



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: THE NATHANAEL GREEN SCHOOL P36K
DBN (i.e. 01M001): 75K036
Principal: JOHANNA SCHNEIDER
Principal Email: JSCHNEI@SCHOOLS.NYC.GOV
Superintendent: GARY HECHT
Network Leader: A. EDELSTEIN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Johanna Schneider	*Principal or Designee	
Matthew Brown	*UFT Chapter Leader or Designee	
Sharon Stoves	*PA/PTA President or Designated Co-President	
Lenora Renfroe	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lori Heffez	Member/ Assistant Principal	
Sylvanus Egbunam	Member/ Teacher	
M. Torres	Member/ Back-up to Secretary & Treasurer	
Heidi Warthe	Member/ Vice President	
Cheryl Johnson	Member/ Secretary	
Trishtan Alexander	Member/ Treasurer	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
x	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
x	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
x	Academic Intervention Services (AIS)
x	Title I Plan (Only for schools receiving Title I funding)
x	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, there will be improved student proficiency in Math for all students as evidenced by a 2% increase in students achieving LEVEL 2 on the corresponding NYS Math exam.

Comprehensive Needs Assessment

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

In reviewing our School Progress report from 2011-2012, performance was a C, in the area of math, which is partially based on growth percentiles, a measure of how much individual students improved on state tests in Math between 2011 and 2012, compared to other students in the City who started at the same level for all students and transient students. Median growth percentile for math was 39%. For 2013, Progress was a grade of A, median growth percentile was 36%. All Teachers will continue to utilize SCANTRON performance series for suggested learning objectives to determine the goals as per the IEP. Staff will utilize interim rubrics and work to meet the CCLS in math for each grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Baseline assessment at beginning of school year, ongoing benchmark assessment (approximately three times per year) throughout the year tailored towards the individual needs of each student. Staff will provide differentiated teaching to meet the needs of each student. Staff will provide differentiated learning practices to meet the needs of each student. Each classroom teacher and cluster provides lessons and activities that include MATH and math vocabulary. Paraprofessionals and teachers work as a team to provide small group instruction in a structured class environment. Throughout the school year, projects and activities will include a variety of Math skills related to the CCLS. Math will be integrated into lessons and activities that will include, but not be limited to: critical analysis, gathering, classifying and interpreting written, oral and visual information. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate. Inquiry Team will meet once per month and focus on "looking" a student work and analyzing baseline and benchmark results and adjusting instructional practice based on ongoing assessment of work. During small group teacher meetings, ½ day professional development and conference days, staff will participate in a variety of workshops that focus on reviewing student work, utilizing benchmark data to drive instruction, how to adjust instructional practices based on baseline and benchmark assessment and how to use this data to drive instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. In addition to math instruction by the homeroom teacher, we have created two math cluster teachers who focus in on needed skill areas for each class. Each classroom teacher and cluster teacher provides lessons and activities related to mathematics and its connection in the world. Paraprofessionals and teachers work as a team to provide small group instruction in a structured class environment. Throughout the school year, projects and activities will include math skills related to CCLS and prepare students for college and career readiness. Ongoing (weekly) small group teacher meetings and cluster teacher meetings agenda items will include, but not be limited to: assessment process, use of SCANTRON, IEP goals, common core alignment, data driven instruction, citywide expectations, depth of knowledge, instructional shifts, SANDI for alternate assessment students and collaborative work with the D75 math coach for assistance with the implementation of new curriculum. D75 Math coach will provide assistance in a variety of areas based on student and teacher need.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. , teachers will determine at regular intervals, at least three times per year, if skills need to be re-taught or if small group instruction needs to be modified. Or re-focused. Differentiated instruction will take priority in every lesson. Math cluster teachers will review skills taught, introduce new skills and develop lessons that will reinforce common core learning standards. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate. Monthly collection of unit plans will serve a monitoring system for teacher planning and the effectiveness of implementation on student progress will be monitored through walk-throughs, teacher self-assessment and Advance.

D. Timeline for implementation and completion including start and end dates

1. First baseline on SCANTRON was completed in October 2013 and the last will be administered in May 2014 to measure student acquisition in math. We will also compare scale scores to measure gains. Teachers will examine and evaluate the acquisition of IEP goals.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Each class is scheduled for at least one extra period of math per week with the cluster teacher to reinforce, re-teach and instruct students on the common core

learning standards in mathematics. Students will participate in a variety of hands-on, active learning activities to reinforce math skills aligned to the CCLS. Continue to provide staff development in needed areas based on staff needs. Professional development during small group teacher meetings, ½ day professional development, conference days and outside PD will provide staff with information on new curriculum, development of critical thinking skills, looking at possible solutions to solve problems and improvement of test taking skills.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

We will continue to invite parents to participate in publishing parties, special presentations and school events.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2014, there will be improved student proficiency in ELA for all students as evidenced by a 2% increase in students achieving LEVEL 2 on the corresponding NYS ELA exam

Comprehensive Needs Assessment

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

In reviewing our School Prog4ress report from 2011-2012, performance was a c, in the area of ELA, which is partially based on growth percentiles, a measure of how much individual students improved on state tests in ELA between 2011-2012, compared to other students in the city who started at the same level for all students and transient students. Median growth percentile was 29.5% For 2013, Progress was a grade of A, median growth percentile was 44%. All teachers will continue to utilize SCANTRON performance series for suggested learning objectives to determine the goals as per the IEP. Staff will utilize interim rubrics and work to meet the CCLS in ELA for each grade.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Baseline assessment at beginning of school year, ongoing benchmark assessment (approximately three times per year) throughout the year tailored towards the individual needs of each student. Staff will provide differentiated learning practices to meet the needs of each student. Each classroom teacher and cluster teacher provides lessons and activities that include ELA in all curriculum areas. Paraprofessionals and teachers work as a team to provide small group instruction in a structured class environment. Throughout the school year, projects and activities will include a variety of ELA skills related to the CCLS. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate. Inquiry Team will meet once per month and focus on "looking at student work and analyze data. During small group teacher meetings, ½ day professional development and conference days, staff will participate in a variety of workshops that focus on looking at and analyzing student work and how to use this data to drive instruction.

B. Key personnel and other resources used to implement each strategy/activity

1. All classroom and cluster teachers will target ELA skills appropriate to age and grade. Focus will be on developing skills needed for: writing skills across the curriculum, non-fiction, poetry, self-reflection, biography, persuasive letters, memoirs, writing within the content areas, historical fiction, research, and personal essays within and across a variety of curriculum areas. As appropriate to grade and age level as outlined in the CCLS, students will have the opportunity to participate in projects that focus on the areas listed above to prepare students for career readiness and college when appropriate. . Inquiry Team will meet once per month and focus on "looking" a student work and analyzing baseline and benchmark results and adjusting instructional practice based on ongoing assessment of work . During small group teacher meetings, ½ day professional development and conference days, staff will participate in a variety of workshops that focus on reviewing student work, utilizing benchmark data to drive instruction, how to adjust instructional practices based on baseline and benchmark assessment and how to use this data to

drive instruction..

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will determine at regular intervals, at least three times per year, if skills need to be re-taught or if small group instruction needs to be modified or re-focused. During small group teacher meetings and PD, staff will practice looking at student work and data, and develop lessons and activities that focus on areas of need. Differentiated instruction will take priority in every lesson. Ongoing (weekly) small group teacher meetings and cluster teacher meetings agenda items will include, but not be limited to: assessment process, use of SCANTRON, IEP goals, common core alignment, data driven instruction, citywide expectations, depth of knowledge, instructional shifts, SANDI for alternate assessment students and collaborative work with the D75 math coach for assistance with the implementation of new curriculum. D75 ELA coach will provide assistance and provide assistance in a variety of areas based on student and teacher need. Two staff members are participating in Rigor in Reading Program. Projects will include and incorporate various reading, speaking and writing aspects of ELA. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate.

D. Timeline for implementation and completion including start and end dates

1. First baseline on SCANTRON was completed in October 2013 and the last will be administered in May 2014 to measure student acquisition of ELA skills. These benchmark assessments take place 3 times per year and assist with the development of units and lessons that will focus on the acquisition of skills needed by each student.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We have created three cluster positions – Reading cluster, Writing Cluster and Listening and Speaking. Students receive additional services by these cluster teachers at least once per week to focus on a specific area of need in addition to ELA lessons and activities provided by the classroom teacher. Throughout the school year, various projects are created to

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, there will be a decrease in inappropriate student behaviors/reactions by 5% as evidenced by referral logs and SWIS data.

Comprehensive Needs Assessment

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

Each month, we review at cabinet meetings, our "BIG 5" reports on SWIS to determine which areas need to be addressed in each classroom and how positive behavior supports improve student performance and positive behavior throughout the school. In addition, when we review the levels earned on our point system, we review which students require assistance in meeting the behavior standards set forth by the school. Counselors work collaboratively with teachers to identify which students require assistance and together develop behavior plans and if necessary the required FBA to determine course of action.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Counselors meet at least once per week with classroom teachers to determine needs of the class. Collaboratively, teachers and counselors develop behavior plans when needed to develop positive behavior supports within the classroom and other areas of the school. The school wide use of positive behaviors supports has an emphasis on social-emotional learning and it is prevalent throughout the school. We provide a collaborative and mutually respectful environment for both staff and

students. The Incentive Catalogue included opportunities for students to develop new interests and learn new skills in a variety of areas that include, but are not limited to: cartooning, board games, qi gong, nail salon, electronic deejay, soccer stars, double dutch, chess, basketball, book club, headband and bracelet making, popsicle stick art, steppin, mini golf, and the green café to name just a few. We identify students who require assistance with specified behaviors and our crisis intervention teacher (trained in TCIS) works with students who are having difficulty functioning within the school.

B. Key personnel and other resources used to implement each strategy/activity

1. In addition to the classroom team, the counselor and the crisis team, the entire school community works with every student utilizing the school-wide Daily Behavioral Assessment and data for levels I, II and III. Each week data is collected and graphed on a school-wide chart. Points are then transferred to a “bank book” and students visit the school store once per week to choose an incentive from the incentive catalog or from the store. To improve punctuality of students who travel on metro and to alleviate issues in the street in the early morning, we continue our “Morning Fitness and socialization program during which time students arrive at 7:30am and participate in a variety of fitness activities or socialization/homework time.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Each week, points are tallied and graphed on a school-wide chart to keep data on levels earned for each student. These points are then transferred to a bank book, which is then used to buy incentives. SWIS data is reviewed monthly by the cabinet to identify students in need of intervention during specific times of the day. The Crisis Team then works with the counselor and staff to develop plans to develop and improve student behavior and ways to solve conflicts. If necessary, during the day, students may spend time in our “resolution center” and develop strategies with the help of staff trained in TCIS to solve conflicts and develop strategies to overcome behavioral obstacles.

D. Timeline for implementation and completion including start and end dates

1. The school-wide behavior plan is implemented since the first day of school and ends on the last day of school. Each period of the day is monitored with individual behavioral assessment sheets and data collected at end of each week and graphed onto a school-wide chart.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Each teacher and para plays a positive role in teaching appropriate behaviors, develops behavior plans to target specific behaviors and utilizes the school-wide behavioral expectations for the entire school community. In collaboration with the “Lightening Kid FUNdation” sponsored the the creators of a soon to be Broadway show, Chix 6, students used writing, music, dance and art to explore and to discover their own inner superhero selves. Students empowered themselves to make a difference in their own lives, their own classroom communities, school community and home community. Students identified positive skills and attributes they possess and would like to cultivate to solve problems, end disputes and be positive when dealing with upsetting situations in the classroom and throughout the school. Students learn about the conflict cycle and what they can do to overcome being manipulated by others who want to fight or bully. Currently, we have 12 staff members trained in TCIS and the goal is to have 10 more people trained this school year.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Annual Goal #4

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups
1.
B. Key personnel and other resources used to implement each strategy/activity
1.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1.
D. Timeline for implementation and completion including start and end dates
1.
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Units of Study, Balanced Literacy, Leveled Library, Expeditionary Learning, DISTAR, Words Their Way, SANDI Fast, Core Knowledge, Reading A-Z, RazKids	<ul style="list-style-type: none"> • Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers • SETTS teacher – works with students who are at risk • DEAR time • Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher • Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher 	During school hours
Mathematics	Go Math, Equals, Connected Math	<ul style="list-style-type: none"> • Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers • SETTS teacher – works with students who are at risk • Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher • Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher 	During school hours
Science		<ul style="list-style-type: none"> • Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers 	During School hours

		<ul style="list-style-type: none"> • SETTS teacher – works with students who are at risk • DEAR time • Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher • Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher 	
Social Studies	Social Studies Core Curriculum	<ul style="list-style-type: none"> • Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers • SETTS teacher – works with students who are at risk • DEAR time • Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher • Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher 	During School hours
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Social Worker, Psychologist, Guidance Counselor	Individual and group counseling as outlined on IEP, counseling during crisis, family outreach, push-in classroom work.	During School Hours

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.		
School Wide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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)

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 come to school to participate in school functions.

- 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 through the Daily Behavioral Assessment and regular contact with the school;
- 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;
- **Provide parents with opportunities to participate in publishing parties, special assemblies,**

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. 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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, P36K, 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. Parents are welcome to come to school and make appointments with their child's teacher to be an active member of the school community.

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;
- 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;
- 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 when they attend Parent Teacher Conferences in the Fall and Spring.

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 participate in school-wide functions that involve their children and opportunities to see their child's work throughout the school.
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

I. 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;
- Review the "Daily Behavioral Assessment" with my child daily and provide guidance to move towards more appropriate behavior.
- 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 school rules and regulations that are sent home twice per year. (Fall & Spring).
- 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
- 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,
- share responsibility for the improved academic achievement of my child;

II. Student Responsibilities:

- attend school regularly and arrive on time;
- Take home the Daily Behavioral Assessment everyday and talk with a parent about progress or difficulties
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- Come to school prepared to learn and do my work everyday

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 75	Borough Brooklyn	School Number 036
School Name Nathanael Greene School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Johanna Schneider	Assistant Principal Lori Heffez
Coach type here	Coach type here
ESL Teacher Diane Vaccaro	Guidance Counselor Nancy Tolan
Teacher/Subject Area K. Farganis/Classroom Teacher	Parent Sharon Stoves
Teacher/Subject Area	Parent Coordinator Lenora Renfroe
Related Service Provider Susan Salner	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	262	Total number of ELLs	30	ELLs as share of total student population (%)	11.45%
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Part II: 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
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE														0
SELECT ONE														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	30	Newcomers (ELLs receiving service 0-3 years)	8	ELL Students with Disabilities	30
SIFE	1	ELLs receiving service 4-6 years	11	Long-Term (completed 6+ years)	11

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	8			11	1		11			30
Total	8	0	0	11	1	0	11	0	0	30

Number of ELLs who have an alternate placement paraprofessional: 9

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			3			3	3	6	2	2	3	2		24
Chinese			1			1								2
Russian														0
Bengali								1						1
Urdu														0
Arabic											1		1	2
Haitian								1						1
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	0	0	4	0	0	4	3	8	2	2	4	2	1	30

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)			4			3	3	8	2	2	5	2	1	30

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)														0
Advanced (A)														0
Total	0	0	4	0	0	3	3	8	2	2	5	2	1	30

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					!Und
4					
5	3				
6	1				
7	1				
8	1				
NYSAA Bilingual (SWD)					

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									
4									
5	3								
6	1								
7	1								
8			1						
NYSAA Bilingual (SWD)									

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									
NYSAA Bilingual (SWD)									

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 Foreign Language				
Government				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 36 assessment tool is SANDI and FAST. This data provides me with a baseline for my ELLs. The data that is collected from these assessments helps inform the school's instructional plan by helping the ESL teacher set goals for each student. Teachers and school leadership use the data of Periodic Assessments by looking at how the students performed on the assessment so they can target instruction to meet the learning needs of every child.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Dynamic reports allow you to analyze student scores, help identify trends within your class and across classes in your school, and facilitate grouping and other approaches to differentiated instruction. These assessments also provide an objective measure of student performance and growth to share with families so you can work together to keep students on track for success through high school and beyond.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?Teachers can also see early indicators of students' performance to help address areas of need. English Language Learner (ELL) Periodic Assessments are designed to measure student progress in English language proficiency and to predict performance on State English language acquisition tests. The results are intended to provide teachers with detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)
Within RTI, PS 36 uses data to make decisions about instruction. We target the instruction to meet the needs of the students.
6. How do you make sure that a child's second language development is considered in instructional decisions?
At PS 36, we have bilingual paraprofessionals in the classroom.
7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?Currently, PS 36 only features a push-in pull-out program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
At PS 36 the ESL teacher evaluates the success of the program by using on-going assessments and district-wide assessments.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Being a District 75 school, PS 36 K does not often receive newcomers, other than possibly Kindergarteners. However, when the parents of first-time admits come into the school to register their child, the pupil personnel school secretary, Ms. T. McSpedon alerts the ESL teacher, Ms. Diane Vaccaro that a Home Language Survey must be completed. Ms. Vaccaro conducts the process of administering the HLIS in the parent's preferred language.

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.
If the student is entitled to services, the parent is given an orientation session immediately after the LAB-R is hand scored. As part of the orientation, he or she meets with the ESL teacher, Ms. Vaccaro, if needed Ms. Vaccaro will have an interpreter at the meeting. As part of the orientation, Ms. Vaccaro informs parents of their rights and responsibilities as parents of ELLs. Every spring, the NYSESLAT exam is administered to all ELLs in the school
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and date by written communication (via direct mail). The letters are in the home language.
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.
.As mentioned before, Parents are given the Guide for Parents of English Language Learners, and have additional information provided to them by the ESL teacher if it is requested. Our school currently features push-in pull-out model of ESL and the parents are provided with all the information about the program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher is responsible for making a schedule to test each ESL student. Then the speaking section is score by the Speech Teacher as the ESL teacher administers it. The ESL teacher is then responsible for administering and scoring the Listening, Speaking, reading and writing parts of the NYSESLAT exam. School-wide make-up tests are conducted by licensed ESL teacher for students who missed the classroom administration of these sections.
6. 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.) 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. [i](#)
Here at PS 36, we do not give parent survey's. WE only have on type of program which is a push-in pull-out model.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length. Groups consist of three to four students. In the case of more than one student per group, the push-in model is not employed, but if there is one student in a group, the ESL teacher pushes in. The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes. Depending on the students' IEP, content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher. Due to the population of the school, instructional language is at a basic level which makes it conducive for learning for ELLs. Whenever possible, classroom teachers and the ESL teacher employ manipulatives and realia. All instruction is in English. When necessary, a teacher or paraprofessional will explain a concept in another language.

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)?

Paste response to questions here:

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 foster language development and meet the demands of the Common Core Learning Standards.

With the use of the bilingual paraprofessional, the students are evaluated in their native language through out the year. Necessary skills for required ESL testing, such as responding to multiple-choice test items, using graphic organizers, determining the main idea, developing stamina in reading, etc. are stressed in all areas of instruction. The academic needs of ELLs receiving 4-6 years of service are assessed and addressed. Instruction is aimed at remediation in academic areas indicated. After exiting from the ESL program, ELLs are assessed annually with the NYSESLAT. MR and cochlear implant students' academic needs are tailored to the instructional materials and teaching techniques of the classroom.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
With the use of a bilingual paraprofessional.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

SIFE students receive 1:1 ESL instruction for when the child is pulled out and the ESL teacher also pushes into the room.

Students who have been in US schools for less than three years are taught in a group (pull out model), the ESL teacher also pushes into the classroom. For the ELLs receiving four to six years of service, and 6 years+ they are pulled out into a group. For the students who are

proficient after 1-2 years, do not receive services but are provided support when needed.

7. 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?

The ESL teacher is familiar with those materials and techniques and modifies lessons to maximize consistency for the students. Students with cochlear implants are taught with a phonics program, Sounds in Action, which is beneficial for students with implants, as well as ELLs. MR students are taught phonics and sight-word recognition. ED students receive individualized instruction in math and are reading grade-appropriate texts. All math programs involve manipulatives. Other than kindergarten students, all ELLs take regularly scheduled dictation tests based on a passage at the student's comprehension level and in line with the student's writing and spelling abilities. The dictation program is aimed at writing mechanics and requires proper use of capital letters, punctuation and spelling. Instruction is in English and the native language is employed when a concept is easily explained in the students' native language.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

ELL students with special needs (SWDs) make up all of our ELL's. They receive a modified, instructional, functional curriculum that is tailored to meet their ESL needs whether in a Least Restrictive Environment (LRE) or not that is developed to meet the diverse needs of all of our students. We use adapted materials, such as real life objects, TOBI's, Mayer-Johnson symbols, adapted books and workbooks. We adapt the directions/instructions in workbooks so they understand. Every child has their own individualized educational plan (IEP). We work on the academic goals described in the IEP for each ESL student. Some of our ELL students with special needs do not take Standardized Assessments. These students are considered NYSAA (New York State Alternate Assessment). They are required to use other assessment tools such as; the SANDI (NYSAA Inventory) and the New York State datafolio assessment. Both assessments are administered in English and the students' native language when necessary. services have their own individualized schedule according to their academic level. Every part of the classroom is labeled. Data is composed daily in all subject areas based on their progress. The data is collected through the use of data collection sheets, observation and student work. All these strategies and methodologies are implemented to accelerate english language learning.

Courses Taught in Languages Other than English ⓘ

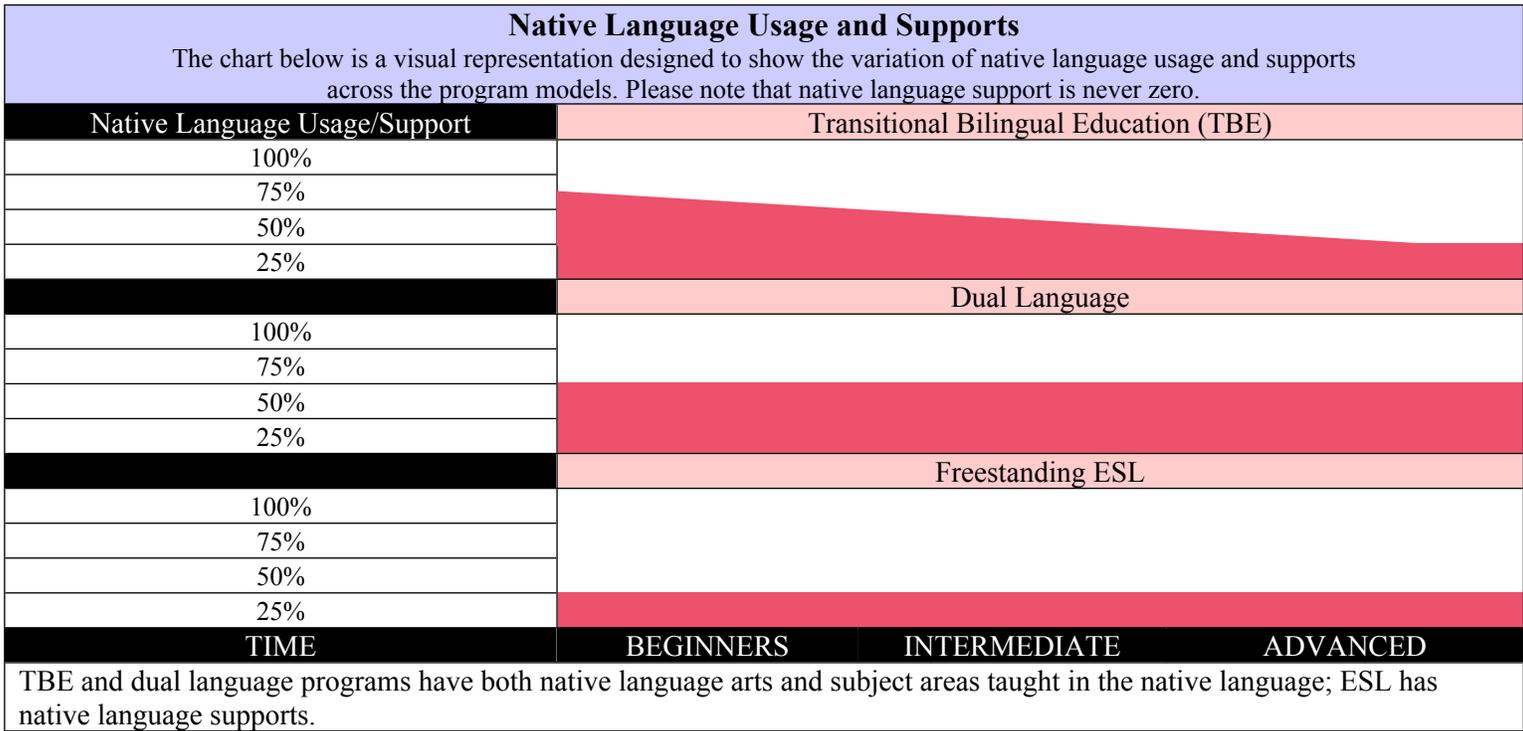
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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	45 minutes per day	45 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

9. 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.

Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length. Groups consist of one to three students. In the case of more than one student per group, the push-in model is not employed, but if there is one student in a group, the ESL teacher pushes in. The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Describe how the content areas are delivered in each program model. Depending on the students' IEP, content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher. Due to the population of the school, instructional language is at a basic level which makes it conducive for learning for ELLs. Whenever possible, classroom teachers and the ESL teacher employ manipulatives and realia. All instruction is in English.. When necessary, a teacher or paraprofessional will explain a concept in another language.

11. What new programs or improvements will be considered for the upcoming school year?

None, here at PS 36 we are keeping everything the same.

12. What programs/services for ELLs will be discontinued and why?

As of now there is no programs/services that will be discontinued.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

As of now, there is no after school programs offered in our building.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

Instructional materials that are used are, sight word Apps, and games for reading. We also use realia, manipulatives and computer programs .

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

With the use of a bilingual paraprofessional.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?

Instruction is differentiated for all ELL subgroups through several method's which include, adapting materials for students. They have access to libraries that are aligned to the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of students.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

Currently, we do not have any activities that assist newly enrolled ELL students.

18. What language electives are offered to ELLs?

French is the language electives offered to ELLs.

19. For schools with dual language programs:

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

Currently, PS36 only features a push in pull out model of instruction.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

The ESL teacher will attend District 75 ESL meetings, plus classes in writing the BESIS report and giving the NYSESLAT. The ESL teacher is a member of TESOL, the national organization of ESL teachers and actively participates in online forums. All students, including ELLs, at P36K are prepared to transition to high school or to regular education schools. Teachers are informed of Jose P and other ESL classes available to all teaching staff.

D. Parental Involvement

1. Describe ELL parent involvement in your school? Include specific activities that foster parental involvement for 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?

P36k has monthly Leadership Team and PTA meetings. There is an ongoing system to recruit parent volunteers. The school partners with Partner With Heaven Hands and the New York Psychotherapy Counseling Center. The parents of ELL students are informed of these partnerships. A special invitation for parents of ELL students was extended but there was no response on the part of the parents. The ESL teacher has phone contact with each of the parents of each ELL. Any concerns or explanation of services are discussed during this time. Parents are sent a questionnaire that allows them to sign up for different activities. Also, an ELL parent meeting is set to begin before Open School Night on November 6th.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: PS 36 **School Name:** P36K/Nathaniel Greene School

Cluster: _____ **Network:** Diane Vaccaro

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.

When new students enter the school, a new admission packet is filled out by the parent/guardian and intake meeting takes place during which time staff (that may include, but not be limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with the family to gather needed information. Translation and oral interpretation needs are then noted. If needed, a Home Language Identification Survey is completed (assistance provided when necessary). The counselor, or parent coordinator keeps track of parents/guardians and families who require translation and oral interpretation services to ensure that those needed services are available during meetings, conferences and special events. All stakeholders who have contact with this child know the language interpretation needs of the family. Centrally produced documents will be kept on hand for parents who require these documents in their native language and student specific documents will be translated as needed by school staff. This information is recorded and maintained by the school (we record this information in ATS reports, emergency cards and keep the ELL Home Language Identification Survey in their personal files).

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.

During the intake process of our students, the counselor for the student meets with the family member present and needed services are documented. Data is collected and then shared at the weekly cabinet meetings. Documentation is kept on file of all families in need of translation services in the native language. During weekly teacher meetings, pertinent information is shared with teachers, related service providers and other stakeholders who have contact with the child to ensure for open communication among all school members and the family. Our school provides oral interpretation services in a one on one setting. These services are extended to our parents including: 25 Spanish parents, 1 Bengali, 1 Arabic, 2 Chinese parent, 1 Haitian parents, and 1 Polish speaking parent.

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.

When a parent/guardian is identified as needing written translation services, we will utilize school staff to provide these services. Centrally produced documents (standards conduct and discipline plan, etc.) Will be kept on hand for parents/guardians in need and provided when needed. For other student specific documents, we will utilize school staff to provide written translation in a timely manner. When a parent requires a document, we will ensure that the staff member is provided with adequate time to complete the written translation so that the parent/guardian will receive the needed documentation in a timely fashion. If other documents are needed and cannot be provided by the school, we will contact the Translation and Interpretation Unit of the DOE. The school makes sure that parents whose language is other than English are provided with a translated Bill of Rights and interpretation notice signs as well as safety plan procedures, which are placed on the entrance doors explaining where these notices can be located.

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

Our school provides parent/guardian is identified as needing oral translation services, we will utilize school staff to provide these services. If at any time, we cannot provided oral interpretation services needed, we will contact the Translation and Interpretation Unit of the DOE. Our school promotes the availability of and ensures accessibility to interpretation services at group and one-on-one meetings.

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

At the start of each school year, we will ensure that we have the Bill of Rights and Responsibilities available to parents in their native language and distributed to all parents at the beginning of the school year and then given or sent to new students as they enter the school. If needed, appropriate signage will be requested thorough the Translation and Interpretation Unit of the DOE. Our school provides a translated Bill of Rights and interpretation notice signs as well as safety plan procedures, which are placed on the entrance doors explaining where these notices can be located.