Department of Education

Dennis M. Walcott, Chancellor

2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: THE MARGARET DOUGLAS SCHOOL, PS 36M

DBN (*i.e. 01M001*): 05M036

Principal: HEATHER JNBAPTIST

Principal Email: HJNBAPTIST@SCHOOLS.NYC.GOV

Superintendent: GALE REEVES

Network Leader: KAREN AMES

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
Heather JnBaptist	*Principal or Designee	
Monique Greene	*UFT Chapter Leader or Designee	
Shereen Jackson	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Claudia Aybar	Member/ Teacher	
Shari Fine	Member/ Teacher	
Lisa Smith	Member/ Teacher	
Katrice Wynn	Member/ Parent	
Kendra Booker	Member/ Parent	
Jessica Glover	Member/ Parent	
Ayishah Irvin	Member/ Parent	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	Member/	
	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, increase student achievement in ELA and Mathematics by 5% as evidenced by the number of students performing at proficiency levels (3 and 4) based on NYS exams.

Comprehensive Needs Assessment

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

As a result of tougher standards (Common Core), last year, as many schools across New York State/City, P.S. 36 saw a decline in the percentage of students meeting standards across all subgroups in English Language Arts and Mathematics. This year, with the implementation of new Common Core aligned instructional programs (ReadyGEN and GoMath), professional development and continued student support services, we anticipate seeing an increase in the percentage of students meeting proficiency in ELA and Math. The results of New York State Testing are as follows:

	Percentage of Students Meeting ELA/Mathematics Proficiency Standards* (2012-2013 School Year)	Anticipated Percentage of Students Meeting ELA/Mathematics Proficiency Standards* (2013-2014 School Year)
ELA	9.2%	14.2%
Mathematics	15.5%	20.5%

*Data from New York City Department of Education Website/ARIS/Progress Report.

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

English Language Arts:

- During early Fall 2013, using New York State test data, identify students failing to meet proficiency standards in English Language Arts and target them in the appropriate tier of intervention (small group and/or extended day instruction - 37.5 period).
- Based on the 2013 New York State English Language Arts Assessment Item Analysis and school-level data, prioritize the following areas in Grades 4 and 5:

Grade 3 NYS ELA Item Analysis Priorities (Students Currently in Grade 4)

- CCSS.ELA-Literacy.RI.3.1 Ask and answer questions to demonstrate understanding of a text, referring explicitly to the text as the basis for the answers.
- CCSS.ELA-Literacy.RI.3.2 Determine the main idea of a text; recount the key details and explain how they support the main idea.
- CCSS.ELA-Literacy.RI.3.3 Describe the relationship between a series of historical events, scientific ideas or concepts, or steps in technical procedures in a text, using language that pertains to time, sequence, and cause/effect.
- CCSS.ELA-Literacy.RL.3.3 Describe characters in a story (e.g., their traits, motivations, or feelings) and explain how their actions contribute to the sequence of events
- CCSS.ELA-Literacy.L.3.4a Use sentence-level context as a clue to the meaning of a word or phrase.

Grade 4 ELA School-Level Data Priorities (Opinion/Information/Explanatory Writing)

- CCSS.ELA-Literacy.W.4.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.4.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which related ideas are grouped to support the writer's purpose.
- CCSS.ELA-Literacy.W.4.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.4.2a Introduce a topic clearly and group related information in paragraphs and sections;
- CCSS.ELA-Literacy.W.4.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.4.2e Provide a concluding statement or section related to the information or explanation presented.

Grade 4 NYS ELA Item Analysis Priorities (Students Currently in Grade 5)

- CCSS.ELA-Literacy.RI.4.2 Determine the main idea of a text and explain how it is supported by key details; summarize the text.
- CCSS.ELA-Literacy.RI.4.3 Explain events, procedures, ideas, or concepts in a historical, scientific, or technical text, including what happened and why, based on specific information in the text.
- CCSS.ELA-Literacy.RI.4.5 Describe the overall structure (e.g., chronology, comparison, cause/effect, problem/solution) of events, ideas, concepts, or information in a text or part of a text.
- CCSS.ELA-Literacy.RI.4.8 Explain how an author uses reasons and evidence to support particular points in a text.
- CCSS.ELA-Literacy.RI.4.9 Integrate information from two texts on the same topic in order to write or speak about the subject knowledgeably.
- CCSS.ELA-Literacy.RL.4.3 Describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text (e.g., a character's thoughts, words, or actions).

Grade 5 ELA School-Level Data Priorities (Opinion/Information/Explanatory Writing)

- CCSS.ELA-Literacy.W.5.1 Write opinion pieces on topics or texts, supporting a point of view with reasons and information.
- CCSS.ELA-Literacy.W.5.1a Introduce a topic or text clearly, state an opinion, and create an organizational structure in which ideas are logically grouped to support the writer's purpose.
- CCSS.ELA-Literacy.W.5.1d Provide a concluding statement or section related to the opinion presented.
- CCSS.ELA-Literacy.W.5.2 Write informative/explanatory texts to examine a topic and convey ideas and information clearly.
- CCSS.ELA-Literacy.W.5.2a Introduce a topic clearly, provide a general observation and focus,
- CCSS.ELA-Literacy.W.5.2b Develop the topic with facts, definitions, concrete details, quotations, or other information and examples related to the topic.
- CCSS.ELA-Literacy.W.5.2e Provide a concluding statement or section related to the information or explanation presented.

Additional Strategies in ELA:

- A school-wide baseline literacy assessment will be administered in September 2013. New York City School-net Benchmark Assessments (Grades 3-5) will be administered in January, 2014 and March 2014.
- Teachers will use baseline data, School-net Benchmark Assessments, and all available student data (formal/informal assessments, conference notes, student's portfolios etc.) to identify and prioritize instructional needs and to group students. This will be used as a gap analysis to make revisions to current curriculum.
- Administer and carefully analyze the results of the Measurement of Student Learning (MOSL), to pinpoint the needs of individual students, classes and the grade.
- As indicated in the Citywide Instructional Expectations, all teacher teams will focus on "Shifting Classroom Practice," which is essential in ensuring that all students are making progress towards meeting higher standards. On a consistent basis, teacher teams will analyze and revise student work to determine the continued needs of all students across all curriculum areas and accountability groups.
- Analyze New York State Scale Score Ranges and Proficiency Ratings to identify and prioritize the needs of students close to scoring at the next New York State Proficiency Level.
- School administration will conduct frequent walkthroughs and provide immediate feedback to pedagogues focusing on Danielson's Domain 1 – Planning and Preparation, Domain 2 – Classroom Environment and Domain 3 – Instruction.
- Develop schedule to ensure that teachers have common planning periods.
- Provide teachers with professional resources/books/articles (e.g. Gay Su Pinnell and Irene C. Fountas – The Continuum of Literacy Learning Grades K-8, The Response to Intervention (RTI) Daily Planning Book) to facilitate the process of planning and supporting students in meeting challenging academic demands.
- Develop 2013-2014 Professional Development Calendar. Provide opportunities for differentiated Professional Development Sessions to assist teachers in the implementation of Common Core Standards/Curriculum and strengthening competencies in Planning and Preparation, Classroom Environment and Instruction.
- Plan school visits with a concentrated lens on Charlotte Danielson's Domains
- Provide support from Network/AUSSIE/Teacher's College Columbia University Office of School and Community Partnerships to enhance teacher training and development.
- Develop a Response to Intervention (RTI) plan to address the needs of students across all Intervention Tiers.
- Work closely with Academic Intervention Support Programs to ensure the needs of students are being addressed.
- Target identified students for after-school and Saturday programs geared toward enhancing student achievement.

Mathematics:

- During early Fall 2013, using New York State test data, identify students failing to meet proficiency standards in Mathematics and target them for small group and/or extended day instruction (37.5 period).
- Based on the 2013 New York State Mathematics Assessment Item Analysis and school-level data, prioritize the following areas in Grades 4 and 5:

2013 Grade 3 NYS Math Item Analysis Priorities (Students Currently in Grade 4)

- CCSS.Math.Content.3.OA.A.3 Use multiplication and division within 100 to solve word problems in situations involving equal groups, arrays, and measurement quantities, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem.
- CCSS.Math.Content.3.OA.D.8 Solve two-step word problems using the four operations. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- CCSS.Math.Content.3.NF.A.2a Represent a fraction $1/b$ on a number line diagram by defining the interval from 0 to 1 as the whole and partitioning it into b equal parts. Recognize that each part has size $1/b$ and that the endpoint of the part based at 0 locates the number $1/b$ on the number line.
- CCSS.Math.Content.3.NF.A.2b Represent a fraction a/b on a number line diagram by marking off a lengths $1/b$ from 0. Recognize that the resulting interval has size a/b and that its endpoint locates the number a/b on the number line.
- CCSS.Math.Content.3.NF.A.3a Understand two fractions as equivalent (equal) if they are the same size, or the same point on a number line.
- CCSS.Math.Content.3.NF.A.3d Compare two fractions with the same numerator or the same denominator by reasoning about their size. Recognize that comparisons are valid only when the two fractions refer to the same whole. Record the results of comparisons with the symbols >, =, or <, and justify the

conclusions, e.g., by using a visual fraction model.

Grade 4 Math School-Level Data Priorities

- CCSS.Math.Content.4.NBT.B.4 Fluently add and subtract multi-digit whole numbers using the standard algorithm.
- CCSS.Math.Content.4.NBT.B.5 Multiply a whole number of up to four digits by a one-digit whole number, and multiply two two-digit numbers, using strategies based on place value and the properties of operations. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- CCSS.Math.Content.4.NBT.B.6 Find whole-number quotients and remainders with up to four-digit dividends and one-digit divisors, using strategies based on place value, the properties of operations, and/or the relationship between multiplication and division. Illustrate and explain the calculation by using equations, rectangular arrays, and/or area models.
- CCSS.Math.Content.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.

2013 Grade 4 NYS Math Item Analysis Priorities (Students Currently in Grade 5)

- CCSS.Math.Content.4.OA.A.2 Multiply or divide to solve word problems involving multiplicative comparison, e.g., by using drawings and equations with a symbol for the unknown number to represent the problem, distinguishing multiplicative comparison from additive comparison.
- CCSS.Math.Content.4.OA.A.3 Solve multistep word problems posed with whole numbers and having whole-number answers using the four operations, including problems in which remainders must be interpreted. Represent these problems using equations with a letter standing for the unknown quantity. Assess the reasonableness of answers using mental computation and estimation strategies including rounding.
- CCSS.Math.Content.4.MD.A.3 Apply the area and perimeter formulas for rectangles in real world and mathematical problems. *For example, find the width of a rectangular room given the area of the flooring and the length, by viewing the area formula as a multiplication equation with an unknown factor*.
- CCSS.Math.Content.4.MD.B.4 Make a line plot to display a data set of measurements in fractions of a unit (1/2, 1/4, 1/8). Solve problems involving addition and subtraction of fractions by using information presented in line plots. *For example, from a line plot find and interpret the difference in length between the longest and shortest specimens in an insect collection*.
- CCSS.Math.Content.3.NBT.A.2 Fluently add and subtract within 1000 using strategies and algorithms based on place value, properties of operations, and/or the relationship between addition and subtraction.
-

Grade 5 Math School-Level Data Priorities

- Draw points, lines, line segments, rays, angles and perpendicular lines. Identify these in two dimensional figures.
- Measure angles in whole number degrees using a protractor. Sketch angles of a specified measure.
- Solve addition and subtraction problems to find unknown angles on a diagram in real world and mathematical problems.

Additional Strategies in Mathematics:

- A school-wide baseline literacy assessment will be administered in September 2013. New York City School-net Benchmark Assessments (Grades 3-5) will be administered in January, 2014 and March 2014.
- Teachers will use baseline data, School-net Benchmark Assessments, and all available student data (formal/informal assessments, conference notes, student's portfolios etc.) to identify and prioritize instructional needs and to group students.
- Administer and carefully analyze the results of the Measurement of Student Learning (MOSL), to pinpoint the needs of individual students, classes and the grade.
- As indicated in the Citywide Instructional Expectations, all teacher teams will focus on "Shifting Classroom Practice," which is essential in ensuring that all students are making progress towards meeting higher standards. On a consistent basis, teacher teams will analyze and revise student work to determine the continued needs of all students across all curriculum areas and accountability groups.
- Analyze New York State Scale Score Ranges and Proficiency Ratings to identify and prioritize the needs of students close to scoring at the next New York State Proficiency Level.

- School administration will conduct frequent walkthroughs and provide immediate feedback to pedagogues focusing on Danielson's Domain 1 – Planning and Preparation, Domain 2 – Classroom Environment and Domain 3 – Instruction.
- Develop schedule to ensure that teachers have common planning periods.
- Provide teachers with professional resources/books/articles (The Response to Intervention (RTI) Daily Planning Book) to facilitate the process of planning and supporting students in meeting challenging academic demands.
- Develop 2013-2014 Professional Development Calendar. Provide opportunities for differentiated Professional Development Sessions to assist teachers in the implementation of Common Core Standards/Curriculum and strengthening Danielson's Framework Competencies in Planning and Preparation, Classroom Environment and Instruction.
- Plan school visits with a concentrated lens on Charlotte Danielson's Domains.
- Provide support from Network/AUSSIE/Teacher's College Columbia University Office of School and Community Partnerships to enhance teacher training and development.
- Develop a Response to Intervention (RTI) plan to address the needs of students across all Intervention Tiers.
- Work closely with Academic Intervention Support Programs to ensure the needs of students are being addressed.
- Target identified students for after-school and Saturday programs geared toward enhancing student achievement.

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

1. Principal, Assistant Principal, Classroom Teachers, Academic Intervention Teachers, Data/Test Coordinator, AUSSIE, Network Personnel

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

1. P.S. 36 has developed a list of Universal Screening and Progress monitoring to assess the impact of strategies implemented. The following is a snapshot of State/City/School-wide assessments used to monitor progress and the effectiveness of implemented strategies:

ASSESSMENT:	**TIME-FRAME:**
N.Y.S Common Core ELA	**April 1-3, 2014**
Math State Examinations	April 30, May 1-2, 2014
Fall/ Spring ELA/Math Performance Tasks : Pre K - 5	Fall, 2013 and Spring, 2013
ECLAS Components : Grade K	September, 2013
N.Y.C. Periodic Assessments :ELA K – 2, ELA	October, 2013 and May, 2014
Periodic Assessments For ELLS : Grade K – 5	October-November, 2013
NYSESLAT – ELLS – Grades K-5	April 9 – May 16, 2014
Developmental Reading Assessments (DRA): Grade K - 2	Sept.-Oct. 2013, Feb. – March, 2014, May-June, 2014
Fountas and Pinnell (Running Records):Grade K - 5	Ongoing throughout the 2013-2014 School Year
ECLAS Components : Grade K	Sept. – Oct. 2013

N.Y.C. Periodic Assessments :ELA K – ELA/Math 3 - 5	Dec. 2, 2013 – Jan. 10, 2014 – Feb. 24 – March 21, 2014
Ready New York Assessment (37.5) K-5	Ongoing throughout the 2013-2014 School Year
STAR Early Literacy/STAR Reading K-5	Sept. – Oct. 2013, March – April, 2014
Curriculum: Ready GEN and Go Math Unit Tests	Ongoing throughout the 2013-2014 School Year

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

1. September, 2013 – June, 2014.

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

Programmatic details and resources will include:

- Implementation of the New York City Curriculum in ELA and Math (ReadyGen and GOMath)
- Guided Reading books across all grade levels to reinforce reading strategies and comprehension.
- Professional Books (The Continuum of Literacy Learning the RTI Planning Book, Comprehension Connections – Bridges to Strategic Reading) to facilitate planning and implementation of Lessons.
- Ready New York CCLS in Reading/Mathematics will be used during the 37.5 tutorial sessions
- Development of Coherency Team to establish consistent practices among grade teams
- Consistent common planning time (vertically and horizontally)

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).

Parental Involvement Include:

- In the beginning of the school year, encourage parents to attend Open House.
- Provide opportunities for parents to attend grade specific "Curriculum Night," where parents receive information about Common Core Learning Standards, city-wide curriculum and expectations.
- Encourage parent volunteers to complete training through the Learning Leaders Program.
- Principal disseminates important information through P.S. 36 Monthly Newsletters and during the Parent's Association monthly meeting.

Budget and Resource Alignment

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

	Tax Levy	X	Title IA		Title IIA		Title III		Set Aside		Grants

List any additional fund sources your school is using to support the instructional goal below.

Fair Student Funding, Title I SWP, Children's First Network

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, increase student achievement of ELLs and SWDs on ELA and Mathematics exams by 5% as evidenced by the number of students performing at proficiency levels (3 and 4) based on NYS exams.

Comprehensive Needs Assessment

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

As a result of tougher standards (Common Core), last year as many schools across New York State/City, P.S. 36 saw a decline in the percentage of students meeting standards across all subgroups in English Language Arts and Mathematics. This year, with the implementation of new Common Core aligned instructional programs (ReadyGEN and GoMath), professional development and continued student support services, we anticipate seeing an increase in the percentage of students meeting proficiency in ELA and Math. The results of New York State testing are are as follows:

Students with Disabilities (SWDs)

	Percentage of SWDs Meeting ELA/Mathematics Proficiency Standards*	Anticipated Percentage of SWDs Meeting ELA/Mathematics Proficiency Standards*
	(2012-2013 School Year)	(2013-2014 School Year)
ELA	3.4%	8.4%
Mathematics	10.3%	15.3%

English Language Learners (ELLs)

	Percentage of SWDs Meeting ELA/Mathematics Proficiency Standards*	Anticipated Percentage of SWDs Meeting ELA/Mathematics Proficiency Standards*
	(2012-2013 School Year)	(2013-2014 School Year)
ELA	6.3%	11.3%
Mathematics	5.9%	10.9%

*Data from New York City Department of Education Website/ARIS/Progress Report.

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.

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

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

- In early Fall 2013, based on New York State Test data, identify special needs students failing to meet proficiency standards and target them for small group extended day instruction in English Language Arts and/or Mathematics. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of SWDs Data (New York State ELA and Math, Periodic Assessments, formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review and analysis of IEPs to ensure plans are addressing the needs of the students.
- Careful review and analysis of IEPs to ensure students are receiving appropriate testing modifications.
- On-going meetings with School Based Support Team and teachers to address specific needs of the students.

- Provide ongoing opportunities for professional development, highlighting best instructional practices in English Language Arts and Mathematics for students with special needs
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.
- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvements.
- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

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

- In early Fall 2013, based on New York State test data, identify English Language Learners failing to meet proficiency standards and target them for small group extended day instruction in English Language Arts and/or Mathematics. (Groups are to be arranged based on New York State Scale Scores and academic need).
- Careful review and analysis of ELL Data (NYSESLAT, New York State ELA and New York Mathematics, Periodic Assessments, formal/informal assessments) to ensure plans are addressing the needs of the students.
- Careful review of the ELL testing plan to ensure students is receiving appropriate testing modifications.
- On-going meetings with the ESL Instructor and classroom teachers to address specific needs of the students.
- Provide ongoing opportunities for professional development, highlighting best instructional practices in English Language Arts and Mathematics for the English Language Learner.
- Provide teachers with professional resources/books/articles (e.g. Gay Su Pinnell and Irene C. Fountas – The Continuum of Literacy Learning Grades K-8, The Response to Intervention (RTI) Daily Planning Book) to facilitate the process of planning and supporting students in meeting challenging academic demands.
- Facilitate consistent weekly meetings, encouraging teachers to analyze current data (student portfolios, Periodic Assessments, teacher observations, etc.) to prioritize standards and performance indicators in need of improvement.
- Instructional support team members will assist teachers in developing plans to address the prioritized areas in need of improvement.
- Encourage Community Based Organizations and local colleges and universities to work with students with academic challenges. (The effectiveness of programs and the progress of participating students will be carefully monitored).

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

- Principal, Assistant Principal, Classroom Teachers, Academic Intervention Teachers, Data/Test Coordinator, AUSSIE, Network Personnel

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

2. P.S. 36 has developed a list of Universal Screening and Progress monitoring to assess the impact of strategies implemented. The following is a snapshot of State/City/School-wide assessments used to monitor progress and the effectiveness of implemented strategies:

ASSESSMENT:	TIME-FRAME:
N.Y.S Common Core ELA	**April 1-3, 2014**
Math State Examinations	April 30, May 1-2, 2014
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Periodic Assessments For ELLS : Grade K – 5	October-November, 2013
NYSESLAT – ELLS – Grades K-5	April 9 – May 16, 2014
Developmental Reading Assessments (DRA): Grade K - 2	Sept.-Oct. 2013, Feb. – March, 2014, May-June, 2014
Fountas and Pinnell (Running Records):Grade K - 5	Ongoing throughout the 2013-2014 School Year
ECLAS Components : Grade K	Sept. – Oct. 2013
N.Y.C. Periodic Assessments :ELA K – ELA/Math 3 - 5	Dec. 2, 2013 – Jan. 10, 2014 – Feb. 24 – March 21, 2014
Ready New York Assessment (37.5) K-5	Ongoing throughout the 2013-2014 School Year
STAR Early Literacy/STAR Reading K-5	Sept. – Oct. 2013, March – April, 2014
Curriculum: Ready GEN and Go Math Unit Tests	Ongoing throughout the 2013-2014 School Year

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

1. September, 2013 – June, 2014

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

Programmatic details and resources will include:

- Implementation of the New York City Curriculum in ELA and Math (ReadyGen and GOMath)
- Guided Reading books across all grade levels to reinforce reading strategies and comprehension.
- Professional Books (The Continuum of Literacy Learning the RTI Planning Book, Comprehension Connections – Bridges to Strategic Reading) to facilitate planning and implementation of Lessons.
- Ready New York CCLS in Reading/Mathematics will be used during the 37.5 tutorial sessions
- Development of Coherency Team to establish consistent practices among grade teams
- Consistent common planning time (vertically and horizontally)
- Mandated scheduling of SETTS and ESL

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).

Parental Involvement Include:

- In the beginning of the school year, encourage parents to attend Open House.
- Provide opportunities for parents to attend grade specific "Curriculum Night," where parents receive information about Common Core Learning Standards, city-wide curriculum and expectations.
- Encourage parent volunteers to complete training through the Learning Leaders Program.
- Principal disseminates important information through P.S. 36 Monthly Newsletters and during the Parent's Association monthly meeting.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy	**X**	**Title IA**		**Title IIA**	**X**	**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student Funding, Title I SWP, Children's First Network											

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 the end of June 2014, 100% of the teachers will have a shared understanding of effective practices as defined in the Danielson's Rubric. (Specifically, Domain 1 – Planning and Preparation and Domain 3 – Instruction).

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.
An analysis of observation notes and the Developing Quality Review, reveal that many of the teachers are experiencing the greatest challenges in Domains 1 and 3 within the Danielson's Framework. Teachers need additional support and resources to enable them to shift from developing to highly effective.

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.

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

- On an ongoing basis, expose teachers to and discuss the expectations of the four Competencies from Charlotte Danielson's Framework for Teaching. (There will be a focus on Domains 1 and 3):
    - Domain 1 - Planning & Preparation (demonstrating knowledge of content, pedagogy and students, setting instructional outcomes, designing coherent instruction and assessments)
    - Domain 2 - Classroom Environment (creating an environment of respect and rapport, establishing a culture for learning, managing classroom procedures and student behavior and organizing physical space).
    - Domain 3 - Instruction (using questioning and discussion techniques, engagement of students, using various assessment methods to check for student understanding)
    - Domain 4 - Professional Responsibilities (reflecting on teaching, communicating with parents, participating in the professional community and demonstrating professionalism)
- Provide teachers with 3 hour monthly professional development sessions on understanding the Danielson Framework.
- Professional Development sponsored by Network personnel to support teachers across the Danielson's Framework.
- Develop a plan/calendar for frequent teacher observations to examine practices in all classrooms with a focus on Domains 1 and 3.
- After each observation, provide immediate feedback and professional support where necessary.
- Provide Common Planning time for teachers to develop and refine lessons which are rigorous and challenging, resulting in meaningful work products.

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

6. Principal and Assistant Principal

3. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
Administration will develop teacher observation schedule. After observations, pedagogues will receive thorough feedback specific to Competencies from the Danielson's Framework.
4. **Timeline for implementation and completion including start and end dates**
1. September, 2013 – June, 2014
5. **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
➢ Development of Coherency Team to establish consistent practices among grade teams. ➢ Consistent common planning time (vertically and horizontally) ➢ ADVANCE Training for Administrative Staff to assist with the process of observing practices and providing meaningful feedback.

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).
PA members and SLT members will be informed about the importance of teaching effectiveness in order to increase student achievement in the classroom. Parents will be informed during PA meetings, monthly parent newsletter and SLT meetings.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy	**X**	**Title IA**		**Title IIA**		**Title III**		**Set Aside**		**Grants**
List any additional fund sources your school is using to support the instructional goal below.											
Fair Student Funding, Title I SWP, Children's First Network											

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.
1. **Strategies/activities that encompass the needs of identified subgroups**
1.
2. **Key personnel and other resources used to implement each strategy/activity**
1.
3. **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
4. **Timeline for implementation and completion including start and end dates**
6.
5. **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.
• **Strategies/activities that encompass the needs of identified subgroups**
1.
• **Key personnel and other resources used to implement each strategy/activity**
1.
• **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1.
• **Timeline for implementation and completion including start and end dates**
1.
• **Describe programmatic details and resources that will be used to support each instructional strategy/activity**
6.

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	**37.5 Tutoring** – Ready New York CCLS Instruction – ELA – designed to assess and directly target key ELA skills and standards. **Response to Intervention (RTI)** – Pull out **Experience Corps Tutors** – Reading Intervention **Everybody Wins Reading Program** (Power Lunch) **Teacher's College Tutors** **The Reading Team** – Early Literacy Intervention **The Bell Foundation – After School**	**37.5 Tutoring**– Small Group 5 to 7 students **Response to Intervention (RTI) -** Pull out - Small group 5 to 7 students **Experience Corps Tutors** – Small Group 2 to 3 students **Everybody Wins Reading Program**– One on One **The Reading Team** – Whole Class/Differentiated **The Bell Foundation** – After School Reading, Math and Recreation – small group setting.	**37.5 Tutoring** – Monday – Wednesday (8:00 a.m. – 8:37 ½ a.m. **Response to Intervention (RTI)** Pull out – 1 to 2 times per week – 45 minutes each period. **Experience Corps Tutors** – Monday – Thursday – 45 minutes each day **Everybody Wins** – Monday – Wednesday during student lunch period **Teacher's College Tutors** - Monday – Thursday – 45 minutes each day **Reading Team** – Twice each week – 45 minutes each session. After School – Monday through Friday 3:00 – 5:45 p.m. **The Bell Foundation** – After School, Monday-Friday 3:00 – 5:30 p.m.
Mathematics	**37.5 Tutoring** – Ready New York CCLS Instruction – Mathematics – designed to assess and directly target key Mathematics skills and standards. **Response to Intervention (RTI)** – Pull out	**37.5 Tutoring** – Small Group 5 to 7 students **Response to Intervention (RTI)** - Pull out - Small group 5 to 7 students	**37.5 Tutoring** – Monday – Wednesday (8:00 a.m. – 8:37 ½ a.m. **Response to Intervention (RTI) -** Pull out – 1 to 2 times per week – 45 minutes each period.
Science	N/A	N/A	N/A
Social Studies	N/A	N/A	N/A
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	**The P.S. 36 Counseling Program** focuses on three domains: Academic,	Individual, small/large group counseling, role playing, group activities (written and oral), and counselor made activities.	Services provided during designated parts of the school day (typically during student lunch periods.

	Social/Emotional and College/Career (Self Esteem, Motivation, Character Education, Conflict Resolution, Friendship/Peer Relations, Goal Setting, Middle School Articulation, Referral to Community Based Organizations, Referrals to Special Education Services) The School Psychologist provides individual and small group counseling focused on the following areas: conflict resolution, anger management, peer relationships, identity development, emotional/social and/or academic challenges. In addition, the psychologist coordinates and connects parents and students to appropriate outside referrals. The Social workers provides services during the academic school day. Depending on the needs of the child, intervention takes place on a one to one or small group setting.		

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

2. 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 *TAS 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.					
X	**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.
More than 95% of the staff are Highly Qualified Teachers (HQT). Those who are not, are partnered with an experienced mentor who meets with the teacher on a consistent basis to plan across all academic areas. There is a concentrated focus on the Danielson Framework for teaching (Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities). Teachers who are not HQT are provided with many off site Professional Development opportunities offered by the Network and the New York City Department of Education.

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).
During the 2013-2014 school year, there will be a continued concentrated effort and commitment to using the data to drive instruction and providing teachers with meaningful and quality professional development. During the Fall Semester, all pedagogues complete a needs assessment. This information, along with other data sources (ACUITY, Baseline Assessments, Performance tasks) and school documents (The Quality Review, Developing Quality Review Report, New York State School Report Card, and New York City Progress Report), are examined to identify areas to prioritize for AIS and topics to address during Professional Development. Structures are in place to ensure teachers are able to meet on a consistent basis to plan and participate in grade level/school-wide professional development and academic planning opportunities. The school develops a comprehensive Professional Development Calendar that reflects the needs of teachers and students across all subject areas and accountability groups (ELA, Mathematics, English Language Learners, and Special Needs). This fiscal year, funds have been allocated to hire an AUSSIE, who plays a vital role in providing the ongoing training pedagogues needed to improve teaching and learning. In addition, designated Instructional Lead Teachers receive training through Teachers College – Columbia University Office of School & Community Partnerships. This training assists Lead Teachers with the ongoing process of assessing, analyzing data and determining grade level/school-wide next instructional steps.

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.).
Federal, state, and local consolidated funds are used to provide Students In Temporary Housing (STH) various forms of clothing and basic school supplies. In addition funds are used to assist these students when they or family members have additional urgent needs. Ongoing workshops are provided to focus on "Violence Prevention" and "Respect for All."

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.).

P.S. 36 is dedicated to involving families to assist preschool children from early childhood programs to the elementary school program. Involvement activities include numerous parent workshops where information is shared and discussed regarding the expectations as students move from Pre-K to Kindergarten. Parents are also encouraged to participate in elementary school classroom visits to observe the environment of the elementary classroom and gain further insight about curriculum, programs, and rigorous expectations. In addition, Pre-K students who are identified as at-risk are referred to the Pre-K Social Worker. With consent of the parent(s), at risk students are thoroughly evaluated and receive support services if needed.

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.
During the fall, designated teachers were involved in selecting assessments to use for the Measures of Student Learning (MOSL). In addition, each year pedagogues are involved in the process of selecting New York City Periodic Assessments that are used to measure student learning in English Language Arts and Mathematics. The School Administration, Testing Coordinator, Academic Intervention Instructors, and Network Support Staff assist teachers with the analyzing of data. Professional Development and grade level meetings are centered around identifying and addressing areas in need of improvement across all academic areas

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) Template

PARENT INVOLVEMENT POLICY (O5M036)

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 (05M036)

P.S. 36M, 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 will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

V. always try my best to learn.

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 05	Borough Manhattan	School Number 036
School Name Margaret Douglasl		

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 Heather JnBaptist	Assistant Principal Mayra Green-Toulon
Coach N/A	Coach N/A
ESL Teacher Luisa Rios	Guidance Counselor Allison Mathurin
Teacher/Subject Area Ruth Martinez /Bil. Ed.	Parent Guadalupe Osorio
Teacher/Subject Area ype here	Parent Coordinator Lisa Flores
Related Service Provider Darlene Thompson-Ross	Other Edwin Blount/Testing Coord.
Network Leader(Only if working with the LAP team)	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 not currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	1
Number of certified ESL teachers not 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)	535	Total number of ELLs	52	ELLs as share of total student population (%)	9.72%

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☒ No☐	If yes, indicate language(s): Spanish
Dual language program	Yes☐ No☒	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	15	0								15
Dual Language (50%:50%)	0	0	0	0	0	0								0
Freestanding ESL														
Push-In														0
SELECT ONE														0
Total	0	0	0	0	15	0	0	0	0	0	0	0	0	15

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	52	**Newcomers (ELLs receiving service 0-3 years)**	41	**ELL Students with Disabilities**	16
SIFE	1	**ELLs receiving service 4-6 years**	11	**Long-Term (completed 6+ years)**	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	5	1		6	0	5	0	0	0	11
Dual Language										0
ESL	36	0	8	5	0	3				41
Total	**41**	**1**	**8**	**11**	**0**	**8**	**0**	**0**	**0**	52
Number of ELLs who have an alternate placement paraprofessional:										

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	0	0	0	11	0								**11**
SELECT ONE														**0**
SELECT ONE														**0**
TOTAL	**0**	**0**	**0**	**0**	**11**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**11**

*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**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	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	9	7	4	7	4	8								39
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1												1
TOTAL	9	8	4	7	5	8	0	0	0	0	0	0	0	41

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)	1	0	0	0	4	2								7

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	2	3	1	4	3								13
Advanced (A)	8	5	1	7	8	3								32
Total	9	7	4	8	16	8	0	0	0	0	0	0	0	52

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	12	2	2		16
4	7	2	0		9
5	4	3	0		7
6					0
7					0
8					0
NYSAA Bilingual (SWD)				1	1

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	7		9		2				18
4	5		4		0				9
5	7		0		0				7
6									0
7									0
8									0
NYSAA Bilingual (SWD)					1				1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			2		3		2		7
8									0
NYSAA Bilingual (SWD)							1		1

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)	20	47	13	20				
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.
   P.S. 36 is currently using specific ECLAS-2 Components (Phonemic Awareness, Phonics, Alphabet Writing) , DRA (Reading Engagement, Oral Readiang/Fluency, Printed Language Concept and Comprehension), El SOL (Series of activities to measure literacy skills of Spanish and bilingual students) and Fountas and Pinnell to assess the early literacy skills. The data compiled from these sources are periodically analyzed and reviewed and are used to prioritize areas in need of improvement. Teachers are provided with appropriate resources and professional development and support to ensure students needs are being addressed and ultimately met across all discipline areas.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
   The data for ELLs across all grade levels suggests the following areas are in need of improvement: Reading Comprehension, Oral Expression, Listenig, and Writing. These areas are prioritized for student remediation and intervention.

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)
   During the 2013-2014 school year, P.S. 36 will continue to concentrate our effort and commitment to using the data to drive instruction and providing teachers with meaningful and quality professional development. All data sources (Components of ECLAS, DRA, EL SOL, Fountas and Pinnell, Periodic Assessments, Performance Tasks, The Quality Review, New York State School Report Card, and New York City Progress Report) will be examined to identify areas to prioritize for AIS for ELLs. In addition, the data will assist us in determining the topics to address during Professional Development across all subroups. There will be structures in place to ensure that teachers of ELLs and other subgroups will be able to meet on a consistent basis to plan and participate in grade level/school-wide professional development and academic planning opportunities. The school will develop a comprehensive Professional Development Calendar that reflects the needs of teachers and students across all subject areas and accountability groups. This fiscal year, funds have been allocated to hire a Generation Ready Consultant, who will play a vital role in providing some of the ongoing training pedagogues will need to improve overall teaching and learning. In addition, designated Instructional Lead Teachers (bilingual and monolingual) will receive training through Teachers College – Columbia University Office of School & Community Partnerships.
   This training will assist Lead Teachers with the ongoing process of assessing, analyzing data and determining school-wide, grade level, specific subgroup and individualized next instructional steps.

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?

ELLs Performance Data across the NYS Testing Grades are as follows:

New York State ELA Results – Grades 3-5 (ELL Students)

GRADE	#TESTED	% AT LEVEL 1	% AT LEVEL 2	% AT LEVEL 3	% AT LEVEL 3	%AT LEVELS 3/4
Grade 3	16	75.0%	12.5%	12.5%	0.0%	12.5%
Grade 4	9	77.8%	22.2%	0.0%	0.0%	0.0%
Grade 5	7	57.1%	42.9%	0.0%	0.0%	0.0%
All Grades	32	71.9%	21.9%	6.3%	0.0%	6.3%

*Data taken from New York City Department of Education Website

New York City ELE (Spanish Reading Test) - Grade 3

GRADE 3	#TESTED	% AT 1ST QUARTILE	% AT 2ND QUARTILE	%AT3RD QUARTILE	% AT 4TH QUARTILE
	15	20%	47%	13%	20%

The data shows that ELLs are experiencing similar academic challenges (Reading/Writing) when compared to the general population. Our continued primary goal is to assist our students in developing the essential skills needed to effectively read, write, speak and think critically, write and to communicate effectively. To facilitate this process, we analyze all data sources (including the ELL periodic assesssment) to inform pedagogues of the progress students are making towards mastery of skills specified in the Common Core Standards. These skills are continuously addressed during the entire instructional day.

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*.)

   Data is continuously reviewed to identify students who are failing to meet standards. Each case is examined on an individual basis and appropriate steps are taken to esnure that students are receiving the appropriate TIER of intervention. ELLs receive targeted support and intervention as the general education population. Bilingual teachers are encouraged to use components of the Standards Based Curriculum (READYGen and Go Math) that are designed specifically for ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?
   Paste response to question here:
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?

   N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
   In the beginning of the school year, academic goals are established for all students and subgroups. These gaals are aligned to expectations set forth by the New York State/City Departments of Education. The school has a weekly period dedicated to analyzing data (formal/informal), looking at student's work and evaluating the effectiveness of instructional programs. This critical structure is in place to monitor progress and to make changes when necessary.

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

Language Learner or English Proficient. If the student is identified as an English Language Learner and the language spoken at home is Spanish; the student is also given the Spanish Lab.

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

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].)
After the administration and scoring of the LAB-R, results are analyzed to determine the students who scored below the designated cut score. (These students are entitled to bilingual services). The parents are immediately notified in writing (Entitlement Letter) as to whether or not the child is entitled to receive services. As stated earlier, the school makes sure that parents of entitled students are actively involved in the program selection process. At the end of the orientation session, parents are strongly encouraged to complete and submit the survey and program selection form to the E.S.L teacher. All documents (entitlement, non-entitlement, surveys and program selection forms) are maintained in a binder which is filed in the office. In rare cases, parents who do not attend the orientation session, receive the information at another time and are encouraged to complete and return the form to the E.S.L teacher. Immediately after receiving the parent's program choice, the school administration ensures that the child is placed in accordance with the parent's selection.

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.
After the administration and scoring of the LAB-R, results are analyzed to determine the students who scored below the designated cut score. (These students are entitled to bilingual services). The parents are immediately notified in writing (Entitlement Letter) as to whether or not the child is entitled to receive services. As stated earlier, the school makes sure that parents of entitled students are actively involved in the program selection process. At the end of the orientation session, parents are strongly encouraged to complete and submit the survey and program selection form to the E.S.L teacher. All documents (entitlement, non-entitlement, surveys and program selection forms) are maintained in a binder which is filed in the office. In rare cases, parents who do not attend the orientation session, receive the information at another time and are encouraged to complete and return the form to the E.S.L teacher. Immediately after receiving the parent's program choice, the school administration ensures that the child is placed in accordance with the parent's selection.

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

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.
After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is towards Freestanding E.S.L (85%) and (15%) Bilingual Education. We find that the majority of the parents, whose children have attended

Pre-K, are interested in the Freestanding E.S.L program. Parents of newly arrived ELLs are interested in the Bilingual Education Program.

Our program models are currently aligned with parent choices. As stated earlier, parents are requesting either Transitional Bilingual or Freestanding E.S.L. Currently, we do not have any parents requesting the Dual Language 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])?

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

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)?

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

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.

P.S. 36 is a Title I and Title III school. This funding helps ensure that ELLs receive the appropriate services in order to meet and exceed grade level expectations. The components of the Transitional Bilingual/ESL program in our school are aligned to the LAP guidelines. P.S. 36 uses citywide curriculum for ELA (READYGen) and Mathematics (GOMath). Teachers are expected to implement a differentiated approach to instruction that addresses all student entry points. The ELA curriculum has built in support for English Langauge Learners, struggling readers, and accelearted learners. In addition, there are scaffolded strategies to help students unlock and comprehend complex texts. All instruction and activities support reading, writing, speaking and listening, and vocabulary development. In Mathematics, teachers are expected to differentiate the instructional activities. The GOMath program has an ELL Language Support component that assists with verbal/linguistic and small group instruction designed for the ESL learner.

All instructional models across all modalities will continue to focus on the following:

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Teachers of ELLs ensure that all four modalities of English acquisition are addressed throughout the year by providing instruction ithat incoprates each. Evaluations/assessments are developed (units of study, performance tasks, and teacher created test) based on the skills taught across all modalities. The data is analyzed and used to priortize next instructional steps.

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).

Plan for Students with Interrupted Formal Education (SIFE) /Newcomers /Long Term ELLs/ former ELLs: Our instructional plan would include:

Plan For SIFE

- Assessment of the student to identify the strengths and weaknesses
- Encourage student to participate in the ESL Afterschool Academy
- Effective communication between home and school
- Students work with a buddy to assist in the daily activities
- Instruct using grade/ level appropiate materials
- Provide differentiated instruction by incoproating visual/oral/auditory technological aides and manipulatives

Native Language Support (used to clarify instructional content)

Plan For Newcomers Include:

- Assessment of students to identify academic strenghts and weaknesses
- Buddy system to assist newcomers in the classroom
- Encourage students to attend ESL After-School Academy
- Provide differentiated instructionby incorportating visual/oral/auditory technological aids and manipultives
- Native Language Support (used to clarify instructional content)

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

- Provide academic Intervention Services/ Encourage students to participate in
- ESL After-School Academy.
- Differentiate Instruction/focus on vocabulary development, reading comprehension and writing
- Encourage effective communication between home and school
- Using visual/oral/auditory technological aids and manipulatives to drive instructions

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

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?

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

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

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				
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 *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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 *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* 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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)		
100%			
75%			
50%			
25%			
	Dual Language		
100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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.

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

Below is a description of services provided for students identified as needing a level of RTI:

TIER I INTERVENTION – Universal Intervention
Classroom Teachers

Definition:
High quality, rigorous reading/math instruction that occurs in the general education classroom. Instruction is delivered by the classroom teacher (ReadyGEN and Go Math).

Assessments:
ECLAS2, STAR/STAR Early Literacy, ELA Baseline Assessment (Reading & Writing), ELA/Math Performance Tasks, DRA 2, New York State/New York City Performance Assessments, Test of Early Reading Ability.

Structure:
- Whole Group Instruction: Reading Reform, Wilson, Go Math, ReadyGEN, Teacher College Reading/Writing Workshop
- Small Group Instruction: Differentiated Grouping, Guided Reading/Targeted Math Groups
- Reading/Math Buddies
- Team Teaching
- Weekly Focused Grade Level Inquiry Meetings

Method/Materials:
Letter, word, picture, sight word cards, differentiated reading passages, math manipulative, graphic organizers, running records (Fountas and Pinnell), Literacy/Math word wall, conferencing, observation/anecdotal records, on – going baseline assessments, Ready Gen Unit Assessments, Go Math Unit assessments, Literacy/Math Portfolios, Literacy/Math Bundles, Inquiry/Analyzing Student Work

TIER II INTERVENTION – Targeted Intervention
37.5, ESL, SETTS, Everybody Wins Power Lunch, Bell Foundation, The Reading Team, Harlem Downling

Definition:
Small group instruction designed for students who are not making adequate progress in Tier1.

Assessments for the Various Structures:
- Ready Reading/Math Unit Assessment (37.5)
- Test of Early Reading Ability
- Wilson Diagnostic Assessment (SETTS)
- New York City Reading/Mathematics Assessments (Tiers I and II)
- NYSESLAT (ELLs)
- New York City LAB-R (ELLs)
- Portfolio Assessments

TIER II Structures:

37.5:

- Students who are at risk of not meeting performance CCLS Standards in ELA and Math.
- Students are grouped and planning is based on academic needs
- Notification letters are sent to the parents.
- Students are assessed and grouped (5-10 students per group)
- Progress monitoring every two/three weeks
- Instruction is provided three days a week, Monday – Wednesday, 8:00 a.m. – 8:37 a.m.
- Professional development on the specific intervention program to be used (ELA and Math
- Weekly focus calendar (ELA /Math)
- Duration: October 2013 – June 2014

ESL:

- Home Language Surveys are given to parents if during enrollment students are identified as ELLs.
- LAB-R is administered to determine the students who score below designated cut-score (these students are entitled to bilingual services)
- During September, NYSESLAT scores (and other available data) are analyzed to determine those students who are entitled to continued services. This information is also used to group students based on academic needs and skills essential to developing English Languageskills in reading, writing, and speaking)
- Based on the data, students identified as Beginners and Intermediate will receive 360 minutes of instruction per week.
- Based on the data, students identified as Advanced will receive 180 minutes of instruction per week.
- Student progress is consistently monitored through the analysis of the various assessments. Results of assessments are used to drive instruction and to modify academic needs and skill priorities.
- Support for classroom teachers working with ELLs

Bell After-School Program:

- Bell After - School Program operates 5 days a week, 2 hours per day.
- The BELL program sets high expectations for scholars and include elements that are proven to increase their time-on-task and accelerate learning,
- Consistent dialogue with RTI team to align curriculum to CCLS and student needs
- Academic tutoring is provided in both literacy and mathematics
- Mentorship from teachers and college students
- Experiential learning through cultural activities, field trips and community service
- Parental involvement; and ongoing training and professional development for staff.

SETTS: (Pull out/Push In):

- Students are grouped by academic needs, according to data and goals on their IEP
- Small group instruction – 3 to 5 students
- Instruction is provided three to five days a week : one forty – five minute period each day
- SETTS teacher works with classroom teachers to analyze data
- Diagnose and address the students' needs.
- Participates in the development of the Individualized Educational Plan (IEP) for each student.
- Tracks the instructional progress of SETTS students to ensure that academic needs are being met.
- Maintains a data binder documenting students progress
- Conferences with students, classroom teachers, School Based Support Team Members, and parents.

Everybody Wins Power Lunch:

- Students are chosen based on their reading level (Level Students)
- Consistent dialogue with RTI team to align curriculum to CCLS and student needs
- Instruction is a forty-five minute period 1-2 time each week
- Instruction is one on one reading

The Reading Team:

- Provides early literacy intervention (whole/small group instruction – (Grades Pre-K, Kindergarten, and First)
- Pre/Post Test – Test of Early Reading Ability to identify areas in need of remediation.
- Students are grouped according to reading levels
- Students receive instruction twice a week from September to June
- Students spend 90 minutes per session at the Reading Team: (30 minutes of reading and literacy activities in small reading groups, 30 minutes of the computer-based Waterford Early Reading Program and 30 minutes of large group creative dramatics activities.
- Sessions are facilitated by classroom teacher and Literacy Mentors (trained graduate students and experienced teachers).
- Instructional activities include but are not limited to: reading, letter, word games leading to writing, conversation and storytelling
- Skills are taught to enhance and strengthen oral language development, listening skills, reading readiness, comprehension, written language, and general attitudes towards literacy.

Method/Materials Used at Tier II:

- Ready Reading/Mathematics (37.5)
- Fundations (SETTS)
- Wilson (SETTS)
- Rally Education – ELA/Mathematics (SETTS)
- Into English – (ELLs)
- STAR FALL – Computer Based Literacy Program (ELLs)
- English In A Flash (Renaissance) – Computer Based Literacy Program (ELLs)
- Grade Level Trade Books – Power Lunch

TIER III INTERVENTION – Intensive Intervention
SETTS, Experience Corp Tutors, AIS (Pull – out)

Definition:
Intensive, individualized rigorous reading/math instruction that is designed for students who are not responding to Tiers I and II. Instruction is delivered by highly trained, skilled, and knowledgeable school personnel.

Assessments:
ECLAS2, STAR/STAR Early Literacy, ELA Baseline Assessment (Reading & Writing), ELA/Math Performance Task, DRA 2, New York State/City Performance Assessments.

Structures:
A.I.S (Pull out):

- Analyze data to develop a personalized intervention plan
- Notification letters are sent to the parents.
- When applicable, students are grouped by academic needs
- Small group instruction - 3 to 5 students (Some cases 1 to 1)
- Three ½ hour sessions or two 45 minute sessions per week for 6 week cycles
- On-going assessments to monitor progress and to make adjustments to the students' intervention plan.
- Conferences with students, classroom teachers, RTI team members and parents.
- Strategy sessions with teachers
- Student progress reports

Experience Corp Tutors:

- At risk students in grades K-2 are recommended to the program by the classroom teacher
- Students are administered a pre-test (alphabet recognition, phonics, phonemic awareness, rhyme generation, sight words, spelling and reading comprehension)

- Students receive one on one instruction – 4 times each week in the areas prioritized on the pre-test (reading and/or writing)
- Student progress is monitored and academic adjustments are made when necessary.

SETSS: (Pull out/Push In):
- Students are grouped by academic needs, according to data and goals on their IEP
- Small group instruction – 3 to 5 students
- Instruction is provided three to five days a week : one forty – five minute period each day
- SETTS teacher works with classroom teachers to analyze data
- Diagnose and address the students' needs.
- Participates in the development of the Individualized Educational Plan (IEP) for each student.
- Tracks the instructional progress of SETTS students to ensure that academic needs are being met.
- Maintains a data binder documenting students progress
- Conferences with students, classroom teachers, School Based Support Team Members, and parents.

Teacher's College Tutoring Program:
- At risk students are identified by classroom teacher
- Small homogeneous grouping (1:1)
- Instruction is targeted towards students' area(s) of need in ELA and mathematics
- Duration of instruction is 30-45 minutes – 2 to 3 times a week.
- Duration varies based on rate of progress and performance of students
- Tutors meet with teachers to examine rate and level of performance.

Method/Materials:
- Running records (Fountas and Pinnell)
- Conferencing,
- Observation/anecdotal records,
- Core Curriculum Intervention Components (ReadyGEN and Go-Math)
- Rewards (Reading Program)
- Literacy/Math Performance Tasks
- Inquiry/Analyzing Student Work
- Wilson/Fundations
- Great Leaps (SETTS)

Additional Academic/Student Support:
- The Reading Team (After-School Program)
- Bell Foundation (After-School Program)
- ESL Academy
- At –risk Counseling

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

The school is currently using the newly implemented citywide Common Core Curriculum - READYGen and GoMath. Embedded withing the curriculum are components specifically designed to address the needs of ELLs. As a part of this new implementation of Common Core Curriculum, the school will consistently analyze available data to ensure the needs of ELLs are being met.

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

In addition to the implentation of new Common Core Curriculum, during the 2013-14 School Year, we plan to pilot the Renaissance Learning Getting Resutls with English in a Flash. The purpose of this program is to assist ELLs in second-language acquisition and building reading comprehension.

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

At this time, the school does not plan to discontinue any previously implemented programs.

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

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

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

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

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

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

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

The administration ensures that teachers are provided with appropiate materials to provide the differentiated instruction that is needed across all disciplines and modalities. Materials are aligned to the student's grade level placement.

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.

In the beginning of the school year, an effort is made to ensure effective communication takes place between home and school. Parents are invited to tour the building and share concerns/questions they might have. Students are encouraged to work with a buddy to assist in daily activities and familiarize themselves with the school and basic routines.

18. What language electives are offered to ELLs?

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

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

Not applicable

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

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

Other professional development topics include:

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

In addition, our teachers attend a variety of off-site workshops to learn the latest strategies and methodologies to service our ELL population All teachers servicing ELLs will also attend workshops provided by The Office of English Language Learners. Participation in these workshops satisfy the 7.5 hours of mandated training.

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?

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

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

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.

The ELLs at P.S. 36 are making progress that is consistent with the general population. As with all of our students, EL:Ls will also need additional support to meet the rigourous Common Core Learning Standards.

Part VI: LAP Assurances

School Name: The Margaret Douglas School			School DBN: 05M036
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Heather JnBaptist	Principal		11/15/13
Myra Green-Toulon	Assistant Principal		11/15/13
Lisa Flores	Parent Coordinator		11/15/13
Luisa Rios	ESL Teacher		11/15/13
Ms. Osorio	Parent		11/15/13
Ruth Martinez	Teacher/Subject Area		11/15/13
	Teacher/Subject Area		11/15/13
	Coach		11/15/13
	Coach		11/15/13
Alison Mathurin	Guidance Counselor		11/15/13
	Network Leader		11/15/13
Edwin Blount	Other Testing Coordinator		11/15/13
	Other		11/15/13
	Other		11/15/13
	Other		11/15/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 05M36 **School Name:** Margaret Douglas P.S.. 36

Cluster: 406 **Network:** 406 - Karen Ames (Leader)

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

Part A: Needs Assessment Findings

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

The data used to assess P.S. 36's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system. This information is used to determine the languages used to provide information (written/oral) for our parents. .

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

The majority of our non-English speaking parents are Spanish speakers. Other languages spoken include: French, Nyanja (Chinyanja), Vietnamese and Wolof. The parents speaking languages other than Spanish show proficiency in English and do not require translation or interpretation. This information was shared by the ESL teacher.

Part B: Strategies and Activities

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

The written translations provided by PS 36 include Spanish language versions. Translations are provided by in house staff members (Parent Coordinator, ESL and Bilingual Teachers). If we are unable to provide the written translation, funds allocated for such services will be used to hire a professional translator.

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

Oral translations are provided by in house staff members (Parent Coordinator, ESL and Bilingual Teachers). If we are unable to provide the oral translation, funds allocated for such services will be used to hire a professional translator. .

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

In the beginning of the school year (2013-14), P.S. 36 anticipates distributing to all parents a copy of the Parent's Bill of Rights and Responsibilities in their native Language. We have a number of Spanish speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: Margaret Douglas	DBN: 05M036
Cluster Leader: DSSI Cluster 406	Network Leader: Sandra Litrico
This school is (check one): ☐conceptually consolidated (skip part E below) ☒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): ☐Before school ☒After school ☐Saturday academy ☐Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ☐K ☐1 ☐2 ☒3 ☒4 ☒5 ☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12
Total # of teachers in this program: 3 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 0

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

Part C: Professional Development
Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs. • rationale • teachers to receive training • schedule and duration • topics to be covered • name of provider
Begin description here: At P.S. 36M, Title 111 Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge by additionally conducting professional development infusion of E.S.L strategies in the content area and differentiated instruction based on Language Proficiency, alignment of the Balanced Literacy model for LEPs with citywide core curriculum. Teachers will also recive staff development in analyzing data to drive instruction-i.e. NYSESLAT, ELA and Math to increase effectiveness of instructional practices. A study group will be created to research updated programs and strategies. Professional books will be purchased for this sessions. School administrators and ESL/Bilingual teachers, will facilitate these professional development sessions. Participating teachers will receive two sessions 1 hour professional development workshops after school from 3:10 P.M. to 4:10 P.M. The following is a projected format for staff development: 1. Analyzing Data to Drive instruction 2. E.S.L strategies across the Content Areas 3. Differentiated instruction

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: Parents are encouraged to participate in various activities throughout the academic school year. The instructional team (Principal, Intructional Coaches and Test Coordinator) consistently analyze the available data of the school and specific subgroups(ELLs) to pinpoint and to prioritize areas in need of improvement. Parents are notified in writing about upcoming meetings and workshops. In anticipation of attendance, we provide addtitional support (translation services) for parents of ELL students. In addition to the above, ESL parents will be provided with oe additional workshop. The workshop session will further encourage parents to become active participants in their child's educational experience. The workshop is scheduled based on the availability of the parents. The following outlines the workshop topics: How To Prepare My Child for City/State Assessments and the Components of Structure of the NYSESLAT. In addition, parents are encouraged to attend workshops provided by outside agencies/educational institution such as : Columbia University (ESL Services) and Harlem Hospital Nutritional Guidance.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	10,138.38	13 wks. X 5 hrs/wk X 3 teachers @ $50.19 hr. = $9,787.05 Professional Development: 3 teachers 1 hr. x 2 workshops x $50.19 = $301.14 1 workshop 1 hr. x 1 teacher x $50.19 = $50.19
Purchased services • High quality staff and curriculum development contracts.	$41.70	Attanassio: Assessing & Teaching Beg. Writers $20.85 ea. x 1 =$20.85 Assessing & Teaching Beginning Readers $20.85 ea x 1 = $20.85
Supplies and materials • Must be supplemental.	$743.75 $143.66	Instructional supplies and materials (Getting Ready for the NYSESLAT)

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Additional curricula, instructional materials. • Must be clearly listed.		Basic Supplies (Notebooks, folders, pencils, etc.)
Educational Software (Object Code 199)	N/A	N/A
Travel	N/A	N/A
Other	132.51	Refreshments for parent workshops/ and end of program celebration.
TOTAL	**$11,200.00**	