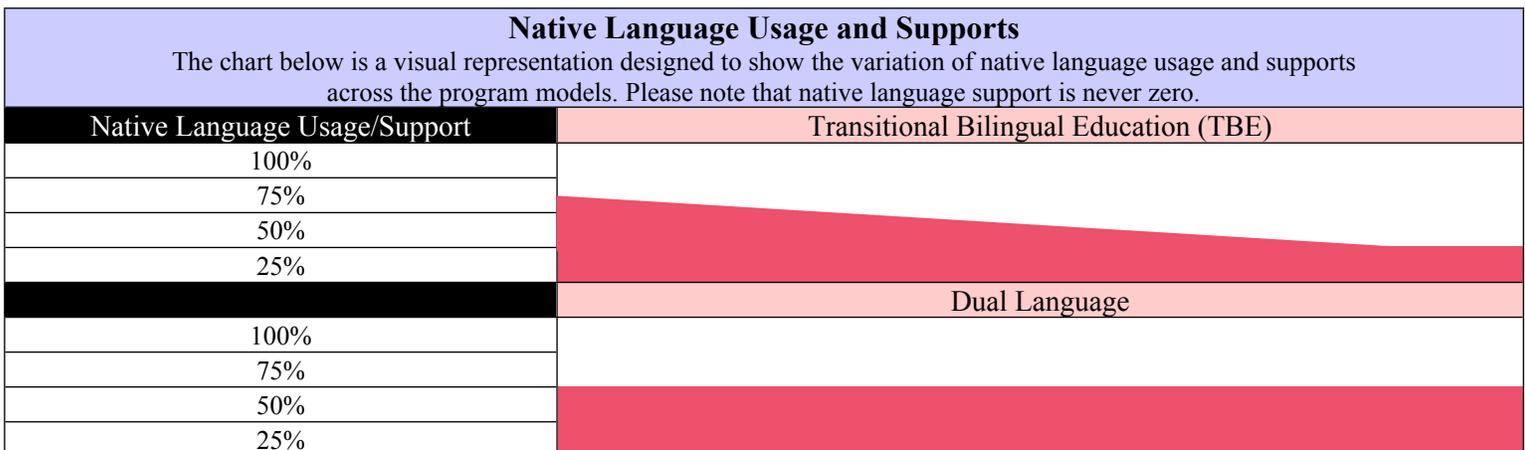
Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction

Native Language Arts	N/A
Social Studies:	N/A
Math:	N/A
Science:	N/A
N/A	N/A

N/A	N/A

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



	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
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?

8.

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

Our Tier I interventions are services that are provided in the classroom for our ELLs, that are not meeting the standards, during the regular school day by the student's classroom teacher. Additional support is provided to these students in the subject area they are deficient in. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement, such as Earobics, Larson's Math, Math Explorations, Soar to Success, Early Success, Words Their Way, and Foundations. One-to-one tutors for some students is provided through Learning Leaders. Classroom teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.). Support services need to be reviewed after six weeks to determine if the type of support being given is effective.

Our Tier II interventions are services that are given by an additional provider for our ELLs either through push-in or pull out models. These students work with their service provider during small group classroom instruction or during our Extended Day Program using appropriate materials. Some programs used are Foundations, Wilson, Focus on Fluency, Connection for Comprehension, Great Leaps Reading, Early Success, STARS, Soar to Success, Daily Oral Language, Larson's Math, Great Leaps Math, Daily Math, Exploring Math, Approach and Connect, and Renzoulli Learning System. "Streaming," is another intervention, where a student goes into another class that offers specialized supports such as Wilson, Focus on Fluency, etc. Students at risk who are performing at a level 1, will be monitored closely and their teacher will fill out a PPT referral form so that the Pupil Progress Team can make a recommendation.

9.

As a part of our Academic Interventions Program, we are continually monitoring all students including ELLs who may need special placement. The classroom teacher will be notified by our ESL teacher once a student passes the NYSESLAT. Both the ESL and classroom teachers will re-evaluate the student's strengths and weaknesses, and will continually monitor for needed support. Once an ELL has reached English language proficiency, AIS services will be recommended to reinforce areas of need for the first year or two. When possible, our ESL teacher will work with her former ELLs to offer transitional support. These students will continue to receive their ELL testing modifications for the next two years. The ESL teacher supplies the testing coordinator with a list of current ELLs and former ELLs who are still entitled to testing modifications.

10.

In addition to our EXTRA Program, we are offering our "And More" Program., which provides extra enrichment opportunities and is offered in three cycles during the year. Some activities are Robotics, Dance, Sports, Chess, Test Preparation, etc. Notices are also sent home

11.

At P. S. 36 we are reviewing our curriculum to ensure we are aligned with the CCSS and we are not discontinuing any programs or

services for our ELLs. We offer enrichment support that explores the standards through areas of talent. As part of our Enrichment Program we have offered our students the opportunity to learn a new language during our Extended Day Program. This helps our students develop an understanding of the different cultures in our world. Some other after school programs that are offered to our ELLs are Dance, Tech Squad, Art, Broadcast Journalism, Odyssey, Student Government, Theatre Arts, Spanish, Forensics, Storybook Art Guild, GOB, and Chorus.

12.

Our parent coordinator informs all parents through our newsletters, PTA meetings, email blast, P.S. 36.org website and parent workshops, which are offered in the afternoon and evening, when possible. Letters and flyers are often sent home by the classroom teacher informing them of any activities. In the past, our ESL teacher has had flyers translated informing parents of meetings and conferences that they may wish to attend. We will continue to inform these parents in the future and will use the translation unit when necessary. We offer a variety of self-sustaining after school programs through EXTRA (Excel Through Recreational Activities) and the "And More" program. After school offerings are listed in the programs brochure and distributed to families. Robotics, Dance, Sports, Chess, and Test Prep are some of the activities we offer. Additional programs may be offered for one or more cycles during the year.

13.

The instructional material used in our ESL classroom is the Rigby Program. The Rigby Program, On Our Way to English, is a comprehensive program for ELLs that focuses on oral language development, literacy learning, and content area learning. Thematic units, guided reading collections, and phonics instruction work together to provide the language, literacy, and content instruction that is necessary to help ELLs have academic success. ESL strategies are infused into content instruction by using a Thematic Approach, based on TESOL and content standards. Social Studies, Science and Math are embedded throughout the program. Interactive multi-sensory activities are implemented to engage students' diverse learning styles. Our ESL and classroom teachers work together using differentiated instruction to meet the needs of our ELLs at all stages of language acquisition and all levels of English literacy development, including those ELLs who have been in the United States for more than one year and will be taking the ELA. Native language glossaries, dictionaries and story books are available to our ELL students to assist them in their ESL classroom. The ESL teacher offers native language support by pairing a newcomer with another student who shares the same native language.

At P.S. 36 we realize the advantages of using technology in the classroom, especially for our ELL students. All of our classrooms have access to Electronic Projectors, which allows them to see a larger version of maps, books, etc., and enables them to see details more clearly. All of our third, fourth and fifth grade students, including ELLs, use their MAC computers for projects and research. Our third, fourth and fifth grade classes are equipped with Smart Boards. Using Smart Boards in the classrooms engages our ELLs by using interactive multi-sensory technology.

14.

Native language support is offered to our ELLs by the use of glossaries, bilingual dictionaries, materials and books in their native language. When administering the Math State Exam, the test is offered in their native language, letters are written to the parents in their native language, when possible, and translators are used when needed.

15.

The support services provided to our ELLs corresponds to their age and grade level. Some of the support services we provide are:

Great Leaps Reading which has been implemented in second and third grades. The program includes timed tasks for decoding and develops fluency.

The Earobics program has been implemented in every kindergarten through second grade classroom. The phonetic program has proven to be an excellent tool to assist in language acquisition for our ELLs as well as for other students.

Soar to Success is a literature-based program with leveled text. The range of ability is low through high enabling students at all levels to participate.

During the school year 2011-2012 Time for Kids, a non-fiction literature program has been used for differentiated instruction. We plan to continue use of Time for Kids.

P.S. 36 uses a balanced literacy model. Kindergarten, first and second grade develop word work through Foundations and grades three through five use Words Their Way. Everyday Math is used for math instruction.

Early Success, Test Prep Reading, Wilson, Great Leaps Math, Larson's Math, OPTIONS Math, and Exploring Math are some of the other programs that are being used. Our ELLs have been invited to attend our Extended Day Program as well.

Oral expression through dramatic play is encouraged in our kindergarten program. Listening centers are implemented in our early childhood classrooms assisting with fluency of language. In the past, our IEP teacher has pushed into our ELL classrooms working with our ELLs as well as with other students.

For the school year 2011-2012 our ELLs have been placed together by grade, wherever possible, so that the ESL teacher can push into the general/special education classrooms to provide instruction collaboratively with the classroom teacher. All of the above mentioned learning activities should continue with an emphasis on reading and writing especially in the various content areas.

16.

Project Jump Start is a program that is offered to newly enrolled ELL/LEP students. After an initial assessment is given to a newly enrolled ELL, the ESL teacher and Parent Coordinator reach out to these parents to offer help, which may include translators when needed.. Our Parent Coordinator and Assistant Principal (ESL Coordinator) have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. In the past, our ESL teacher has also participated in an English Language Learners' Educational Forum, and has invited parents of ELLs to attend.

17.

At P. S. 36 we encourage our students to participate in our Extended Day Program which offers beginner Spanish. This allows our students the opportunity to develop an understanding of the many different cultures surrounding us.

### C. Schools with Dual Language Programs

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

N/A

## D. Professional Development and Support for School Staff

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

1.

For the past three years professional development has been offered to our teaching staff, especially targeting those teachers who have ELLs in their classrooms. District staff developers have had ESL workshops for our teachers at our school. Our ESL teacher attends many of the ESL professional development workshops and several of our teachers have attended the ESL Apprenticeship Program offered to our school. Listings of ESL workshop offerings, current publications, and literature regarding English Language Learners that offer information and standards-based strategies to assist with developing instruction for ELLs are continually distributed to staff. Several staff members attended professional development and we will continue to monitor professional development opportunities and will inform our teachers and Pupil Accounting Secretary of any future PD workshops. It is anticipated that in the future these teachers will turn-key for their colleagues.

2.

As our students prepare for middle school, we provide support to these students by inviting educators from their middle school, to our school to speak with them and address any questions or concerns they may have. They also take trips to their middle school to help them make the transition from elementary school to middle school easier. Our Parent Coordinator is also available to speak to these parents to offer any further information or discuss any concerns they have.

3.

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

## E. Parental Involvement

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

1.

Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Many of the school and Department of Education websites translate into many different languages. Our school prepares a packet for our parents which consists of a survey that we use to get feedback from them. At our Parent Orientation our ESL teacher addresses any questions that our parents have concerning their children and introduces our Parent Coordinator and Assistant Principal. Parents are encouraged to contact our school with their concerns, where they can be advised by our Parent Coordinator, Lilliann De Luca, Assistant Principal, Rosemarie Fontano, Principal, Barbara Bellafatto, and ESL teacher, Linda Winthrop. At the Parent Orientation our ESL teacher also provides these parents with a telephone number where they can receive assistance in their native language with their children's homework.

2.

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

3.

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

4.

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

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	0	0	0	0	0								1
Intermediate(I)	2	0	0	0	0	2								4
Advanced (A)	2	3	3	2	1	0								11
Total	5	3	3	2	1	2	0	0	0	0	0	0	0	16

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

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

**New York State Regents Exam**

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

**Native Language Tests**

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

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

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

1.  
At P. S. 36 one assessment tool we use to assess early literacy skills is TCRWP, which is done on an on going basis. We assess our K-2 students in letter identification (upper and lower), sounds of the letters, high frequency words, spelling words, print concept, vocabulary, and comprehension of fiction and non-fiction text. For grades 3-5 TCRWP is used to assess fluency and reading comprehension as well. Teachers use the data to help them determine where their students weaknesses are. Instruction is then targeted to help these students to improve.

2./3.  
An analysis of the NYSESLAT results for our school indicates the following: A review of the NYSESLAT scores indicates that the majority of our ELLs (Grades K-5) scored higher in the listening/speaking components of the achievement test than in the reading/writing components. When comparing the speaking and listening scores, our ELLs scored higher on the speaking subtest. When comparing the reading and writing scores of our students, the majority of our students performed higher in writing than in reading. However, there were two students that performed higher in reading, these students only scored one point higher (ex: raw score-18 in reading and 17 in writing, the other student scored 19 in reading and 18 in writing). In the past, our ELLs struggled more with writing, therefore our ESL teacher put more emphasis on developing their writing skills. For the current school year, she will try to focus more on developing their reading skills. Our teachers will continue to examine the results of their students' performance on all assessments and will work in small groups, differentiating instruction that focuses on improving their students' skills.

Our NYSESLAT scores for the spring 2011 revealed, that four of our ELLs scored at the Proficiency (P) level in all subtests, Speaking/Listening and Reading/Writing. The remaining students scored as follows: eleven students (grades 1-5) scored in the Advanced (A) level, four at the Intermediate (I) level (two 5<sup>th</sup> grade Special Education students, and two first grade students, one of which arrived from Kosovo in November 2010), and one first grade Special Education student that scored at the Beginner (B) level.

In the fall of 2011, our LAB-R scores reveal the following: Of the nine Kindergarten students tested four tested at the Proficiency (P) level and five tested at the Advanced (A) level, entitling them to ESL services. Our LAB-R scores revealed that our ELLs strengths are in the listening and speaking components of the assessment.

When looking at the NYSESLAT modalities in speaking/listening all of our students scored at the Proficiency (P) and Advanced (A) levels. On the reading/writing modalities the majority of our ELLs scored at the Advanced (A) level, six scored at the Proficiency (P) level, and four scoring at the Intermediate (I) level, (two were Special Education students and one arrived from Kosovo in November 2010). One student in a self-contained Special Education class scored at the Beginner (B) level. Teachers will continue to work in small groups, differentiating instruction for our ELLs while focusing on their reading and writing skills. Our ESL teacher will continue to use ESL strategies to help these students develop their vocabulary, reading and writing skills as well.

4.  
a.  
Reviewing the scores on the ELA Exam revealed the following: all of our third and fifth graders scored a two on the ELA, including two

Special Education students, (one in third grade and the other in fifth grade). Three Special Education students, one in third grade and two in fifth grade scored a one, (both fifth grade Special Education students scored a high one, 1.97 and 1.96). Our fourth grade student scored a three on the ELA exam. The Math State Exams revealed the following: all of our third, fourth and fifth grade students scored a three. Two Special Education students in fifth grade scored a two, one scoring a high two (2.92). Two of our ELLs had the Math Exam in English and their native language, but they preferred to use it only for support. Their answers and all of their work were written in the English test booklet.

b.

The teachers are using the information from the ELL Periodic Assessment to evaluate where their students' weaknesses are. They will use this data to offer additional support by working in small groups, providing vocabulary support, having guided reading groups, and providing differentiating instruction that focuses on English acquisition.

c.

Our ELL Periodic Assessments indicate that our ELLs strengths are in the listening and speaking components of the assessment. Native Language support is offered to our ELLs by using native language dictionaries, glossaries, assigning a buddy that speaks the same language, and native language books.

5.

N/A We only have an ESL Program.

6.

One way of evaluating the success of our ESL Program is to look at how our former ELLs are performing in the classroom and on their standardized tests. The majority of our English Proficient students scored a three on the ELA, with two students scoring a two. When reviewing the Math scores, three of our former ELLs scored a three, and the remaining three students scored a four. Our fourth grade Science Exam revealed that all of our former ELLs scored a four on the test. At P. S. 36, we feel that in order for us to be successful, it is essential for us to have good communication between parents and teachers and to have our program aligned with parent choice. We will continue to reach out to these parents through phone calls, letters, and conferences. We will continue to offer the support that is needed for our current and former ELLs to help them achieve success in school.

### Additional Information

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

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

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:30-9:45	Literacy Block	Literacy Block ESL push-in 8:30-9:15	Word Work 8:30-9:00 ESL pull-out 8:40-9:25	Literacy Block	Literacy Block ESL push-in 8:30-9:15
2	9:45-10:45	Math	Math	Enrichment (Prep) 9:00-9:45	Math	Math

3	10:45-11:30	Writing	Writing	Literacy 9:45-11:00	Writing	Writing
4	11:30-11:50	Science	Science	Math 11:00-11:45	Science	Science
5	11:55-12:45	Lunch	Lunch	Lunch	Lunch	Lunch
6	12:50-1:15	Science	Science	Writing 12:50-1:35	Science	Science
7	1:15-2:00	Social Studies	Social Studies	Science 1:35-2:10	Social Studies	Social Studies
8	2:05-2:50	Gym (Prep)	Art (Prep)	Social Studies 2:10-2:50	Gym (Prep) ESL pull-out 2:05-2:50	Art (Prep)

Extended Day Program : 2:50-3:40

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

## Part VI: LAP Assurances

<b>School Name: John C. Drumgoole</b>		<b>School DBN: 31R036</b>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Bellafatto	Principal		10/28/11
R. Fontano/P. Lombardo	Assistant Principal		10/28/11
Lilliann De Luca	Parent Coordinator		10/28/11
Linda Winthrop	ESL Teacher		10/28/11
Kristina Bagdasarov	Parent		10/28/11
Laura Barbarino	Teacher/Subject Area		10/28/11
Bernadette Mc Dermott	Teacher/Subject Area		10/28/11

School Name: John C. Drumgoole

School DBN: 31R036

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
N/A	Coach		
N/A	Coach		
Joseph Pagliaro	Guidance Counselor		10/28/11
	Network Leader		
Linda Karas	Other <u>Speech</u>		10/28/11
Salvatore D' Alessandro	Other <u>Speech</u>		10/28/11
Donna Faiella	Other <u>4<sup>th</sup> grade Special Ed</u>		10/28/11
Dina Bentley	Other <u>3<sup>rd</sup> grade</u>		10/28/11

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

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

**Cluster:** 6      **Network:** 604

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

**Part A: Needs Assessment Findings**

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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.

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

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

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

## Part B: Strategies and Activities

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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.

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

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

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

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

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