



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 Comprehensive Educational Plan (CEP)

School Name: PS 36, Unionport

DBN: 08x036

Principal: Elvira Maresca email: emaresca@schools.nyc.gov

Superintendent: Timothy Behr

06-11-2013

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Elvira Maresca	*Principal or Designee	
Michael Castrignano	*UFT Chapter Leader or Designee	
Raquel Smith	*PA Co-President	
Luz Velazquez	Parent Member, PA Co-President	
Carmen Irizarry	DC-37 Representative	
Quyen Quach	UFT Member	
Lee Siegfried	UFT Member	
Stefania Zivan	UFT Member	
Aida Cruz	Parent Member	
Lourdes Jibodh	Parent Member	
Lilian Tirado	Parent Member	
Lourdes Hernandez	Parent Member	

** 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, it is expected that there will be a 2-5% increase of students achieving at or above proficiency levels 3 and 4 on the NYS ELA test.

Comprehensive needs assessment

- A trend analysis of student performance data on state assessments demonstrated a very slight downward trend in percentage of ELA students performing at levels 3 and 4 from 2010 to 2011 and from 2011 to 2012. Furthermore, our ELA Median Growth Percentile increased from 58.5 in 2011 to 71.0 in 2012. As a result, we are striving to increase our percentage of students achieving levels 3 and 4 by 2-5%.

Instructional strategies/activities

Instructional Strategy #1

- Professional Development: Professional Development will be provided to teachers during Teacher Team meetings, Professional Development half days, monthly faculty conferences, study groups, CFN Summer Institute and outside agencies as they continue their work on aligning the ELA curriculum and implementing the Instructional Shifts demanded by the CCLS to enhance student performance in ELA and increase students' reading levels.
- Professional Development will be provided in the following areas:
 - ELA Shifts (CCLS)
 - Curriculum mapping
 - Close Reading
 - Text Complexity
 - Text Dependent Questions
 - Questioning and Discussion Techniques
 - Danielson Framework
- Targeted Population: all teachers
- Responsible Staff Members: Administrators, Professional Development Team, UFTTC Literacy Coach, UFTTC Site Committee, CCLS Team members, teacher led workshops, CFN 607 support staff, SLT Members, AUSSIE consultant, Teacher's College, UFT TC Professional development opportunities
- Timeline for Implementation: September 2012 – May 2013

Instructional Strategy #2

- Analyzing Student Work/Assessments: Data (student work/assessments) will be analyzed on a weekly basis in order to determine the effectiveness of the curriculum, instructional practices, interventions and materials used. Discussions/Surfacing the Gap protocols will be used to determine patterns and trends in data. Instructional changes will be implemented based on findings as well as best practices shared.
- The following Assessments/Progress Monitoring benchmarks will be used to drive instruction in order to increase students' reading levels:
 - Data from ELA simulations, Performance Tasks, Guided Reading/Teacher Observations, DRA2, ECLAS-2 and TC Assessments will be used to group students to accommodate targeted instruction and to inform instructional practices within units.
 - An ongoing Reading Benchmark Tracking System, which monitors school wide reading level progress based on DRA2 and TC, is collected and analyzed three times a year. Instructional changes are made based on these findings.
 - Articulation periods are provided for AIS providers and classroom teachers to review student progress and align instruction to students' needs.
 - Response to Intervention-Tier 2 and 3 groups will be taken on all grade levels
- Targeted Population: Teacher Teams, Professional Development Team (PDT), Academic Intervention Team and Inquiry Teams

- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, UFTTC Literacy Coach, Core Inquiry Team Members, AIS Team, Grade Leaders
- Timeline for Implementation: August 2012 – June 2013

Instructional Strategy #3

- Reading and Responding to Complex Text using Text Based Evidence-A school focus on reading and responding to complex text was determined based on our ELA summative data as well as baseline assessments. This focus will be addressed during grade level inquiry team/teacher team meetings, in lesson plans, updated curriculum maps and Units of Study as well as through the implementation of rigorous performance tasks. Professional Development addressing these Common Core Instructional Shifts (close reading strategies, text-based discussions and questioning) will be provided to support teachers in aligning instruction and pedagogical practices.
- Targeted Population: All teachers
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, UFTTC Literacy Coach, Core Inquiry Team Members, CCLS Team, AUSSIE consultant and select classroom teachers
- Timeline for Implementation: September 2012 – June 2013

Instructional Strategy #4

- Star Reader Challenge– Independent Reading: This school wide initiative was put in place to improve students’ reading levels, builds stamina and fluency while reading independently. Targeted benchmarks of time spent on independent reading in school as well as at home are monitored and celebrated throughout the year.
- Targeted Population: All classroom teachers, students and parents
- Responsible Staff Members: Administrators, Library Media Specialist
- Timeline for Implementation: September 2012 – June 2013

Strategies to increase parental involvement

- ELA workshops on literacy, Star Reader Challenge, CCLS and testing information sessions will be provided for parents.
- The school will host Family Literacy Workshops and Parent Teas (meet the teacher night) evenings throughout the year.
- Parents will be trained on how to use the ARIS Parent Link.
- Parent Coordinator will host workshops and serve as a liaison between parents and school.
- A committee for parent involvement meets regularly.
- Parent Handbooks are provided as a resource.
- Parents are informed of students’ reading level progress and are provided with grade level reading expectations through progress reports and reading goals.
- Open access to the Library/Media center is provided.
- Parents will be informed of the CCLS during monthly PA Meetings and Quarterly PA Executive Board Meetings.

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

Title I and Fair Student funding will be used to fund classroom libraries (increasing informational texts), intervention materials, Supplemental ELA materials (Informational text), AIS providers and extended day curriculum planning time for teachers and professional development to support teachers pending budget allocations.

Service and program coordination

We have implemented the Positive Behavior Interventions and Supports (PBIS) program to support our students to achieve success in ELA. Students are provided with clear behavioral expectations and are active participants in their learning. We collaborate with the CBO Sports and Arts in Schools Foundation in our school to support our students academically and through physical education and the arts.

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, it is expected that there will be a 2-5% increase of students achieving at or above proficiency levels 3 and 4 on the NYS Math test.

Comprehensive needs assessment

- A trend analysis of student performance data on state assessments demonstrated a slight upward trend in percentage of Math students performing at levels 3 and 4. From 2010 to 2011 there was an increase of percentage of students performing on levels 3 and 4 from 64.1% to 64.7% and in 2011 to 2012, our percentages of students performing on levels 3 and 4 increased from 64.7% to 68.7%, a gain of 4%. Furthermore, our Math Median Growth Percentile increased from 67.0 in 2011 to 77.0 in 2012. As a result, we are striving to increase our percentage of students achieving levels 3 and 4 by 2-5%.

Instructional strategies/activities

Instructional Activity #1

Professional Development: Professional Development will be given on the following topics:

- Development in math reflection writing
- Use of manipulatives and investigation
- Providing and analyzing task-based activities aligned with CCLS
- Applying the six mathematical shifts in the alignment of instruction and the development of pedagogical practices

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

Responsible Staff Members: Administration, Professional Development Team, Mathematics Coach, AIS, Teachers

Implementation Timeline: September 2012 – June 2013

Instructional Activity #2

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

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

Responsible Staff Members: Administration, Coaches, Academic Intervention Team, Teachers

Implementation Timeline: September 2012 – June 2013

Instructional Activity #3

To observe, evaluate and analyze the mathematical reasoning and process of students' written work: Ongoing Professional Development will be provided to help teachers develop an understanding of what to look for and the implication for classroom instruction. On a monthly basis teachers will meet to discuss the data patterns and trends to determine the effectiveness of curriculum, instruction practices, intervention and materials used. Changes will be made in collaboration with administration and the teams.

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

Responsible Staff Members: Administration, Professional Development Team, Math Team

Implementation Timeline: September 2012– June 2013

Instructional Activity #4

Reading and writing in the math class: Teachers will develop writing in the content area through reflections, performance tasks and writing to explain

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

Responsible Staff Members: Administration, Professional Development Team, Math Team

Implementation Timeline: September 2012 – June 2013

Strategies to increase parental involvement

- Parents will be trained on how to use ARIS Parent Link with hands on technology experience
- Parent Workshops to increase familiarity with the CCLS will be held during the year.
- The Parent Coordinator and other staff (Math Coach) will attend particular parent meetings to share information and respond to parent questions and inquiries.
- Math Carnival held to engage the community in using math in everyday life.
- Parents will be informed of CCLS at monthly PA Meetings and Quarterly Executive PA Board Meetings.

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

Service and program coordination

We have implemented the Positive Behavior Interventions and Supports (PBIS) program to support our students to achieve success in Math. Students are provided with clear behavioral expectations and are active participants in their learning. We collaborate with the CBO Sports and Arts in Schools Foundation in our school to support our students academically and through physical education and the arts.

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

- By June 2013, it is expected that 100% of our classroom teachers will administer ELA and Mathematics performance tasks which are strategically aligned to the 2012-2013 DOE selected Common Core Learning Standards (Citywide Expectations). It is expected that as evidenced by completed ELA informational reading/writing units of study incorporated into the curriculum maps, ELA and Mathematics lesson plans and assessments, there will be a 2-5% increase of students achieving at or above proficiency levels 3 and 4 on the NYS ELA test.

Comprehensive needs assessment

- For ELA, it was determined from the ELA performance tasks that a large majority of students (approximate ranges from 80-85% depending on the grade) exhibited difficulty in meeting the following 2012-2013 Citywide Instructional Expectations:
 - a) Responding to informational text with relevant details and textual evidence
 - b) Complex text

As a result, the ELA performance tasks have been planned to address these specifics.

- For Math, we are using performance tasks aligned with the Citywide Instructional Expectations. This is structured such that the initial performance tasks are aligned with each grade's domain of focus as follows:
 - Grades K/Pre-K: Operations and Algebraic Thinking
 - Grades 1-2: Number and Operations in Base Ten
 - Grade 3: Operations and Algebraic Thinking
 - Grades 4-5: Number and Operations: Fractions
- Additionally, all grades will engage in a second performance task which may or may not be a CIE-specific domain. This will be determined based on need areas as demonstrated by data analysis.

Instructional strategies/activities:

Instructional Strategy #1

- Professional Development: Professional Development will be provided to teachers on Depth of Knowledge, planning and executing scaffolded rigorous questioning, planning and creating rigorous CCLS aligned Performance Tasks, familiarizing them with the contents and features of envision supports, and ELA/Math task bundles/rubrics available in the Common Core Library. Teachers will also be provided with EngageNY support materials as needed.
- Targeted Population: all teachers
- Responsible Staff Members: Administrators, UFTTC Literacy Coach, Math Coach, ELA/Math AIS Teachers, CCLS Team members, select classroom teachers, CFN 607 support staff, AUSSIE consultant
- Timeline for Implementation: September 2012 – June 2013

Instructional Strategy #2

- Analyzing Student Work/Performance Tasks: Student work/Performance Tasks (baseline/on-going) will be analyzed regularly through grade level Inquiry/Teacher Team meetings. CCLS aligned rubrics will be used in order to Surface the Gap between the CCLS and students' performance. Instructional changes will be implemented based on findings as well as the sharing of best practices in order to address the needs of all learners.

- Targeted Population: Inquiry/Teacher Teams, Professional Development Team (PDT), Academic Intervention Team
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, UFTTC Literacy Coach, Math Coach, Core Inquiry Team Members, AIS Team, select classroom teachers, AUSSIE Consultant
- Timeline for Implementation: August 2012 – June 2013

Instructional Strategy #3

- Developing CCLS aligned ELA Units of Study/Performance Tasks: Teacher teams will meet during common planning periods, Teacher Team meetings, Professional Development half days and after school to develop CCLS aligned unit plans and lessons incorporating rigorous performance tasks.
- Targeted Population: Teachers
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, UFTTC Literacy Coach, Core Inquiry Team Members, AIS Team, classroom teachers and AUSSIE consultant
- Timeline for Implementation: September 2012 – June 2013

Instructional Strategy #4

- Implementation of MathTasksActivities: Classroom teachers in grades K-5 will model, administer, and provide next steps for students using CCLS aligned mathematics tasks/activities as scaffolds for the more rigorous performance tasks. Instructional changes will be implemented based on findings as well as the sharing of best practices in order to address the needs of all learners.
- Targeted Population: all classroom teachers, Mathematics AIS providers
- Responsible Staff Members: Administrators, Data Specialist/Inquiry Team Leader, Math Coach, Core Inquiry Team Members, AIS Team, classroom teachers
- Timeline for Implementation: November 2012 – June 2013

Strategies to increase parental involvement

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

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

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

Service and program coordination

We have implemented the Positive Behavior Interventions and Supports (PBIS) program to support our students to achieve success in Math. Students are provided with clear behavioral expectations and are active participants in their learning. We collaborate with the CBO Sports and Arts in Schools Foundation in our school to support our students academically and through physical education and the arts.

Annual Goal #4 and Action Plan

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

Annual Goal #4

- By June 2013, 100% of classroom teachers will improve teacher effectiveness through a shared and deepened understanding of the Charlotte Danielson Framework for Teaching as measured by the Danielson Rubric.

Comprehensive needs assessment

At the beginning of the year, all classroom teachers are responsible for completing a reflection /goal setting sheet. The Principal and Assistant Principals meet with all teachers to discuss their reflections/goals and their next steps at the beginning of the year, mid-year, and end of year. Teachers also filled out a school-wide needs assessment at the beginning of the year and based on the results it was determined that: The Danielson Framework Rubric will be used as a tool to help improve pedagogical practices and professional development will be made available to staff.

Instructional strategies/activities

Strategy #1:

- School-Wide Professional Development: Professional Development will be given on the following topics: 7 selected components of the Danielson Framework for Teaching with an emphasis on designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction. Responsible staff will monitor and coordinate professional development needs and plan further workshops as needed.
- Target Population(s): Administrative staff, coaches, and all classroom teachers
- Responsible Staff Members: Administrative staff, coaches, and staff developers (internal and external)
- Implementation Timeline: September 2012 through June 2013

Strategy #2:

- Differentiated Professional Development: Professional Development will be offered in a variety of formats to account for different styles of adult learning.
 1. Mini-workshops will be offered throughout the year on the 7 selected components of the Danielson Framework for Teaching.
 2. An on-going study group will focus on designing coherent instruction, using questioning and discussion techniques, and using assessment in instruction. The study group will use readings, videos, and discussion to improve teachers' understanding and implementation of effective instruction.
 3. Peer Coaching will be offered as a method for teachers to visit each other's classrooms, discuss effective instructional strategies, and to provide effective feedback. Participants will engage in peer observation cycles as well as professional development geared toward active listening, strategic questioning, and effective feedback.
 4. The New Teacher Network will provide additional professional development on the Danielson Framework for Teaching and will be geared toward the needs of new teachers. It will also provide a forum for addressing new teachers' needs and concerns. All new teachers will also be mentored by selected staff members.
 5. ARIS Learn modules will be highlighted and suggested to staff members throughout the course of the year.
- Target Population(s): Administrative staff, coaches, all classroom teachers, and paraprofessionals
- Responsible Staff Members: Administrative staff, coaches, and internal staff developers
- Implementation Timeline: November 2012 through June 2013

Strategy #3:

- Teacher Effectiveness Program Pilot: The school will participate in the Teacher Effectiveness Program Pilot. All staff will reflect on their current status on the Danielson rubric and set goals for the school year. The administration will monitor and support growth through formative observations and data dialogues. The administration will conduct 6 formative observations for each teacher using the 7 selected components of the Danielson Framework for Teaching. Effective feedback will be given in a timely manner through next-steps in writing and through coaching conversations. Administrators and teachers can also monitor growth through ARIS.

<ul style="list-style-type: none"> ● <u>Target Population(s)</u>: All classroom teachers ● <u>Responsible Staff Members</u>: Principal and Assistant Principals ● <u>Implementation Timeline</u>: September 2012 through June 2013 						
<p>Strategies to increase parental involvement</p> <ul style="list-style-type: none"> ○ Parents will be informed of CCLS at monthly PA Meetings and Quarterly Executive PA Board Meetings. 						
<p>Budget and resources alignment</p> <ul style="list-style-type: none"> ● Indicate your school's Title I status: <input checked="" type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program(TAP) <input type="checkbox"/> Non-Title I ● Select the fund source(s) that your school is using to support the instructional goal. <table style="width: 100%; border: none;"> <tr> <td style="text-align: center;"><input checked="" type="checkbox"/> Tax Levy</td> <td style="text-align: center;"><input checked="" type="checkbox"/> Title I</td> <td style="text-align: center;"><input type="checkbox"/> Title IIA</td> <td style="text-align: center;"><input type="checkbox"/> Title III</td> <td style="text-align: center;"><input type="checkbox"/> Grants</td> <td style="text-align: center;"><input type="checkbox"/> Other</td> </tr> </table> <p>Funding will support:</p> <ul style="list-style-type: none"> ● Professional instructional materials to support professional development ● Consumable materials for professional development and self reflection ● Per session is paid for before and after school study groups, professional development in targeted areas, New Teacher Workshops 	<input checked="" type="checkbox"/> Tax Levy	<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title III	<input type="checkbox"/> Grants	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Tax Levy	<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title III	<input type="checkbox"/> Grants	<input type="checkbox"/> Other	
<p>Service and program coordination</p> <ul style="list-style-type: none"> ● We collaborate with the CBO Sports and Arts in Schools Foundation in our school to support our students academically and through physical education and the arts. 						

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.

<p>Annual Goal #5</p> <ul style="list-style-type: none"> ○ By June 2013, 90% of the classroom teachers will utilize technology as an instructional tool in their classrooms within at least one content area aligned with the Common Core State Standards while fostering hands-on learning into the 21st Century as measured by a Technology Implementation Survey.
<p>Comprehensive needs assessment</p> <p>After observing Technology use in the classroom by students and teachers and referring to the Technology Standards, it was determined that classroom teachers needed supports in creating, planning, and implementing interactive and integrated technology lessons to foster and enhance student learning. It was also determined that students' basic computer skills still need to be developed in order to work independently.</p>
<p>Instructional strategies/activities</p> <p><u>Strategy # 1</u></p> <ul style="list-style-type: none"> ○ <u>Professional Development</u>: Professional Development will be provided internally/externally on the following topics: SMART Board implementation, use of Microsoft Word and PowerPoint, creation/development of interactive lessons, innovative ways to use technology in the classroom, and maintaining teacher WebPages. ○ <u>Target Population(s)</u>: Classroom Teachers, AIS ○ <u>Responsible Staff Members</u>: Staff Developers (internal and external), Technology Committee Members ○ <u>Implementation Timeline</u>: September 2012 through June 2013

Strategy # 2

- **Computer Based Programs:** Uptown Education is an internet based program that will be implemented to increase sight words, spelling and reading comprehension as well as Math. Imagine Learning is a computer based program that will be implemented to increase literacy, vocabulary development, and speaking and listening.
- **Target Population(s):** Selected students with a focus on ELLs and Special Education
- **Responsible Staff Members:** Technology Supervisor, Literacy Supervisor, Technology Chairperson, Computer Teacher and selected staff member
- **Implementation Timeline:** September 2012– June 2013

Strategy # 3

- **iPads:** iPads will be used in the Library/ Media Center as a way to engage students into the world of Literacy. Students will be able to research and read eBooks on various genres. They may read independently as well as in groups. Students will also be able to use these handheld devices as a way to enhance Expeditionary Learning lessons by taking virtual tours around the world with Google Earth.
- **Target Population(s):** Selected students in grades 3 – 5
- **Responsible Staff Members:** Library/Media Specialist, Classroom Teachers, Technology Supervisor, Literacy Supervisor
- **Implementation Timeline:** September 2012 – June 2013

Strategy # 4

- **Web Design:** Students will use Microsoft Word and Microsoft PowerPoint to design math web-pages. These pages will outline students understanding of grade appropriate critical areas in math as defined by the Common Core Learning Standards. Web-pages may include definitions, examples, and mathematical games created by students.
- **Target Population(s):** Math enrichment group that consists of students from grades 4 and 5.
- **Responsible Staff Members:** Math Coach, Technology Chairperson, Technology Supervisor
- **Implementation Timeline:** September 2012-June 2013

Strategy #5

- **Student Published Work:** Teachers will require students in grades 3-5 to publish electronically at least one written piece and/or create culminating projects using PowerPoint as well as use technology as a resource for obtaining information.
- **Target Population(s):** Student in grades 3-5
- **Responsible Staff Members:** Classroom teachers, Technology Teacher, Technology Supervisor, Technology Chairperson
- **Implementation Timeline:** September 2012- June 2013

Strategies to increase parental involvement

- Parents will be trained on how to use the ARIS Parent link.
- Parents will receive information on what the school website has to offer, how to access school calendar, announcements and weekly homework.
- Parents of students who created web-page will be invited to a web-page release party.
- Parents will receive information on how to use Uptown Education as an instructional tool at home.
- Parent Workshop on Microsoft Word to help support their children.
- Parents will be informed at monthly PA Meetings and Quarterly PA Executive Board Meetings

<p>Budget and resources alignment</p> <ul style="list-style-type: none"> Indicate your school's Title I status: <input checked="" type="checkbox"/> School Wide Program (SWP) <input type="checkbox"/> Targeted Assistance Program(TAP) <input type="checkbox"/> Non-Title I Select the fund source(s) that your school is using to support the instructional goal. <table border="0" style="width: 100%; text-align: center;"> <tr> <td><input checked="" type="checkbox"/> Tax Levy</td> <td><input checked="" type="checkbox"/> Title I</td> <td><input type="checkbox"/> Title IIA</td> <td><input type="checkbox"/> Title III</td> <td><input type="checkbox"/> Grants</td> <td><input type="checkbox"/> Other</td> </tr> </table> <p>NYSTL Software allocation was used to fund our website and host teacher and students' web pages.</p>						<input checked="" type="checkbox"/> Tax Levy	<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title III	<input type="checkbox"/> Grants	<input type="checkbox"/> Other
<input checked="" type="checkbox"/> Tax Levy	<input checked="" type="checkbox"/> Title I	<input type="checkbox"/> Title IIA	<input type="checkbox"/> Title III	<input type="checkbox"/> Grants	<input type="checkbox"/> Other						
<p>Service and program coordination</p> <p>We have implemented the Positive Behavior Interventions and Supports (PBIS) program to support our students to achieve success in Technology. Students are provided with clear behavioral expectations and are active participants in their learning. We collaborate with the CBO Sports and Arts in Schools Foundation in our school to support our students academically and through physical education and the arts.</p>											

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	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	<ul style="list-style-type: none"> ○ My Sidewalks on Reading Street: Intensive Reading Intervention Program ○ Foundations Double Dose ○ Guided Reading ○ Inquiry/After school ○ Close reading strategies ○ Targeted instruction/strategy groups 	<ul style="list-style-type: none"> ○ Small group ○ Small group ○ Small group ○ Whole/Small group ○ Whole/Small group ○ Small group 	<ul style="list-style-type: none"> ○ Throughout school day, grade 1 ○ Period 0, 2nd period of ELA block, grade 1 ○ Throughout school day, one period of ELA block, all grades ○ After school, grades 3-5 ○ Throughout school day, all grades ○ Throughout school day, all grades

	<ul style="list-style-type: none"> ○ Imagine Learning ○ Quick Reads Fluency Program ○ Wilson Reading System ○ Saturday Academy 	<ul style="list-style-type: none"> ○ One-to-one ○ Small group ○ Small group ○ Whole/small group 	<ul style="list-style-type: none"> ○ 0 period, ELL beginners ○ 0 period, grades 3-5 ○ Grade 4 small group ○ Saturdays- grades 3-5
Mathematics	<ul style="list-style-type: none"> ○ Envision program aligned to CCLS ○ Differentiated Activities and/or questioning ○ Targeted instruction ○ Multistep problem solving ○ Written explanation ○ Targeted Grade 4 Problem Solving Inquiry 	<ul style="list-style-type: none"> ○ Whole/small group ○ Whole/small group ○ Small Group and One-to-one ○ Whole/small group ○ Small group ○ Small group 	<ul style="list-style-type: none"> ○ Throughout the day, two periods of math block, grades K-5 ○ Throughout the day, two periods of math block, grades K-5 ○ Throughout the day, two periods of math block, grades K-5 ○ Throughout the day, two periods of math block, grades K-5 ○ Throughout the day, two periods of math block, grades K-5 ○ 0 period, Grade 4
Science	<ul style="list-style-type: none"> ○ FOSS ○ Harcourt Texts (Supplementary) ○ Differentiated Activities and/or questioning 	<ul style="list-style-type: none"> ○ Whole/small group 	<ul style="list-style-type: none"> ○ AIS After School
Social Studies	<ul style="list-style-type: none"> ○ Targeted Instruction ○ Differentiation 	<ul style="list-style-type: none"> ○ Whole/small group 	<ul style="list-style-type: none"> ○ Throughout the day/after school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> ○ mandated students serviced by Guidance Counselor ○ mandated students serviced by Counselor/Social Worker 	<ul style="list-style-type: none"> ○ Small group/one-to-one ○ Small group/one-to-one 	<ul style="list-style-type: none"> ○ Throughout school day, each day ○ Throughout school day, Fridays

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	7	0	0	16
1	82	75	N/A	N/A	10	1	0	20
2	83	34	N/A	N/A	9	1	0	14
3	80	44	N/A	N/A	12	1	1	22
4	49	43	20	N/A	12	2	7	15
5	60	32	12	N/A	19	2	5	9
6								
7								
8								
9								
10								
11								
12								

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.

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

- Seek educators with a strong belief in Balanced Literacy and can align their practices to the P.S. 36 vision and mission.
- Educators that believe in a professional learning community
- Motivated to continue their professional learning
- Willing to share best practices, be self reflective and have high expectations of themselves and their students
- School personnel work closely with the CFN HR team to ensure that non-HQT meets all required documentation and assessment deadlines.
- Mentors/Peer Coaches provide support for teachers.
- New Teacher Network professional development is provided for new staff.
- Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

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.

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try their 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 Jose Ruiz/ Elmer Meyers	District 08	Borough Bronx	School Number 036
School Name Public School 36			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	4	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	729	Total Number of ELLs	107	ELLs as share of total student population (%)	14.68%
------------------------------------	------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <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														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0								0
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained														0
Push-In	18	25	14	18	16	16								107
Total	18	25	14	18	16	16	0	0	0	0	0	0	0	107

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	87	2	24	20	0	0	0	0	0	107
Total	87	2	24	20	0	0	0	0	0	107

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	17	11	11	14	13								82
Chinese		1			1									2
Russian														0
Bengali	2	3	3	4	1	2								15
Urdu														0
Arabic		2		3		1								6
Haitian														0
French		1												1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	18	25	14	18	16	16	0	107						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

6. ELL students who in Special Education are served with the full range of interventions available at the school. They undergo the mandated five interventions. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the resource room. These students will also attend after school tutoring sessions with Title III funds in math and ELA. Students receive ELA intervention with Wilson, Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs-SWDs to ensure science content knowledge. Teachers are instructed to assist the ELLs-SWDs with using the glossary of terms in their native language. The content instructions is in English with native language support.

7. To meet the diverse needs of ELLs-SWDs within the least restrictive environment ESL teachers collaborate with the Special Education teachers and support service staff. ESL teachers group their ELLs-SWDs with our general education ELL students. The X-coded students also receive the mandated hours of ESL services as per CR-Part 154.

Courses Taught in Languages Other than English ⓘ

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

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

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

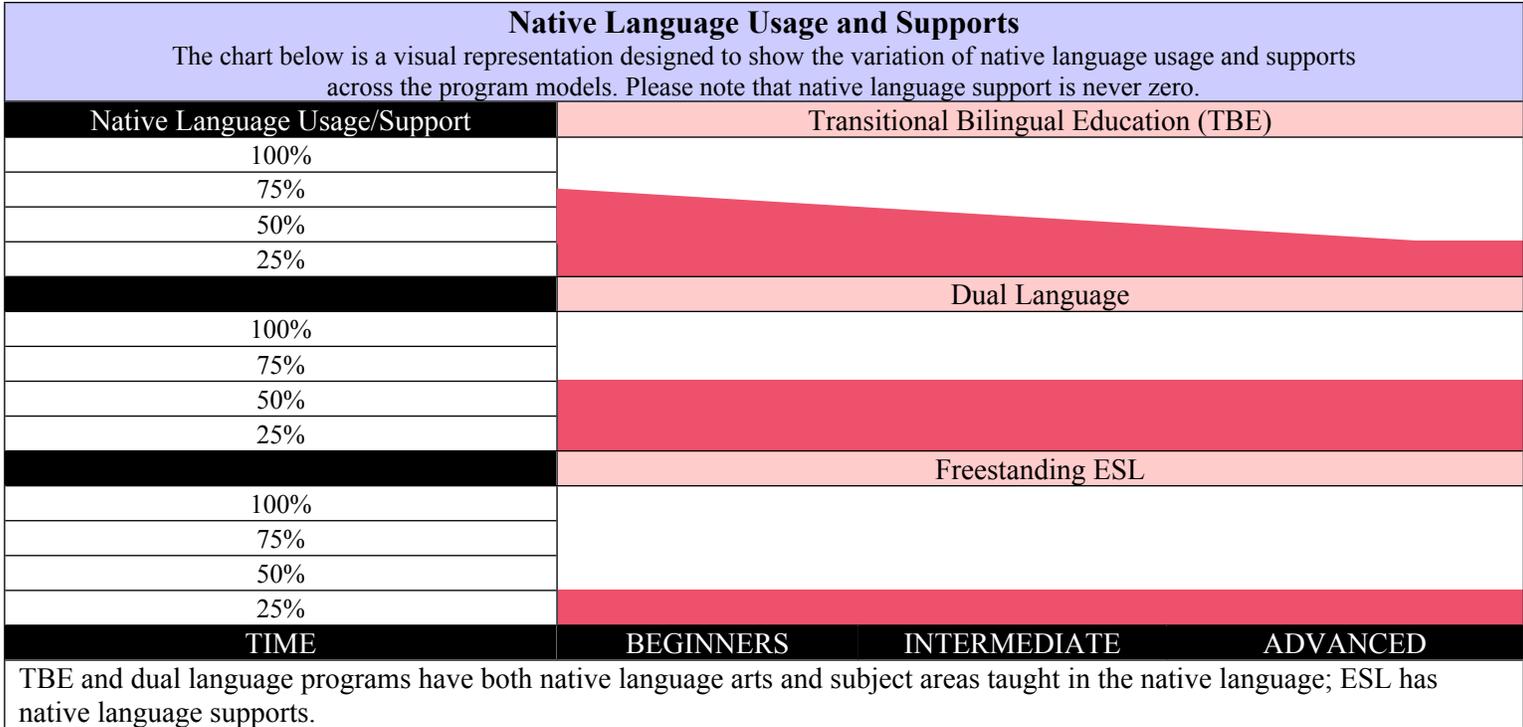
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

	Beginning	Intermediate	Advanced
--	-----------	--------------	----------

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



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. Students receive ELA intervention with Wilson, Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs to ensure science content knowledge. Teachers are instructed to assist the ELLs with using the glossary of terms in their native language. The content instructions is in English with native language support.

9. Students who have reached proficiency in English and are no longer entitled to ESL services continue to be monitored by the ESL teachers. The ESL teachers articulate with classroom teachers about the progress of these students, and their written work is reviewed. These former ELLs also receive extended testing accomodation which include time and half and special location for an additional two years. If necessary the former ELLs also receive the translated version of a content area test in math and science, if needed. They will be provided with instructional support services during the school day and tutoring in after school sessions and during our Saturday Academy.

10. The following improvements are being implemented for this school year. Our teachers are involved in the Danielson Framement in planning their instruction. This will support setting goals for all students especially our English Language Learners. Our RTI (Response to Interventions) is creating systems in place for each of the Tiers I, II, and III. This supports our English Language Learners in receiving the proper intervention to meet their academic needs. Units of study and performance task and assessments help to align the instruction to meet our English Language Learners' academic needs.

11. There are no programs discontinued for our English Language Learners.

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

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

14. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop

the basic communication skills that other beginners may have already acquired. Bilingual Glossary of Terms is provided in all the content areas to assist the native language speakers. The native language speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher as well as the ESL teacher, who also speaks Spanish. The parents of newcomers are also invited to ESL workshops.

15. All required support services and resources correspond to the students' grade level, age, and NYSESLAT data. All our ESL groups are formed by grade level. All instruction is geared towards students' ages. The students are grouped as Beginners/Intermediates and Advanced. The instruction is individually tailored according to the needs determined by NYSESLAT modality report in Speaking, Listening, Reading and Writing.

16. If the school is aware of newly enrolled ELL students by June or July they are invited to attend our ELL summer enrichment academy. This provides good preparation for the upcoming school year.

17. There are no language electives offered at P.S. 36. Native language support is offered in Spanish and Bengali to meet the language needs of those newcomers that are mandated to take content area test.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here N/A

Not Applicable.

D. Professional Development and Support for School Staff

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

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

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	12	2	3	1	3	2								23
Intermediate(I)	8	4	9	3	3	1								28
Advanced (A)	2	4	6	12	9	2								35
Total	22	10	18	16	15	5	0	0	0	0	0	0	0	86

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKIN	B	0	0	0	1	0	0							

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	11	6	0	19
4	4	9	7	0	20
5	1	6	0	0	7
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	2	8	1	9	0	0	0	21
4	1	1	8	2	10	0	0	0	22
5	1	0	5	2	0	0	1	0	9
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	6	0	9	2	3	0	23
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam

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

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. The Early Childhood Literacy Assessment System (ECLAS-2) is the primary tool to assess the early literacy skills of the ELLs at P.S. 36. The Foundations Phonics system has also been added to the early literacy curriculum in grades kindergarten, first and second. The assessments provided by Foundations are used to inform the teachers' instructional plans. The lower-grade ESL teacher is familiar with the Foundations methodology and supports work done in the classroom during ESL periods. Regular conferencing between the monolingual teacher and the ESL teacher ensures a tailored instructional plan. The Developmental Reading Assessment (DRA) is also used in the spring of the second grade year. P.S. 36 began implementing Foundations a few years ago for selected students. Because of the success of those students, the program was continued to all lower-grade students.

2. The data shows that majority of our students reach proficiency in the first grade, second, third or fourth grades. We attribute this to the increased difficulty of the second through fourth grade span of the NYSESLAT. Also the preparations for the ELA test in third grade and fourth grade transfer to the NYSESLAT. Students at our school generally will enter at the beginning level, move the following year to the intermediate level. Usually students are intermediate for one or two years, before moving to advanced. Most students remain at the advanced level for 2 years. By the time students reach fifth grade, most of the ELLs that started in kindergarten or first grade have tested out to the proficient level. The majority of the ELLs in fifth grade are recent arrivals or newcomers.

3. In September our ESL teachers along with the monolingual teachers, AIS teachers, and support staff review the RNMR -NYSESLAT data to determine the status of our ELLs and to determine how to continue to support our ELLs. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. Students generally test at proficient in speaking after two or three years at the school. Students generally test at proficient in listening after two or three years at the school. Students take longer to test at proficient in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels.

4. a. The data shows that the majority of our students reach proficiency in the first grade, second, third or fourth grades. We attribute this to the increased difficulty of the second through fourth grade span of the NYSESLAT. Also, the preparations for the ELA test in third grade and fourth grade transfer to the NYSESLAT. Students at our school generally will enter at the beginning level, move the following year to the intermediate level. Usually students are intermediate for one or two years, before moving to advanced. Most students remain at the advanced level for 2 years. By the time students reach fifth grade, most of the ELLs that started in kindergarten or first grade have tested out to the proficient level. The majority of the ELLs in fifth grade are recent arrivals or newcomers. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. Students generally test at proficient in speaking after two or three years at the school. Students generally test at proficient in listening after two or three years at the school. Students take longer to test at proficient in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels. For the ELLs in the upper grades, we have examined the results of the citywide interim assessments in the content areas of math and reading. These results show us that the advanced and intermediate students generally perform at grade level in mathematics, with select ELL students showing exceptional math performance. Most beginners and some intermediate students are behind their peers in mathematics. On the interim reading assessment the gap between

the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and the integration of adapted content area materials. As outlined in this policy, these methods will scaffold content area skills and concepts for our ELL population.

b. ELL assessments are carefully considered by the school leadership and teaching staff. Consideration is given to coordinating a student's schedule to provide for optimal educational opportunities, especially small-group instruction. The ELL Interim assessment is utilized by the ESL teacher as well as the classroom teacher to customized and individualized the instruction in the area of needs (reading and writing) for these students. The ELL Interim assesment is used as part of the data for the English Language Learners.

c. The school is learning that a continued emphasis on literacy (reading and writing) is needed, especially as the content area knowledge becomes more challenging.

5. Not Applicable.

6. One important indicator of the success of our ESL program is the transition of ELL students from receiving ESL services to not receiving ESL services. We monitor the achievement of the English proficient students to assure that their second language doesn't interfere with their academic success in English. In general most of our English proficient students do very well academically, many of them becoming the top students in their class. Another indicator of the quality of our ESL program is the progress made by our current ESL students. All of our students continue to make strides forward in their English language acquisition.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>Public School 36</u>		School DBN: <u>8BX36</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Elvira Maresca	Principal		11/28/11
Fran Boemio/Rachel Milby	Assistant Principal		11/28/11
Norma Martinez	Parent Coordinator		11/28/11
Margaret Pabon-Vega	ESL Teacher		11/28/11
Ms. Ramirez Carraco	Parent		11/28/11
Carol Stern	Teacher/Subject Area		11/28/11

School Name: Public School 36

School DBN: 8BX36

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Migdalia Spratley	Teacher/Subject Area		11/28/11
Jasmine Chavez	Coach		11/28/11
Christine Lally-Stolz	Coach		11/28/11
Viviana Cedeño	Guidance Counselor		11/28/11
Elmer Meyers	Network Leader		11/28/11
Barry Brooks	Other <u>Data Specialist</u>		11/28/11
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ **Network:** 607

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Raising Star School (P.S. 36 X)	DBN: 08X036
Cluster Leader: Jose Ruiz	Network Leader: Elmer Meyers
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: <u>57</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 3
of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III (LEP Funding) ELL Afterschool Program for Grades 3, 4 and 5 will begin on October 16, 2012 and will end on Jan. 31, 2012 (as per funding). The Title III (Immigrant Funding) will fund the ELL After school for grades 3,4, and 5 starting February 1 until April 25, 2012. Our focus population for both Title III Immigrant and our Title III LEP afterschool ESL program will be our newcomers, third, fourth, and fifth graders and former ELLs. We will begin to address the instructional needs of our ELLs in literacy, literature, writing. The objective of the afterschool is to improve reading and writing. We will also target the language of math. One hour will be dictated to literacy and the second hour will be dictated to the language of math. Fifty-seven students will participate in this program. The program will be held Tuesday through Thursday from 3:11 to 5:11 after school for forty- two sessions (finishing on February 28, 2012.) The additional twenty nine sessions will be funded with our Title III Immigrant Funds. The language of instruction is in English and the instruction is provided by certified ESL/bilingual teachers. After analyzing our latest data, including last year's NYSESLAT results, we have concluded that many of our students need additional support in reading and writing. These students are targeted with this after school program.

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

The materials that will be used for the Title III After school program are:

Grade 3 Literacy: Comprehensive Assessment - Options Publishing and Math: Exploring Math - Problem Solver's Journal- Teacher Created Materials; Grade 4 and 5: Literacy: Reading Intervention - Teacher Created Materials - Level 4 and 5; Math ; NYS Workout Empire Edition Skills, Review, and Practice - Grade 4 and 5.

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

The Parent Coordinator, Norma Martinez, will conduct the following workshops for our ELL Parent Institute: Aris Parent Workshop (on going) and Breast Cancer Awareness (in October). Ms. Martinez is also conducting citizenship classes for those ELL Newcomer Parents who are in need of obtaining their citizenship (ongoing every Wednesday). Ms. Martinez is also involved in the Parent Orientation Meeting for our ELLs, as well as Pre Kgn. and Kgn. orientation meetings. In the Kgn. parent meeting she specifically addressed the need to develop a second language and how parents can help their child read at home. ELL Parents are also invited to attend the New York State ELA and Math seminars for parents. These seminars are conducted so that parents are aware of what is expected of their children in grades 3, 4, and 5. Ms. Martinez translates all workshops in Spanish. If our ELL Bengali or Arabic parents are in need of translation, we provide these services as well. Parents will be notified of these events via a flyer that will be sent home, by global connect, and/or a poster displayed in the lobby of the school's main entrances.

Part D: Parental Engagement Activities

Book used for American Citizenship classes :

Book: Preparation for Citizenship: EDITION: 1st

Edition ISBN: 0739834584 ISBN-13: 9780739834589 PUB.

DATE: July 2001 PUBLISHER: Houghton Mifflin Harcourt

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		

