



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** THE ST. ALBANS SCHOOL  
**DBN (i.e. 01M001):** 29Q036  
**Principal:** LYNN M. STATON  
**Principal Email:** LSTATON@SCHOOLS.NYC.GOV  
**Superintendent:** LENON MURRAY  
**Network Leader:** ELLEN PADVA

**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
Lynn M. Staton	*Principal or Designee	
Donna Giugliano	*UFT Chapter Leader or Designee	
Adrienne Bond	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Willard Price	Member/ Parent	
Letha Quashie	Member/ Parent	
Monica Carroll	Member/ Parent	
Shameeka Pugh	Member/ Parent	
Kara Jamison	Member/ UFT	
Brian Sultzer	Member/ UFT	
Grace Annunziata	Member/ UFT	
	Member/ UFT	
	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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, 100% of the staff will be immersed in the Citywide Instructional Expectations and will be working on implementing and demonstrating teacher effectiveness through the use of Danielson Framework for Teaching.

### 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.

There was a need to continue the work to improve teaching practices in the school. P.S. 36Q will be working on engaging teachers in the Citywide Instructional Expectations and Danielson Framework for Teaching is very new and the teachers did not master it last year. We will delve deeper through professional development, teacher teams, inter-visitations and conversations to become more fluent and proficient in the practices. By doing so, teacher practice should improve which correlates to students performance.

### 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

Teachers will receive ongoing articles, weekly notes on various instructional practices to help improve their daily practice.

1. Our school-wide focus will be to connect learning to experience and teachers will collaboratively plan to enhance instruction with real life experiences for the students. **A. Classes will plan trips to support their curriculum study Trips will be planned to culminate each unit. Parents will accompany their child on class excursions to support the learning of new cultural experiences and the curriculum unit. B. Teachers will connect projects and presentation to curriculum. There will be at least 4 projects per grade. C. Teachers will plan and extend Core Curriculum units with more hands on activities that will be done with each unit.**
2. Administrators will facilitate time for teachers to meet each week to analyze student work samples, align curriculum with CCLS and plan enrichment activities to support daily learning. **A. Teacher teams, common preps and professional development time is scheduled weekly for teachers to collaborate and analyze student work. B. Inter-visitations, conferences and debriefings are scheduled across grades to look at best practices. C. Teachers receive new materials and sit and peruse materials before they teach. D. Staff has accessibility to materials and resources to help support their study.**
3. We will work on deepening teachers' understanding of CCLS bundles to increase rigor and promote critical thinking with students through structured, and individualized professional development opportunities which will be informed by classroom observations. **A. Professional development is ongoing, however once a month teachers will work in teacher teams along with the administrators to develop a deeper understanding of the CCLS and how it relates to the Core Knowledge and Expeditionary Learning units of study. B. Videos are assigned periodically to various teacher teams to help them extend their work. C. Inter-visitations to classrooms monthly and debriefing sessions to discuss what was seen and how it impacts on student learning.**
4. Administrators will facilitate time for teachers to do in-house class inter-visitations, collaborative planning and meeting time and vertical discussions will evolve. **A. Teachers teams will present 2 times a year**

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

1. School administrators, network staff and teachers will do workshops, facilitate inter-visitations, monitor teacher teams and support staff with literature, resources and deep conversations about the CCLS and its relationship to everyday learning and student progress.
2. School administrators, network staff and teachers -External and Internal workshops-use of videos from ARIS
3. Teacher leaders, Assistant Principals, network staff-Conferences and online training will be also offered, weekly teacher team meetings, common preps and grade conferences
4. Administrators and teacher leaders

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

1. Formal and informal classroom visits-2-6 times a year, Inter-visitations-monthly, visits to other schools, projects and presentations by students
2. School leaders and network staff observe the work of teacher teams regularly- monthly, looking at student work samples, managing schedules to provide delegated time to do the work
3. Teacher observations-weekly, improvement in teacher practice, student performance and achievement and use of the common core standards readily

4. Use of per diem or ATR to cover classes, administrators co-teach and visit with teachers and debriefing after inter-visitations										
<b>D. Timeline for implementation and completion including start and end dates</b>										
1. August 2013-June 2014, ongoing										
2. Weekly, Wednesdays and common preps from October 2013-June 2014										
3. Weekly, Wednesdays and common preps from October 2013-June 2014										
4. Monthly-ongoing October 2013-June 2014										
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>										
1. Schedule of teacher meeting time 3x a month teachers work collaborative and 1x is delegated for professional development with administrators or colleagues, Looking at Student Work and matching it to formal protocols to impact on student learning.										
2. Structured School Professional Development Plan and Individual teacher PD planning, regular meetings with the principal and asst. principal to plan for individual teacher needs										
3. Schedule of teacher meeting time 3x a month teachers work collaborative and 1x is delegated for professional development with administrators or colleagues, Looking at Student Work and matching it to formal protocols to impact on student learning.										
4. Teacher protocols are submitted weekly after teacher team, use of ATR and per diem staff to debrief with teachers and continue the work										
<b><u>Strategies to Increase Parental Involvement</u></b>										
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).										
Parent workshops will continue to help parents understand the Common Core Learning Standards. Teachers, administrators and outside personnel will facilitate these workshops. Through telephone messenger, emails and flyers parents will be invited to attend.										
<b><u>Budget and Resource Alignment</u></b>										
Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
<b>X</b>	<b>Tax Levy</b>	<b>X</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>	<b>X</b>	<b>Set Aside</b>	<b>Grants</b>
List any additional fund sources your school is using to support the instructional goal below.										

### Goal and Action Plan #2

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

#### **Annual Goal #2**

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014 the school will deepen work around the CCLS by engaging all students in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion and incorporating the instructional shifts into their daily learning.

#### **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.
Based on our most recent Progress Report, we have identified this area of need to help us solidify learning and increase rigor in our classroom to enable our students to perform better on the state examinations. By engaging in the strategies we will look to increase student performance, writing and articulation.

#### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1. We will continue to target instruction based on student needs and data trends <b>A. Teachers will develop lessons and extension activities to support student learning. B. Utilize a variety of materials at different levels to support student learning and the instructional shifts.</b>
2. Support staff, including related service providers will push-in to support instruction during English language arts and Mathematics. <b>A. RTI students are serviced during the day by either the classroom teacher, paraprofessional, ESL, SETTS and Speech Teacher in small groups. In grades K-2 Experience Corps volunteers pull student for 20 minutes a day and do phonetic and phonemic awareness activities.</b>
3. Administrators will facilitate time for teachers to meet each week to analyze student work samples and align curriculum with CCLS
4. Deepen teachers' understanding of CCLS bundles to increase rigor and promote critical thinking with our students by implementing ELA/Math instructional

shifts.. **A. Teachers will watch videos from ARIS Learn and discuss them with grade supervisors and colleagues periodically. B. Supervisors will do frequent observations to look at practices across the various Danielson domain competencies. C. Supervisors will establish a plan of action and have debriefing discussions to identify next steps and ways to improve practice.**

5. Delve into the EngageNY (K-5), Core Knowledge (K-2) and Expeditionary Learning(3-5) Modules and Units to expand learning in the classroom **A. Delegated time is scheduled once a month to look at new materials, common core standards and units of study. B. One common preps are utilized to plan and explore new units of study.**

6. Assist teachers with resources and time to delve into the new. **A. Teachers receive weekly notes identifying the instructional focus for that week. This weekly newsbrief identifies protocols, resources and materials to help extend learning in the classroom. B. Teacher Teams and Administrators will select high level challenging materials to support their units of study.**

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

1. School administrators, network staff and teachers
2. External and Internal Professional Development opportunities
3. School administrators, teacher leaders, network staff and support staff
4. School administrators, network staff and teachers School administrators, network staff and Ongoing classroom visits, midyear curriculum reviews by administrators, teacher team and lead teachers-review, revisit and refine
5. School administrators, network staff and teachers
6. School administrators, network staff and teachers

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

1. Mid year assessments, student progress reports, classroom assessments including student work,
2. Classroom observations using regular cycles of visitations, schedule support staff, inter-visitations and improved practice in classrooms as viewed but student engagement and more opportunities for projects and student presentations.
3. Ongoing monitoring of classrooms, schedule debriefings, school leaders will ensure teams are engaged in use of protocols, use of data, and progress monitoring by collecting weekly meeting notes and observations
4. Ongoing classroom visits, midyear curriculum reviews by administrators, teacher team and lead teachers-review, revisit and refine
5. Ongoing classroom visits, midyear curriculum reviews by administrators, teacher team and lead teachers-review, revisit and refine
6. Ongoing monitoring, classroom visits and review, refine, revisiting and ordering new materials and resources to support teaching

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

1. October 2013- June 2014, ongoing.
2. October 2013-June 2014, ongoing
3. October 2013- June 2014, ongoing
4. October 2013- June 2014, ongoing
5. October 2013- June 2014, ongoing
6. October 2013- June 2014, ongoing

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

1. Use of new curriculum supported by professional development to increase rigor, expand vocabulary and increase critical thinking.
2. Schedule of teacher meeting time, Looking at Student Work formal protocols, analyzing the unit and making accommodations to meet the needs of all children
3. Structured School Professional Development Plan and Individual teacher PD planning, regular meetings with the principal and asst. principal to plan for individual teacher needs
4. Use of videos, professional development and monitoring by improved classroom practices and ongoing observations
5. Facilitate common prep and professional development, debriefing with individual teachers, instructional teams and administrators
6. Facilitate common prep and professional development, debriefing with individual teachers, instructional teams and administrators. Review materials periodically and make recommendations to improve instructional supports.

**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).

Parent workshops, forums and classroom visits will continue to help parents understand and better help their child with the new standards.

### **Budget and Resource Alignment**

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

### **Goal and Action Plan #3**

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

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June, 2014, the school will continue to build capacity in mathematics and ELA in our students with disabilities, Black and Hispanic males and our ELL students through the use of all support services

#### **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.
We identified this goal using the 2013 Progress Report data and the 2013 State Exams in ELA and Mathematics. After analyzing the most recent NY State Assessments we recognized we need to build capacity by improving instruction and teacher effectiveness. Looking at student performance and progress on the progress reports indicate there is a need in developing teacher capacity and instruction. This goal has evolved from the need to ensure teachers are immersed in the NYC Instructional Expectations to improve instruction and teacher effectiveness in the classroom.

#### **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.
<b>1. Strategies/activities that encompass the needs of identified subgroups</b>
1. The teachers are participating in extensive professional development supported by the network and the P.S.36 administrators <b>A. Every Wednesday at teacher team teachers and paraprofessionals have prescribed professional development. Each teacher is keeping a log of workshops, forums, meeting, videos and any other professional development sessions they attend. There is a monthly professional development calendar that is given and adhered to by every staff member.</b>
2. We are delving into text complexity and investigating different literature to help increase rigor and reading in classrooms. <b>A. New literature has been ordered as well as the literature from the Core Knowledge and Expeditionary Learning units are reviewed by grade. Teachers prepare lessons around the text and extend reading in their class to expose students to more complex literature.</b>
3. Teachers are delving into the Engage NY, Expeditionary Learning and Core Knowledge Modules aligned to the CCLS. <b>A. Teachers work during common preps and on their own to plan their units and modules. They add extensions of the units with trips, literature, videos and projects. This is done on a weekly basis.</b>
4. Students are receiving pull out-push in support services and more skills based lessons are done to improve weak areas. <b>A. Support Service providers are planning lessons around student assessments. They are honing in on specific skills and grouping students to best meet their needs. Coordination is done with the classroom teacher to help weak students improve. Assessing and monitoring is done frequently to determine next steps.</b>
5. Teachers collaborate together to plan, assess, analyze and develop action plans for improvement <b>A. Teachers meet weekly during common preps, lunchtime and teacher teams to discuss classroom operations and functions.</b>
<b>2. Key personnel and other resources used to implement each strategy/activity</b>
6. School administrators, support staff, network staff and teachers
7. School administrators, support staff, network staff and teachers
8. School administrators and teachers
9. School administrators, support staff, and teachers
10. School administrators and teachers
<b>3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1. We will look at unit assessments, baselines and benchmark assessments and performance tasks. Teachers and administration will analyze those items and revise and refine practices for improvement

2. Observe classroom practices weekly, debrief and refine, look at writing and student performance and achievement
3. Observe classroom practices, student tasks and performance weekly, discuss trends and data in teacher team and during grade conferences
4. Monitor student progress in academics, informal and formal assessments, observe writing tasks results and student presentations and projects, look at quality of task students are doing and observe rigor in classrooms
5. Review teacher team protocols with agendas and current focuses on student work

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

1. October 2013-June 2014
2. October 2013-June 2014-weekly
3. October 2013-June 2014-weekly
4. October 2013-June 2014-weekly
5. October 2013-June 214-weekly

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

1. Use of the new CCLS standards
2. Delving into the Engage NY and Expeditionary Learning Units of Study,
3. Use of more technology and hands on tasks in the classroom.
4. Administration will provide time for collaboration
5. Utilize ATR and per diem to schedule teacher time to debrief, intervisit and look at student work

***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).

Teachers will reach out to the parents in this population and inform them of student progress more frequently. The parents will be invited to attend workshops, visit classrooms via telephone messenger, flyer or invitations from classrooms.

***Budget and Resource Alignment***

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

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

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

By June 2014, the school will implement a plan to identify and develop systems for students at risk and will provide all students with social and emotional supports that meet their needs and ensure success in their academic performance.

**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.

We used the number of school wide incidents, attendance and punctuality rates, guidance referrals, outside agency referrals and daily interactions with students

**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. Small group counseling and instruction **A. The guidance counselor, Administrators, lead teachers and support staff works with small groups of students daily. Experience corp is a volunteer group that works with students in grades K-1, 20 minutes a day, 4 days a week.**
2. Staff adopt a student and touch base with them at least 2-4x a week
3. Administrators, teachers, guidance counselor, support staff practices to be more patient, listen to what children have to say and guide them to solve their problems as well as provide referrals to outside agencies to help families **A. we have a use your words policy where we make sure children are articulating instead of head**

shakes and hand signals. Children have a voice and we make them use it to solve their problems.

4. Provide literature and meet with parents regularly **A. We meet monthly with parents at the PTA meeting and there is an instructional component highlighting the Common Core updates. B. In January there will be a hands-on math workshop in each classroom for parents and child, giving parents an idea of how the new modules are taught. C. Literature by way of the monthly calendar, newsletter, grade specific newsletter and parent coordinator correspondence.**
5. Grades 4 & 5 continue with the town hall meetings and classrooms develop a culture of the class being a family and teach students how family members should support each other. **A. Town hall meetings are held once a month to discuss topics of concern or interest. This is facilitated by the guidance counselor and administrators.**
6. Reduce stress in students by providing physical outreach opportunities **A. We have a new smartboard program that is being piloting in K and 1 classes and each month a group of classes will join on. It requires 12 minutes of activities every day. Currently classes have physical education 1x a week as well as 3x a week during lunch we do a interactive exercise video to relieve stress in our students.**

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

1. Teachers and Support Staff
2. All staff
3. Administrators, Teachers and Support Staff
4. Teachers and Parent Coordinators
5. Guidance Counselor, Assistant Principals and Outside agencies
6. Administrators, Guidance Counselor, Classroom teachers and Physical Education Teacher

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

6. Reduction of school wide incidents, referrals and attendance and punctuality rates.
7. Decrease in student incidents- students are able to articulate and exercise problem solving strategies
8. Staff develops patience and utilizes more strategies to eliminate incidents and increase student performance
9. Increase an awareness and develop some strategies to practice at home
10. Giving students a voice and offering students strategies to problem solve
11. Lunch time exercise 2x a week, Friday Fitness, Activity works monthly read out,

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

1. October 2013-June 2014
2. October 2013-June 2014
3. October 2013-June 2014
4. October 2013-June 2014
5. October 2013-June 2014
6. October 2013-June 2014

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

1. Attendance incentives and monthly awards, small group conflict resolution sessions, town hall meetings for grades 4/5, include parents in the conversations and all support staff
2. Certificates, extra computer time, lunch with the principal
3. Monthly awards
4. Parents will use resources, strategies and literature to help their children develop socially and improve student performance
5. Various conflict resolution and peer mediation strategies and activities will be used
6. Videos and music

**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).

Provide parents with literature, referrals, outside agency support and workshops on how to better support students.

**Budget and Resource Alignment**

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

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

## Goal and Action Plan #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.

By June 2014, the school will increase parent engagement and involvement and provide parents with the information and training needed to become involved in planning and decision making in support of the education of their children.

### 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 observed by the lack of parental involvement and attendance at school instructional activities we need to refine our practices. After looking at our most recent learning environment survey and the Progress report we need to improve in some areas of communication therefore we will extend our use of communication vessels.

### 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. Offer raffles, food, have students perform, interweave social with academic, **A. These listed activities are done throughout the school year and facilitated by the administrators, parent coordinator, SLT and PTA.**
2. We have workshops, forums and we just added Breakfast with the Principal 3 times a year where parents can come and have a voice. **A. November, February and May are scheduled times for parents to have breakfast and a conversation with the Principal. There is an open door policy and the administrative staff is available all the time for parents and staff.**
3. The parent coordinator enlist parents to come in and help with activities as well as participate in instructional projects such as Parent Cookshop. **A. Cookshop is held once a month and a culmination luncheon is held in June for parents who participated. This is facilitated by the Parent Coordinator and Payroll Secretary.**
4. We support families in the school with outreach services and referrals such as jobs, housing, medical, etc. **A. Literature is available, and we utilize the email system to keep parents informed.**
5. Each grade is doing a workshop in mathematics to help parents have a better understanding of the new CCLS standards and how math is taught in the classrooms.
6. We send monthly grade newsletters with instructional highlights and activities
7. School-wide activities are planned by the teachers, parent coordinator , PTA, SLT and administrators

#### • **Key personnel and other resources used to implement each strategy/activity**

1. School administration, Parent Coordinator, Guidance Counselor, Teachers and Network Staff
2. Administrators, Teachers
3. Parent Coordinator and Payroll Secretary
4. Parent Coordinator, Teachers and Administrators
5. Teachers
6. Teachers, Parent Coordinator and Administrators
7. Teachers, Parent Coordinator and Administrators

#### • **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

6. An increase in attendance at activities and parental support in academic achievement
7. Increase parent attendance and participation at activities and events to improve academic achievement
8. Increase parent attendance and participation at activities and events to improve academic achievement
9. To increase awareness of resources in the community
10. To help parents have a better view of how their children are learning and become an active partner to improve student achievement
11. To increase parent awareness
12. To provide instructional information and increase awareness

#### • **Timeline for implementation and completion including start and end dates**

1. October 2013-June 2014
2. October 2013-June 2014
3. October 2013-June 2014
4. October 2013-June 2014
5. October 2013-June 2014
6. October 2013-June 2014
7. October 2013-June 2014

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

1. Enlisting all personnel to invite parents, give incentives
2. Utilize the parent coordinator as a vessel to engage parents
3. Follow up quickly with parent concerns and questions
4. Administrators meeting with parents regularly
5. Being visible during arrival and dismissal of students
6. Providing resources, literature, referrals and support to the children and families
7. Instructional literature, raffles and giveaways

**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).

Parents will receive weekly telephone messages and emails about important events and activities at the school. They will receive literature to support student achievement.

**Budget and Resource Alignment**

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

x	Tax Levy	x	Title IA	Title IIA	Title III	x	Set Aside	Grants
---	----------	---	----------	-----------	-----------	---	-----------	--------

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

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### 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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Core Knowledge- K-2, Expeditionary Learning-3-5, Teachers College ,Writing Units, more guided reading and skills based strategy lessons	Small group, one to one, tutorial, pull-out and push in services	During and after-school
<b>Mathematics</b>	Engage N.Y., Technology, Hands on manipulatives	Small group, one to one, tutorial, pull-out and push in services	During and after-school
<b>Science</b>	Embedded in units of study	Small group, one to one, tutorial, pull-out and push in services	During and after-school
<b>Social Studies</b>	Embedded in units of study	Small group, one to one, tutorial, pull-out and push in services	During and after-school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Counselors follow ASCA Standards for counselors	Small group, one to one, tutorial, pull-out and push in services	During and after-school

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

6. All elements of the *All Title I Schools* section must be completed\*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. 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.			
<b>X</b>	<b>School Wide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
The school works closely with the CFN HR point person in identification of highly effective qualified teachers. We attend DOE hiring fairs, utilize the Open Market System and other DOE tools to gather resumes of prospective candidates. We ensure our hires have the proper credentials prior to interviewing. We request prospective teachers to bring a portfolio and be able to talk to it. We support the retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The administrative team works one to one with each teacher to identify areas of support and next steps with the teachers. A professional development plan is developed to help teachers grow professionally. Teachers have access to computers, laptops, smartboards, supplies and ongoing training. We are committed to retaining our teachers and encouraging them to participate in all areas of school life. We provide tenure information for our untenured teachers. As required new teachers are matched with mentors who provide them ongoing support.

**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).
All staff receives professional development that enables our students to meet Common Core Learning Standards. We employ the following strategies: <ul style="list-style-type: none"> <li>• Providing focused professional development in the CCLS. Some of the PD is in-house and some opportunities are outside of the school provided by private organizations or the network.</li> <li>• We ensure that teachers have access to quality materials, resources, units of study and curriculum modules to support their instruction.</li> <li>• Data I is used to deepen teacher's understanding and to help drive instruction</li> <li>• We do vertical and horizontal conversations to help build capacity on grades,</li> <li>• We have a professional development plan based on the teachers' need</li> <li>• We conduct regular instructional rounds and walkthroughs implementing the Danielson Framework for teaching- we analyze the results and plan for improvement areas.</li> <li>• We are constantly monitoring, assessing, refining and revising the professional needs of our pedagogy.</li> </ul>

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
The integration of funds help to support all programs in the school that service children and families to improve academic achievement. All of our programs have an instructional twist and we do a variety of things to support students and families. We have ongoing workshops, meetings and forums to help teach parents how to be a more involved and knowledgeable parent, we have cookshop for parents which teachers parents how to prepare healthy meals. We identify our various student populations ESL, STH, Single families, Extended families, Grandparents and Foster families and we tailor support services for them. The funds are used to provide supplies, clothing-uniforms, school supplies, transportation etc.

**SWP Schools Only**

**Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned
--

curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

We have an open house in June for incoming Kindergarten students and we talk about what our school does, what parents need to do to prepare their child and what is expected in Kindergarten. The parents and students take a tour of the building, the kindergarten teachers do a workshop with the parents and we have a question and answer forum. The neighborhood pre-schools and day cares come do a tour and we do workshops at their site with their parents while communicating with the Directors of these centers.

**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.

A team of teachers were selected to serve as the MOSL team and determine what the school-wide MOSL would be. They met and reviewed the options, looked at the school trends and made a decision for the school. Each teacher serves on a teacher inquiry team. This team looks at student work, curriculum, programs and their components and then determines what assessments are needed for their grade. They analyze student work for improvement and are constantly revisiting, revising and refining the curriculum. We are always adding new things to enhance what the teachers are doing in the class. The administration looks at how teachers are teaching and what new initiatives are on board then decides what types of professional development is needed for each teacher or the school. Teachers keep a log of all the professional development they attend and the administration uses attendance sheets to monitor teacher attendance.

**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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. P.S.36Q will support parents and families of Title I students by:

The goal of the PIP for P.S.36Q is to strengthen and broaden the partnerships between parents and the school through active participation. P.S.36Q is a very diverse school. There are many cultures that merge to make up the fabric of the school. Parents are a vital part of the success of the school and their children. The school provides academic social events to keep the parents engaged and interacting with their children. PTA and SLT are integral in helping parents navigate the school. Our process for reporting parental involvement is attendance sheets at events.

P.S.36Q does a full outreach to keep parents involved via our telephone messenger, emails, newsletters, back pack flyers, courtesy calls and invitations.

- 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;

P.S.36Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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;

- 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 for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***P.S. 36Q SCHOOL PARENT COMPACT***

***WE THE SCHOOL AND PARENTS AGREE TO WORK COOPERATIVELY TO PROVIDE FOR THE SUCCESSFUL EDUCATION OF OUR CHILDREN.***

P.S.36Q is 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.

#### **School Responsibilities:**

We understand the need to create a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

We understand the need to convene meetings for the Title 1 parents to inform them of the Title 1 program and their right to be involved.

We understand the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation and childcare when possible.

We understand the need to actively involve parents in planning, reviewing and creating activities in order to meet the Title 1 program guidelines

We understand the need to provide ongoing information on student performance.

We understand the need to provide quality curriculum and instruction.

- Using academic learning time efficiently
- 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;

We understand the need to deal with communication issues between teachers and parents through:

- Parent-Teachers conferences
- Ongoing reports to parents on their child's progress

- Reasonable access to staff
- Observations of classroom activities
- 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;

We understand the need to assure that parents may participate in activities such as workshops, meetings and classroom observations to help their students.

**Parent/ Guardian Responsibilities:**

I understand the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

I understand the need to participate in or request assistance from the school to help my child be successful.

I understand the need to work with my child daily and encourage them to do well each day.

I understand I need to monitor my child's

- Attendance and punctuality
- Homework
- Health needs & appearance

I understand the need to share responsibility for my child's improved academic achievement.

I understand the need to communicate with my child's teachers about his/her educational needs.

Together we will promote harmony, unity and academic success among all of our students, parents, staff and community partners.

**Student Responsibilities:**

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully;
- Always try my best to learn.

P.S. 36Q continues to value parent partnerships that supports our academic goals.

**SCHOOL-PARENT COMPACT**  
**REQUIRED OF ALL SCHOOLS**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**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 <b>29</b>	Borough <b>Queens</b>	School Number <b>036</b>
School Name <b>The St. Albans School</b>		

### 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 <b>Ms. Lynn M. Staton</b>	Assistant Principal <b>Ms. Thompson &amp; Ms. Haigler</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ESL Teacher <b>Ms. Maura McShane</b>	Guidance Counselor <b>Ms. Siah Hagin</b>
Teacher/Subject Area <b>Ms. Sharon Ring, SETSS</b>	Parent <b>Ms. Kara Jamison</b>
Teacher/Subject Area	Parent Coordinator <b>Ms. Carol Rajaram</b>
Related Service Provider	Other
Network Leader(Only if working with the LAP team)	Other

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>490</b>	Total number of ELLs	<b>15</b>	ELLs as share of total student population (%)	<b>3.06%</b>
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## Part II: ELL Demographics

### A. ELL Programs

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

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

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	0	1	1	1	0	0								3
Pull-out	3	1	1	1	1	1								8
<b>Total</b>	<b>3</b>	<b>2</b>	<b>2</b>	<b>2</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>11</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	2	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										0
Dual Language										0
ESL	13	2	6	2	0	0				15
Total	13	2	6	2	0	0	0	0	0	15

Number of ELLs who have an alternate placement paraprofessional: 3

### C. Home Language Breakdown and ELL Programs

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

\*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	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
<b>TOTAL</b>	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	2	4	1	1		1								9
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1		2		1	2								6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	3	4	3	1	1	3	0	0	0	0	0	0	0	15

## 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								1

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)		3	3	1	1	1								9
Advanced (A)	3	1				1								5
Total	3	4	3	1	1	3	0	0	0	0	0	0	0	15

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	1				1
4	1	2			3
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

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

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

The assessment tools that are used to assess early literacy skills of ELL's in our building is TCRWP. Also, in grades 3 - 5 we use the acuity assessments in both ELA and Math. Throughout the year, our ELL's are assessed using TCRWP four times during the following months: November, January, March, and June. This allows for us to monitor student progress. Each child is tested independently. At the end of the assessment the child is given an independent reading level as well as an instructional reading level. The data allows for us to see the next steps of where students need to improve in terms of reading, fluency, and comprehension. This reading assessment drives our instruction in the proper places. It allows us to see different patterns and trends in their fluency along with their comprehension. Having such data, data attained by the running records allow for teachers to see areas of strengths/weaknesses and areas that need improvement when concerning basic literacy skills of our ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Reviewing the data for both LAB-R and the results of the NYSESLAT exam, the majority of our students are at the intermediate level. Out of our 15 ELL students present at P.S.36, 9 children are at the intermediate levels of proficiency. A trend noticed in the results of both the LAB - R and the the NYSESLAT results are that the advanced level students fall only in the following two grades: kindergarten and 5th (3 advanced students in K and 1 advanced student in 5th grade). The data states that we only have 4 advanced students. Instruction needs to be rigorous in every grade but especially in the grades lacking advanced proficiency. We must make sure that building background knowledge is incorporated in instruction along with best practices in order to achieve ELL success in all grades especially 1st through 4th. Over the years, another trend noticed is that the majority of our beginner level students show that they are either new to the school as well as the country. As students progress to the next band of the NYSESLAT, ELL's find the higher level of skills assessed seem to be much more difficult (ex: 2nd graders take the same test as the 3rd graders). Overall, student progress is seen as they move up to the next grade level.

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 [AMAQ tool](#))

NOT APPLICABLE DUE TO THE SCORES NOT BEING RELEASED TO NYC SCHOOLS IN COMBINED MODALITIES.

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?

The periodic assessment is given twice a year. This assessment allows for administrators along with other service providers of ELL students (regular education teachers and ESL teacher) to hone in on the results of the assessment and drive their instruction. As team, we study the data and create an action plan in order to help each child become stronger in that particular area. Based on these assessments, we create long and short term goals for our students. Goals drive and motivate students to do better and make room for improvement. Through data, our ELL students are lacking progress specifically in ELA, both reading and writing. Out of our 15 ELL students, 6 students have special needs which indicate that they have additional learning issues. Having the results from the periodic assessment, we can analyze the assessment and hone in on the areas we need to. Therefore, as a whole we feel it is imperative to make our goals reasonable along with measurable. ELL native language becomes secondary to the acquisition of English language skills. In our ESL program, English only is emphasized. Native language is only used when translation from native language to English language is absolutely necessary.

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](#).)

Looking at data not only amongst ELL's in our school but across all grades in the building we are aware that the RTI framework is something that must be implemented in the regular schedule for our students. In order to better support our ELL's and focus on improving their academics, we use various interventions. Our main focus is to make student success happen on his/her grade level. RTI is a researched based intervention system. When using the following interventions our children seem to grasp concepts better.

- 1.) Small Group Instruction
- 2.) Differentiated Instruction
- 3.) Extra instruction in the Wilson Program (Phonics Program)

- 4.) Guided/support practice
  - 5.) Use of graphic organizers to help aid in note taking and writing
  - 6.) Hands on learning
  - 7.) Technology/visual learning styles
6. How do you make sure that a child's second language development is considered in instructional decisions?  
For our ELL's we make sure that second language development is targeted in order for our ELL students to succeed. We have a strong foundation for our children in literacy instruction which is aligned to the Common Core Learning Standards. This instruction is delivered through rigorous lesson plans which align themselves to the Common Core. Daily, children receive approximately over 200 minutes of direct literacy instruction through phonics, reading, and writing. However, literacy is taught across all content areas (math, science, and social studies) every day. This allows for students to transition smoothly into acquiring a second language (English) fluently.
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?
- NOT APPLICABLE
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of the ESL program for ELL's at P.S.36 by how children score on both the ELA and Math exam. We take into consideration the progress they make on their TCRWP running records. The results of the assessments determine their reading level from the beginning of September until June. This allows for teachers to see their progress in all areas of reading throughout the school year.

## 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](#).)  
P.S. 36 has a total of 490 students with 15 children being ELL students who speak one of two languages (Spanish or Haitian Creole). When parents register students they are given an informal interview upon their arrival. A trained pedagogue (ESL teacher or Assistant Principal) conducts an oral interview by talking with parents to indicate if there is another language other than English spoken in the home. This determines the appropriate language in which the HLIS is given to the parents. Through the informal interview, pedagogues will know if translation is necessary in the native language in regards to help during registration. If parents indicate that another language is spoken in the home (evident from informal observation and data collected on the HLIS) and this is confirmed after speaking with the child during the informal interview, the child is then classified as being eligible for LAB - R testing. After the child is identified as an ELL as per the informal interview, within 10 days the LAB - R is administered by the ESL teacher, Ms. McShane. The test is hand scored by the ESL teacher to determine eligibility for receiving entitlement. If the child is eligible for services, he/she will get an entitlement letter which gives a brief description of the 3 programs offered by the NYC DOE. If the child is Spanish speaking, the Spanish lab is administered to determine the literacy level in their native language. Trained Spanish speaking staff members, Ms. Isaac Harper/Ms. Santos, administers the Spanish lab. Students are read specific directions in their native language, Spanish. Students are directed to answer/respond to all questions in Spanish only. Students are given their own student booklet. If a parent is having difficulty registering, we enlist our staff to assist with translation when deemed necessary. Ms. McShane (ESL teacher), Ms. Rachele Bearack (School Pupil Accounting Secretary), Ms. Sharon Ring (SETSS teacher) Ms. Sol Reyes - Spanish (Social Worker), Ms. Isaac Harper - Spanish (Bilingual paraprofessional), and Ms. Suzie Dorsanvil - Haitian Creole (Occupational Therapist) all provide assistance when a parent is registering and needs translation

services.

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.  
As per the HLIS trained staff (ESL teacher, trained translators, secretary and parents coordinator) are fully aware of all families where English is the second language spoken in the home. As a team, we make sure to provide these families with all documentation pertaining to the school as well as the success of their child to be translated into their native language. Before choosing the appropriate program for their child, parents are given and distributed the DOE website which gives ample information concerning all 3 programs explicitly. After the student is identified as an ELL student, every parent is given an entitlement letter which explains thoroughly that their child will be given additional services in order for their child to become more proficient with the English language. The letter is given in both English and their native language. The entitlement letter gives a brief description of the 3 different programs offered by NYC DOE. A meeting is set up with the ESL teacher and a translator if necessary. When the parent comes to the school, he/she is given the opportunity to view the parent orientation video which thoroughly explains the 3 programs for ELL students provided by the NYC DOE. When this meeting is scheduled, we make sure that there is a translator in the parent's native language available (Ms. Dorsanville, Ms. Isaac Harper, Ms. Sol Reyes). We make sure that translators are provided by our school in case the parent needs any help with interpretation of the information being given. During the meeting the teacher discusses the various programs offered with the aid of the translator if needed. This information that is given helps the parent make the most beneficial program choice for their child. We encourage parents to ask questions about each program to make sure they understand fully what choices are available to their child as per program choices. Due to our school having such a small population of ELL students (3.06%), each parent has a one to one meeting with the ESL teacher when viewing the parent orientation video. They are able to view the video and ask any questions or concerns they may have about the programs and the best placement decision for their child. The parent must submit their "Program Selection" letter within 20 days of their child's enrollment. When the Program Selection form is filled out it is then entered into the ATS system under the ELPC screen. Parents are informed that in the ESL program their child will be getting services for the entirety of the school year. This information is presented to parents in the placement letter that they receive after parents have chosen the program for their child. Luckily, our school has had great rapport and support from the majority of our new ELL families. Parental contact between parents while in the process of choosing the correct program for their child has been a smooth process in terms of the new ELL students. Thus far, all families have adhered to deadlines that are given to them in choosing the program.
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].)  
Immediately after the LAB - R is hand scored, the ESL teacher sends out the entitlement letter to the parent via mail and backpack if they are identified through the LAB - R assessment as an ELL student. Also, the parents are telephoned. This letter informs the parent that their child has been identified as an ELL student and will be receiving additional services. Each parent is informed about all 3 programs and must make a choice with what program they wish to place their child. The Program Selection form is then filled out along with a Parent Survey. When the letters and surveys are returned they are secured in the P.S. 36 ESL Informational binder, which is locked and secured in the ESL office.
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.  
The vital criteria and procedures used at P.S. 36 to place identified ELL students in bilingual or ESL instructional programs is the parental selection along with input from the staff (ESL Teacher and translator if necessary). Also, the LAB - R is data that we use in order to place our students in the correct program. An explanation of the program is given to the parent in their native language if requested. As a staff we try to make all of our ELL parents knowledgeable and comfortable with their child's educational program along. We offer additional resources to parents whenever requested in order to help their child succeed. If a parent is not fluent in English, we always make sure that there is either a Spanish or Haitian Creole staff member present to help with translation. This always helps the parent feel more comfortable and allows for them to fully understand what is being presented to them.
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.  
There are 4 major components of the NYSESLAT. (Speaking, Reading, Writing, and Listening). Below is a breakdown of how each part of the NYSESLAT is administered to our students:  
Speaking - The speaking portion of the NYSESLAT is given individually. This portion of the test is recorded by the teacher who administers the test.

Listening - The students are read the directions and then are required to listen to a CD and answer questions.

Reading/Writing - The reading portion of the NYSESLAT can be administered in small groups depending on students with disabilities. If need be, the test can be administered individually.

Due to the new restrictions on the grading procedures of the NYSESLAT, we have 2 trained staff members who administered and graded portions of the 2013 NYSESLAT test. Mrs. Sharon Ring and Mrs. Jackie Rose aided in administration and scoring of the 2013 NYSESLAT.

Students are tested in the ESL room. The testing room is always quiet, which our ELL students need. The ESL teacher makes sure that each ELL student is comfortable in every way possible while the test is administered throughout all four components of the NYSESLAT.

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. [①](#)  
As per the Parent Surveys that are given at P.S. 36, parents seem to be very aware and pleased with the information about the programs that are offered. Last year, the 5 new ELL admits chose the free standing ESL program for their child. They were given the appropriate information on all 3 programs however felt that the program we offer at P.S. 36 was just right for their child. This year we have 3 new admits all on the kindergarten level. Again, all program choices were free standing ESL. All families seem to feel confident with all the information that they were provided with through the feedback, which is seen within the return of the parent surveys. As per the Program Selection forms, all of our parent requests are for freestanding ESL in order for their child to become more proficient in the English language. A trend that is seen over the past few years indicates that 100% of our parents request the free standing ESL program for their child. In P.S. 36, programming revolves around free standing ESL which is determined by the completion of parent choice forms. Through the data that is received from parents (parent choice/selection forms) it is evident that we plan our programs based upon that specific data. Due to our population of ELL students only being 3.06% of our entire schools population we are unable to offer transitional bilingual or the dual language program at the current moment. If our population grows and we have a need for either the transitional bilingual or the dual language program, we will implement it to fit the needs of our students. Each parent is informed that those 2 programs do exist within NYC DOE and are available. We inform parents at the orientation that if they feel 1 of those 2 programs seem to fit their child's needs we can locate a school to accommodate their choice so that their child can be placed in the appropriate program of choice. However, all of our parents feel comfortable thus far in placement of their child in the freestanding ESL program that is currently offered at our school.



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 provides free - standing ESL to 15 students across grades K - 5. These children are grouped in English proficiency levels and they receive the allocated instructional minutes that are required. The ESL teacher groups the ELL students based on their level in English which is provided either by the LAB - R (new admits) or the NYSESLAT. The push in / pull out method of delivery of instruction are used as program models. When deemed necessary, co - teaching does take place under certain circumstances pertaining to ELL classroom instruction.
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)?
 

Beginner and intermediate students are grouped together and seen 2 to 3 times a day based on pull out / push in services. Both groups are given 360 minutes of instruction. Advanced students receive 180 minutes a week based on the same pull out / push in service. Currently we have 5 ELL students at the advanced level (3 are new admits and 2 are current ELL students)
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.
 

With the demands of the intense Common Core Learning Standards, content areas are delivered through literacy instruction on a day to day basis. We are using Engage NY for our both ELA and Math subjects. With these 2 programs being used in our school by staff, content is delivered through literacy every day. Both curriculums are Common Core aligned. The lesson plans that fall within this curriculum are extremely rigorous and allow for children to become engrossed with academic vocabulary and engaging activities to allow for learning in all modalities to take place.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 

We have staff members that speak both native languages at P.S. 36 (Spanish and Haitian-Creole). They aid in translation to help us properly evaluate students when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 

Through the results of both the periodic assessment and the NYSESLAT we can tell that our ELL students are appropriately evaluated throughout the entirety of the year. The results/data give us a clear picture as to where our ELL students stand in the progress they are making throughout the school year.
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).

Differentiation and multiple entry points are vital when it comes to the learning process that takes place amongst our ELL students. They come from different backgrounds as well as different grade levels. Therefore, it is imperative for all staff members who come in contact with ELL students to take into consideration that they are an ELL. At the current moment we have 2 SIFE students. With these 2 students we make sure that we offer the appropriate learning tools in the classrooms to help them understand different components of the English language to the best of their ability. Some things that we have in place for these students are:

- 1.) Spanish/ Haitian - Creole dictionaries
- 2.) Glossaries
- 3.) Waterford Computer Program
- 4.) Educational Videos
- 5.) Picture cards/Cues
- 6.) Hands - On Learning
- 7.) Schools trips
- 8.) Experience Corp - (one to one tutorial 4 days a week)

9.) Support Staff

Out of our 15 ELL students only 2 of the students are coming from another country (Haiti) and are considered newcomers to US schools. This year will be the beginning of their 3<sup>rd</sup> year in the ESL program. They have aquired the language and can communicate very well with their peers and teachers pertaining to the English language. However, they are still weak in areas of writing, reading, and math. Out of our 15 ELL students, 13 of them fall into the category of receiving services between 0 - 3 years. The other 2 students fall in the category of 4 to 6 years of service. We have no students that have had 6+ years of services. This data is based on last year assessments. We are currently using the Engage NY curriculum. Engage NY is Common Core aligned and is geared to prepare these students to succeed to the best of their ability. The new curriculum promotes the use of English for information and understanding in order for them to communicate effectively in social and academic settings. The ESL teacher provides comprehensive literacy instruction utilizing the balanced literacy approach which includes read alouds and shared independent reading and writing. The ESL teacher accesses the CCLS by means of best practices such as: review, engagement, identifying explicitly the language and content objectives, input and modeling, checking for understanding, guided practice, and independent practice. Core subjects are also covered in mathematics, social studies, and science. As stated earlier, content is addressed through literacy also in our ELA literacy block.

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?

Pertaining to ELL's with disabilities we use many instructional strategies in order to provide access to content areas which helps accelerate English language development. Test preparation, word - picture association, vocabulary building and comprehension are taught within subject areas. Literacy is taught across content, which helps significantly in English language development amongst students with disabilities. With the help of bilingual dictionaries and bilingual glossaries, students are able to have additional comprehension resources and inputs in their subject areas. Students with disabilities are often paired with other ESL students of the same native language to help them partner off one another with gaining collaborative learning through peers. Academic intervention services include the Wilson Phonics Program for grades K - 3 in special education classrooms. Grades 4 and 5 ELL students are heavily immersed in computer activities to help them with comprehension of certain subject areas. Cognitive mapping in classrooms and visuals which are presented through the computer allow for ELL students to gain understanding. The use of intervention strategies begins by identifying where the students are having difficulty and then finding ways to help them overcome their problems. We introduce the new students to new language slowly and in context. If necessary, students may respond in non-verbal ways to show comprehension of the instructional material. Phonics instruction is on - going along with pictures, gestures, and most importantly repetition. Working on skills on such skills as sequencing, comparing and contrasting, cause and effect, and academic vocabulary development is what children need more of in order to master the reading and writing component. Providing more writing opportunities to compose letters, invitations, cards, paragraphs, and daily notes help develop these skills on a daily basis. In order to help ELL's who have disabilities construct meaning and understanding, the teacher encourages students to draw upon their own personal knowledge along with building background/prior knowledge in which they can make connections in real life. Allowing for personal knowledge and tapping into prior background in their native language is a strategy that is implemented daily. Utilizing educational games, pictures, objects, big books, and story images creates time to share experiences and explicit details and simplified English takes place.

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?

When necessary we differentiate our curriculum for ELL students with disabilities. We must adapt certain lessons in specific areas in order to reach the needs of our students. At times, we must go back and re-teach certain objectives so that our students who do have disabilities grasp the concept being taught. One to one conferring and conferences takes place in order to assess whether a child needs more instruction in that particular subject area.

**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
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### 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

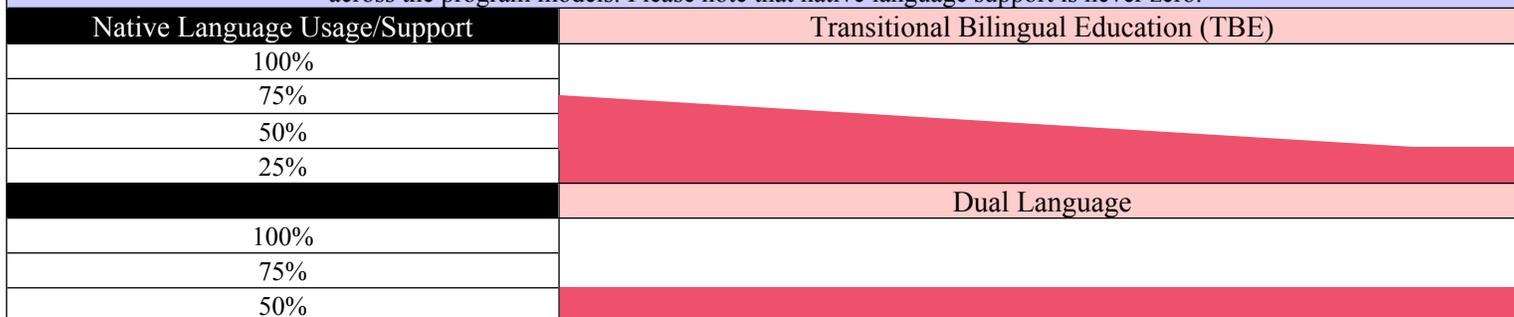
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

### Native Language Usage and Supports

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



25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

## B. Programming and Scheduling Information--Continued

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.
- As stated above there are many intervention programs put into place in our school building throughout the year in order for our children to succeed to the best of their ability. We use the push in/pull out interventions, which are small group instruction
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 content areas are delivered in each program model to encourage students to develop cognition and complex language. The scaffolding strategies are implemented to organize instruction that introduces rigorous and academic vocabulary/language and concepts which are to simplify the language for better understanding. Strategies such as speaking slowly, using picture cards, cognitive mapping, labeling, word association, facial expressions, hand gestures, and body language provide children with the necessary steps in order to become proficient. Through these strategies students progress and achieve their instructional goals.
11. What new programs or improvements will be considered for the upcoming school year?
- This year we have been using a new ELA and Math curriculum. We are using Engage NY, which is curriculum that is aligned to the Common Core Learning Standards. We will also be offering additional workshops for the parent of ELL students in order to help the parents have a better grip on how to help their child succeed both in school and at home. Parents are the key to their child's success. Topics of concern that will be presented through these workshops are:
- 1.) Homework: Helpful skills on how to help your children complete homework
  2. ARIS: How to use it
  - 3.) Technology: How to use technology to aid in your child's academics?
  - 4.) Phonics/Reading Strategies: What can you do at home to help your child succeed?
- \*\*We will add workshops as to what concerns parents voice throughout the year. \*\*
12. What programs/services for ELLs will be discontinued and why?
- All programs that are in place for ELL students will continue for the 2013 - 2014 school year.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELL students are treated just like the regular education population at P.S. 36. The same curriculum is taught, however if there is need for extra assistance in certain areas they will be provided with additional help, resources, and tools needed. Additionally, we offer a 50 minute after school program for children who are struggling in both ELA and Math. Our ELL students are part of this program in order to help strengthen their skills in these areas. We also have a Saturday Academy for extra support. In the later of the year, closer to the state ELA and Math exams, we offer additional after school programs that prepare our students for the new Common Core aligned state exams.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Students are constantly given instructional materials that meet their needs. Technology is always available through computers and SMART Boards which are located in all classrooms throughout the 2 main buildings at P.S. 36. We have leveled libraries and collaborative learning centers in classrooms, which relate to all content areas (math center, reading/library center, science center, social studies center). This allows students to use manipulatives and have a hands-on learning environment in all content areas. This creates an engaging learning experience for all ELL students.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Whenever we notice confusion amongst our ELL students pertaining to components of the English language and they need support in their native language we have on site translators. These on site translators are present in the school building and we contact them for any support necessary. Our translators are always willing to help aid in translation of languages under any circumstances in order to make any skill/objective clear for the student. The main focus for the ELL students at P.S.36 is to help students acquire the English language as fast as they can so that they can function independently in their classroom. The native language is not used in the ESL setting, however we have ample resources in place for our ELL students. Various reference materials are available in the ESL office. We have bilingual Spanish and Haitian-Creole dictionaries readily accessible for our students. Another tool we frequently use for support is the computer in order to help with translation/communication needs. Teachers also provide buddies/partners who may speak the same language for newly enrolled ELL students. Also, our staff members who speak another language besides English always help aid in translations within the classroom setting when necessary. This allows for an ELL student to comprehend things in their native language along with feeling more comfortable in their learning environment. We

currently have two Spanish speaking para-professionals who aid ELL students in classrooms. This allows for students to have language support of content being taught in those classrooms.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
Throughout the school building there are ample resources that are easily accessible for our ELL students. Also, in the ESL classroom there are grade appropriate materials in Spanish/Haitian-Creole languages. This offers support to ELL children in their native language. Students requiring more language support are provided with an alternate placement paraprofessional to modify lessons and activities in the students native language.
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.  
If ELL students enroll before the school year starts they are given the summer packet that was created by a team of teachers. The summer packets consist of engaging activities that are Common Core aligned and help the children keep abreast of their academics while on summer vacation. During the year we have many activities that allow for ELL students to socialize amongst peers while supporting instruction in all subject areas: Some of those activities are:
  - 1.) Pajama Rama: K - 2
  - 2.) Robotix: Grades 3 and 4
  - 3.) After School Art Program: 4 and 5
  - 4.) Project Boost: 4 and 5
  - 5.) Clubs: K - 5
  - 6.) Tennis: Grades 3 and 4
  - 7.) Swimming: Grade 2
  - 8.) Ballroom Dancing: Grades 4 and 5
  - 9.) Fashion Show: K - 5
  - 10.) Jump Rope for Heart: K - 5
18. What language electives are offered to ELLs?  
N/A
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)?

N/A

### **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.

School personnel who work with ELL students are encouraged to exhibit patience and understanding with the many everyday ELL challenges. Every effort is made to provide additional support to families in need. Explaining and demonstrating the school's rules and regulations is an on-going requirement. This needs to occur in order to fully intergrate these students into our school culture. At P.S. 36 we have 1 ESL teacher. She receives on-going professional development, which is provided by the network. In turn, the ESL teacher turns-key with staff members various different instructional strategies she has learned at professional development sessions. Many of these professional development sessions allow for necessary learning on how to use the new Common Core Learning Standards amongst our ELL students. She also takes webinars to keep abreast of all the new trends that are commonly seen amongst ELL students. The ESL teacher works with the Guidance Counselor as students are transitioning to Middle School. They try to find the best placement for each child based on their individualized needs. ELL students are given ample support where needed as they transition from one school level to another. Parents are encouraged to meet with school personnel to deal with any problems that may arise. Professional development is provided for staff members of P.S 36 during specific teacher team meetings. Assigned dates are given to the ESL teacher throughout the entirety of the acadmic school year. She helps provide teachers with important teaching practices /resources to help aid regular and special education teachers in instruction that will reach our ELL students. Topics that have been discussed amongst staff focus on differentiation of instruction, which include useful strategies specifically geared for ELL's and ELL's with special needs. Some other topics of ELL training include: the process of second language acquisition, content area strategies for ELL students, cognitive mapping/visual tools that aid instruction pertaining to the ELL, and accessing the CCLS - best practices for ELL students.

### **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?

At P.S 36 parent involvement is the job of all parents. Parents are invited and included in all school functions such as PTA meetings, parent teacher conferences, assembly programs, school social and instructional workshops. The ESL teacher, occupational therapist, SETSS teacher, and administration engage parents in all activities and provide translation services. We also offer workshops for ELL parents. During these workshops we ask for feedback. We ask for them to provide areas that they need help on or that they may be struggling with either pertaining to their child or themselves. During workshops, a translator is present to help present the information to the ESL teacher. Also, we make parents aware of the NYC DOE website, which provides an abundance of information about the school system and programs in place in their native language. Feedback from parents is crucial because it drives us as educators to help parents aid in making their child successful. During all functions at our school we make sure that we have a staff member on-site to help translate for parents who speak Spanish or Haitian - Creole. We send information via telephone, back pack by students, and mailings. Posters and newsletters are on all main entrance walls in order to alert parents to the ongoing activities, workshops, and meetings in the school, in the district, and within and throughout the entire city. We partner with several agencies such as Zen Masters, Department of Parks - Learn to Swim Program/Tennis Program to name a few. We also provide mental health services with outside agencies. Also, children are provided with dental and vision screening services.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name:** \_\_\_\_\_

**School DBN:** \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

DBN: 29Q036 School Name: 036

Cluster: 5 Network: CFN535

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

### **Part A: Needs Assessment Findings**

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

At P.S 36 we use the Home Language Survey as a useful piece of data in order to ensure that all parents are provided with the appropriate language in which they can speak and understand. The ESL teacher and LAP team make sure that all parents feel comfortable both receiving and giving information in their native language pertaining to both the school and their child/children's academics. At P.S. 36 we try extremely hard to create a positive parental partnership with our English Language Learners parents. We want to make them feel comfortable with our school and the environment that their child is going to be learning in. We have on-site teachers/para-professionals as translators in both Spanish and Haitian Creole languages. We make sure that all of the school information/memos are also translated into their native language so that they can that information is easily accessible to them. Enhancing communication with ELL parents at P.S. 36 is one of our main priorities.

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.

Based on the information provided on on Home Language Surveys, ARIS, interviews, and conferences the ESL teacher, administration and support staff are aware of all the ELL students that are present in our school. At the moment, we have 15 ELL's. Our 15 ELL's are comprised of the following home languages:  
Spanish - 9 students  
Haitian Creole -6 studentsrt staff.  
The ESL teacher has the proper documentation on each student through ATS reports of each individuals home language along with administration and support staff. Our staff can also look up home languages of children through ARIS. On ARIS it states what the child's home language is along with parent information and score reports.

## Part B: Strategies and Activities

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

As stated in Part A, we have on-site translators that are present during the registration process for new NYC DOE students. The registration process at our school is a vital part of registration and helps us screen for possible ELL students. It also allows us to recognize ELL parents. Once a family registers a student, the ESL teacher and translators, if necessary have an informal interview with the parent. After the interview is complete the ESL teacher reviews the Home Language Survey and determines immediately whether or not the student qualifies for LAB - R testing. The child will then be tested within 10 school days to determine eligibility. Immediately, the parent is informed and paper work is given to the parent in their native language. Written translation in the native language is given to the student to bring home and is also mailed to the child's house in case the child loses the letter while transporting it from school to home. If the child does qualify for ESL services, the parents are called by the ESL teacher/translator (again, also letters are backpacked home) in for an orientation which explains all 3 programs that child is entitled to. Parents will view the orientation video in their native language and a translator is present to ensure understanding of what choices the parents have. The ESL teacher and translators are available to answer any questions or clarifications.

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.

As stated earlier, we have on-site oral interpretation at P.S. 36 that is provided by our staff who speak both English and their native language. (Either Spanish or Haitian Creole). Whenever translation is needed, these particular staff members are called to aid in proper translation for the parent. They make sure that all information is clear, coherent, and they fully understand our school's vision, academics, school wide events/calendar, monthly topics, etc.

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>.

Parental notification requirements for translation and interpretation services are fulfilled by our school by our on-site teachers and para-professionals whenever necessary. We are lucky to have educators in our school building that speak both Spanish and Haitian Creole that help aid in any translations deemed necessary for our ELL families. We have great rapport with our ELL families and always keep communication our number one priority. Therefore, whenever they need interpretation or translation in the native language we always accommodate them. We want to make their experience at our school inviting, enjoyable, as well as comfortable. We offer meetings (PTC) with our ELL families whenever needed in order to ensure that they are understanding what is going on in their child's social and academic school days.