



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: P.S. 36
DBN (i.e. 01M001): 08X036
Principal: ELVIRA MARESCA
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Superintendent: TIMOTHY BEHR
Network Leader: ELMER MYERS

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
Elvira Maresca	*Principal or Designee	
Michael Castrignano	*UFT Chapter Leader or Designee	
Raquel Smith	*PA/PTA President or Designated Co-President	
Carmen Irizarry	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	
Carmen Mattimore	Member/ Co-Chairperson UFT	
Quyen Quach	Member/ Co-Chairperson UFT	
Lee Siegfried	Member/ UFT	
Luz Velasquez	Member/ Parent	
Lourdes Jibodh	Member/ Parent	
Lourdes Hernandez	Member/ Parent	
Lilian Tirado	Member/ Parent	
Joann Genco	Member/ Parent	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, it is expected that 60% of our bottom third students in grades 4 and 5 will meet or exceed one year's growth measured by their proficiency levels on the NY State ELA assessment.

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.

A trend analysis of student performance data on NY State ELA assessments demonstrated a downward trend of our lowest third making a year or more growth as measured by their proficiency levels. During 2011 to 2012 the lowest third of grades 4 and 5 students met or exceeded their previous year's growth at a rate of 68.8%. From 2012 to 2013 the bottom third's proficiency levels where students' met or exceeded previous year's growth measured at a rate of 28.2%.

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

Strategy: Educators and students will grapple with and persevere through cognitively challenging and engaging curricula to elevate student learning and outcomes in addition to growth in professional practice.

- 1) Activity- Professional Development will be provided aligned to Danielson's Framework, Habits of Mind, and Common Core Curriculum (scaffolding instruction, close reading strategies, text-based discussions and questioning, differentiation, and UDL). Informal and formal observations as well as teachers' Need Assessment Survey will drive targeted professional development.
- 2) Activity- All teachers in grades Pre K -Grade 5 will implement and revise Common Core aligned curriculum.
- 3) Activity- All teacher teams (Grade Level, Vertical Core Inquiry) will analyze student unit assessments and unit work by using prescribed protocols (Surfacing the Gap /Looking at Data from Student Work). Effectiveness of the curriculum, instructional practices, interventions and resources will be determined from this data. Instructional changes will be implemented based on findings as well as best practices shared.
- 4) Activity- All students will engage in focused independent reading in school and at home through our Star Reader Challenge initiative.

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

1. NYCDOE Core Curriculum Professional Development Sessions, Administrators, Professional Development Team, UFTTC Literacy Coach, Literacy Team, Teacher Led Workshops, CFN 607 Support Staff, SLT Members, AUSSIE Consultant, Advance Talent Coach, RTI and Special Education Committees.
2. NYCDOE Core Curriculum Professional Development Sessions, Administrators, Professional Development Team, UFTTC Literacy Coach, Literacy Team, Teacher Led Workshops, CFN 607 Support Staff, SLT Members, AUSSIE Consultant, Advance Talent Coach, RTI and Special Education Committees.
3. NYCDOE Core Curriculum Professional Development Sessions, Creative Schools Consultant, UFTTC Literacy Coach will support teachers on implementing and revising curriculum, Literacy Team, RTI/AIS Committee, Data Specialist. .
4. All Teacher Teams (Grade Level, Vertical Core), Administrators, Professional Development Team, UFTTC Literacy Coach/Literacy Team, Data Specialist
5. Library Media Specialist, Classroom Teachers, Administrators, parents, author visits

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

1. All teachers will be observed, both formally and informally, a minimum of four times a year, and engage in a minimum of two self-reflective conversations to analyze and evaluate teacher growth.
2. Teacher Teams will focus on the analysis of benchmark and post assessments monthly. Curriculum will be revised based on assessment data.
3. The data specialist will aggregate Module, Unit and MOSL performance task data as well as literacy benchmarks across grades/classes and sub-groups. Student progress and instructional changes will be evaluated based on findings.
4. Targeted benchmarks of time spent on independent reading in school as well as at home are monitored weekly and celebrated throughout the year.

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

1. July 2013-June 2014
2. Beginning September 2013 through June 2014
3. Beginning October through June 2014, Grade Level Teams meet weekly and Vertical Core Inquiry Team monthly to analyze student performance data. Unit Plans will be reviewed a minimum of three times a year.

4. September 2013 through June 2014. Summer 2014 - Reading is monitored by parents during this time.

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

1. The 2013-2014 school-year calendar was revised to include four Professional Development half days. Classroom inter-visitations, study groups, demonstration lessons, and Grade Conferences are scheduled during and after the school day.
2. Weekly Common Planning Periods will allow each grade to plan and revise curriculum with the support of administrators and the UFTTC Literacy Coach. Teachers, AIS/RTI providers, attend classroom inter-visitations reflecting best practices. The 2013-2014 school-year calendar was revised to include four Professional Development half days with time allotted for curriculum planning. Schedules include weekly RTI meetings and monthly Special Education meetings.
3. Weekly Grade Level Teacher Teams are scheduled during zero periods. Vertical Inquiry Team meetings are scheduled monthly. Findings are shared during Faculty Conferences, Professional Development Team meetings, and Cabinet Meetings.
4. Time is set-aside for assemblies celebrating independent reading milestones. Independent reading is done during the reading block in every classroom (except Pre-K). The Media Specialist's schedule includes time for analyzing data, facilitation of Star Reader assemblies and the set-up and organization of the school-wide book fair.

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).

- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- 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 opportunities for ongoing communication between teacher and the home in (to the extent practicable) language interpreted that parents can understand
- 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;

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	X	Title IIA	X	Title III		Set Aside		Grants
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, it is expected that 60% of our bottom third students in grades 4 and 5 will meet or exceed one year's growth measured by their proficiency levels on their NY State Mathematics assessment.

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.

A trend analysis of student performance data on state assessments demonstrated a downward trend of our lowest third making a year or more growth as measured by their proficiency levels on the NY State Mathematics assessment. During 2011 to 2012, the lowest third of grades 4 and 5 students met or exceeded their previous year's growth at a rate of 74.1%. From 2012 to 2013, the bottom third's proficiency levels where students' met or exceeded previous year's growth measured at a rate of 16.9%.

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

Strategy: Educators and students will grapple with and persevere through cognitively challenging and engaging curricula to elevate student learning and outcomes in addition to growth in professional practice.

1. Activity- Professional Development will be provided aligned to Danielson's Framework, Habits of Mind, and Go Math Common Core Aligned Curriculum (Digging deeper into the

CCLS math standards and mathematical practices, incorporating the use of manipulatives, math centers, math vocabulary, and writing in math). Informal and formal observations as well as teachers' Need Assessment Survey will drive targeted professional development.

2. Activity- All teachers in grades PreK–Grade 5 will implement and revise Common Core aligned curriculum.

3. Activity- All teacher teams (Grade Level, Vertical Core Inquiry) will analyze cumulative assessments and critical area performance tasks by using prescribed protocols (Surfacing the Gap /Looking at Data from Student Work). Effectiveness of the curriculum, instructional practices, interventions and resources will be determined from this data. Instructional changes will be implemented based on findings as well as best practices shared.

4. Activity- All students in grades 2-5 will develop math fluency through daily practice of addition/subtraction and/or multiplication/division facts using Mad Minutes. Students will also use fluency flashcards/manipulatives to improve fluency in school and at home.

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

1. NYCDOE Core Curriculum Professional Development Sessions, Administrators, Professional Development Team, Math Coach, Math Team, Teacher-Led Workshops, RTI/AIS Committee, CFN 607 Support Staff, SLT Members, Advance Talent Coach, and Special Education Committees

2. NYCDOE Core Curriculum Professional Development Sessions, Math Coach, Math Team, RTI/AIS Committee, and Data Specialist

3. All Teacher Teams (Grade Level, Vertical Core), Administrators, Professional Development Team, Math Coach, Math Team, RTI/AIS Committee, and Data Specialist

4. Administrators, Math Coach, Math Team, Classroom Teachers, and Parents

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

1. All teachers will be observed, both formally and informally, a minimum of four times a year, and engage in a minimum of two self-reflective conversations to analyze and evaluate teacher growth.

2. Teacher Teams will focus on the analysis of chapter tests and critical area performance tasks monthly. Curriculum will be revised based on assessment data.

3. The data specialist will aggregate chapter tests, critical area performance tasks and 3rd Grade Math MOSL performance task data across grades/classes and sub-groups. Student progress and instructional changes will be evaluated based on findings.

4. Classroom Teachers in Grades 2-5 will assess students twice a month on fluency facts to determine student's growth and progress. Adjustments will be made to instruction based on data results.

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

1. July 2013-June 2014

2. Beginning September 2013 through June 2014

3. Beginning October through June 2014, Grade Level Teams meet weekly and Vertical Core Inquiry Team monthly to analyze student performance data. Revisions of curriculum plans are ongoing.

4. December 2013 through June 2014

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

1. The 2013-2014 school-year calendar was revised to include four Professional Development half days, classroom inter-visitations, study groups, demonstration lessons, and Grade Conferences.

2. Weekly Common Planning Periods will allow each grade to plan and revise curriculum with the support of administrators and the Math Coach. The 2013-2014 school-year calendar was revised to include four Professional Development half days with time allotted for curriculum planning. Schedules include weekly RTI meetings and monthly Special Education meetings.

3. Weekly Grade Level Teacher Teams are scheduled during zero periods. Vertical Inquiry Team meetings are scheduled monthly. Findings are shared during Faculty Conferences, Professional Development Team meetings, and Cabinet Meetings.

4. Time is set in the daily math block to allot for fluency practice. Parents are asked to practice at home using math fluency flashcards/manipulatives as well.

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).

- Establishing a Parent Resource Center/Area or lending library; instructional materials for parent
- 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 opportunities for ongoing communication between teacher and the home in (to the extent practicable) language interpreted that parents can understand
- 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

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

Goal and Action Plan #3

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

Annual Goal #3

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
By June 2014, 100% of classroom teachers will improve teacher effectiveness through a deepened understanding of the Danielson Rubric as measured by frequent observations and feedback cycles through the Advance system.

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.
During the 2012-2013 school year an analysis of the New York State assessments show that 29.4% of students are performing at levels 3 and 4 in ELA and 36.8% of students are performing at levels 3 and 4 in Mathematics. In order to support student achievement, teachers will use the Danielson Rubric to improve teacher effectiveness.

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
Strategy: Teachers will develop a deeper understanding of the Danielson Rubric in order to improve instructional strategies and student achievement. 1. <u>Activity</u> - School-Wide Professional Development will be aligned to the Danielson Rubric with an emphasis on the Advance Evaluation system, designing coherent instruction, questioning/discussion techniques, targeted/differentiated instruction, assessment, Universal Design for Learning, and student engagement. 2. <u>Activity</u> - Differentiated Professional Development will be offered in a variety of formats to account for different styles of adult learning. Some variations include The New Teacher Network, ARIS Learn, Webinars, Peer Coaching, Mentoring, study groups, and workshops. Focus areas will include student engagement, designing coherent instruction, and questioning/discussion techniques. 3. <u>Activity</u> - Teachers will participate in inter-visitations in order to learn best practices and to support each other's growth. Inter-visitations will focus on key components of the Danielson Rubric such as room environment, student engagement, targeted/differentiated instruction, and questioning/discussion techniques. 4. <u>Activity</u> - Administrators will support teachers' growth through frequent observations and feedback cycles. The staff will reflect using the Danielson Rubric, set goals for the school year, and reflect on their own progress throughout the year. The administration will monitor and support growth through formal/informal observations, feedback/coaching conversations, and data dialogues.
B. Key personnel and other resources used to implement each strategy/activity
1. NYCDOE Advance Professional Development Sessions, CFN 607 Support Staff, Administrators, Professional Development Team, UFTTC Literacy Coach, Literacy Team, Math Coach, Math Team, Teacher-Led Workshops, Creative Schools Consultant, Advance Talent Coach 2. NYCDOE Advance Professional Development Sessions, CFN 607 Support Staff, Administrators, Professional Development Team, UFTTC Literacy Coach, Literacy Team, Math Coach, Math Team, Teacher-Led Workshops, Creative Schools Consultant, Advance Talent Coach 3. Administrators, Professional Development Team, UFTTC Literacy Coach, Literacy Team, Math Coach, Math Team, Grade Level Teacher Teams 4. Administrators, Teachers, and Advance Talent Coach
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. All teachers will be asked to reflect on the professional development provided and complete a needs assessment twice a year. Results will be used to guide future professional development. In addition, all teachers will be engaged in frequent cycles of observations and coaching conversations to analyze and evaluate teacher growth. 2. All teachers will be asked to reflect on the professional development provided and complete a needs assessment twice a year. Results will be used to guide future professional development. In addition, all teachers will be engaged in frequent cycles of observations and coaching conversations to analyze and evaluate teacher growth. 3. All teachers will be asked to reflect on the inter-visitations and participate in grade level discussions about best practices and areas for growth. In addition, all teachers will be engaged in frequent cycles of observations and coaching conversations to facilitate and support the implementation of best practices. 4. Administrators will set up a schedule for completing a minimum of one formal/ three informal or six informal observations for each teacher. Administrators will complete observations

and provide effective feedback through conversations and/or in written form. Teacher effectiveness and growth will be monitored using the Danielson Rubric. Progress will be tracked through the Advance online system.

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

1. September 2013-June 2014 during scheduled Teacher Teams, Faculty Conferences, and professional development days/half-days
2. July 2013-June 2014 on professional development days/half-days, and before and after school as the need arises
3. October 2013-June 2014 during Grade Conferences and with individual teachers as the need arises
4. September 2013-June 2014; a minimum of one formal/ three informal or six informal observations for each teacher

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

1. The 2013-2014 school-year calendar was revised to include four Professional Development half days, Classroom inter-visitations, study groups, demonstration lessons, and Grade Conferences are scheduled during and after the school day.
2. The 2013-2014 school year calendar was revised to include four Professional Development half days. Classroom inter-visitations, study groups, demonstration lessons, and Grade Conferences are scheduled during and after the school day.
3. During the 2013-2014 school year schedules will include classroom inter-visitations, demonstration lessons, and Grade Conferences.
4. An observation schedule was created for the 2013-2014 school year and the Advance system is utilized to monitor and track formal and informal observations.

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 be informed of Advance and implications for instruction at monthly PA Meetings, Quarterly Executive PA Board Meetings, and Parent Workshops.

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	X	Title IIA	X	Title III		Set Aside		Grants
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, 100% of the classroom teachers will utilize technology as an instructional tool in their classrooms within at least one content area aligned with the Common Core Learning Standards.

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.

After observing technology use in the classroom, it was determined that classroom teachers needed supports in creating, planning, and implementing standards-based technology lessons to foster and enhance student learning. In addition, students needed to develop independence in basic computer skills. According to parent feedback, parents needed technology supports to enhance student learning at home.

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

Strategy: Educators will utilize technology to enhance the Common Core aligned curriculum and provide all students with access to the curriculum.

1. Activity- Professional Development will be provided internally/externally on the following topics: SMART Board implementation, use of Microsoft Word and PowerPoint, creation/development of interactive lessons, innovative ways to use technology in the classroom, and maintaining teacher WebPages.
2. Activity- Teachers will require students in grades 3-5 to publish at least one written piece electronically and/or create culminating projects using PowerPoint as well as use technology as a resource for obtaining information.
3. Activity- Computer programs/internet sites such as Uptown Education/Samson Education, Starfall, ARIS, Renaissance Learning Star Literacy, Go Math, Multiplication.com, BrainPop, etc. will be used to improve instruction.

4. **Activity-** iPads are available in the Library/ Media Center as a way to engage students into the world of literacy and research. Students will be able to research and read eBooks on various genres. Students will also be able to use these handheld devices as a way to enhance Expeditionary Learning lessons by taking virtual tours around the world with Google Earth. Classroom teachers may have individual students and/or small groups using the iPads for a variety of instructional tasks.

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

1. Staff Developers (internal and external), Technology Committee Members
2. Classroom teachers, Technology Teacher, Technology Committee Members
3. Technology Teacher , Classroom Teachers, Parents
4. Library Media Specialist , Classroom Teachers

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

1. All teachers will be observed, both formally and informally, a minimum of four times a year, and engage in a minimum of two self-reflective conversations to analyze and evaluate teacher growth.
2. Teachers in Grades 3-5 will be observed, both formally and informally, a minimum of four times a year, and engage in a minimum of two self-reflective conversations to analyze and evaluate teacher growth. Classroom celebrations will be conducted throughout the year to share published work. In addition, work samples will be analyzed throughout the year.
3. All teachers will be observed, both formally and informally, a minimum of four times a year, and engage in a minimum of two self-reflective conversations to analyze and evaluate teacher growth. In some programs such as Multiplication.com and Renaissance Learning Star Literacy, reports can be printed to assess student growth periodically.
4. Frequency of use will be monitored by the Library Media Specialist and sign-out log.

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

1. September 2013 through June 2014
2. September 2013 through June 2014
3. September 2013 through June 2014
4. September 2013 through June 2014

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

The 2013-2014 school-year calendar was revised to include four Professional Development half days, classroom inter-visitations, study groups, demonstration lessons, and Grade Conferences. The Technology Team meets a minimum of once a month.

2. The computer lab and library media center computers are available for use by teachers and students. Also each floor has a cart with laptops for student use in addition to computer that are in the classrooms. Computer periods are scheduled and there are also open access periods scheduled.

3. Students visit the computer lab weekly to work with the computer teacher using this program. In addition students have access to this program both within their classrooms and/or at home. Parents will receive information on how to use Uptown Education/Samson Education as an instructional tool at home.

4. The library media center is open access. Teachers can schedule their class or selected students to work with iPads as desired. Also iPads may be borrowed by classroom teachers to be used in the classroom.

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 be trained on how to use the ARIS Parent link.
- Parents will receive information on what the school website has to offer, how to access the school calendar, announcements and weekly homework.
- Parents will have access to ebooks at home and in our school library.
- Parent workshops on using ebooks.
- Parents will receive information on how to use computer programs/websites as instructional tools at home.
- Parent workshops on using Microsoft Word and Powerpoint to help support their children.
- Parents will be informed at monthly PA Meetings and Quarterly PA Executive Board Meetings.

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

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Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	My Sidewalks on Reading Street: Intensive Reading Intervention Program	Small Group	Period 0 / During the school day-Grades 1-5
	Foundations Double Dose	Small group	Period 0/ During the school day-Grades K-1
	Guided Reading	Small group	During the school day -Grades K-5
	Inquiry/After school	Small group/ Whole group	After school-Grades 3-5
	Close reading strategies	Small group/Whole group	During the school day-All grades
	Targeted instruction/strategy groups	Small group	During the school day-All grades
	Quick Reads Fluency Program	Small Group	Period 0-Grades 3-5
	Saturday Academy	Small Group/Whole group	Saturdays- Grades 3-5
Mathematics	Go Math Tiered Interventions	Small Group	During the school day (second period of the math block-Grades K-5
	Math Inquiry	Small Group	During 0 period
	Math In Focus	Small Group/Whole Group	After school-Grades 3-5
	Targeted instruction	Small Group	During the school day-Grades K-5
	Fluency Mad Minutes	Whole Group	During the school day-Grades 2-5
Science	Science After school	Small Group	After school-Grade 4
	Differentiated instruction	Small group/whole class	During the school day
Social Studies	Targeted instruction	Small group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk students serviced by Guidance Counselor	Small Group/ One to one	During the school day

	At-risk students serviced by Speech Teachers/Social Worker	Small Group/ One to one	During the school day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB.

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).
Currently 100% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place: <ul style="list-style-type: none"> • Seek educators with a strong belief in Balanced Literacy and can align their practices to the P.S. 36 vision and mission. • Educators that believe in a professional learning community • Motivated to continue their professional learning • Willing to share best practices, be self reflective and have high expectations of themselves and their students • School personnel work closely with the CFN HR team to ensure that non-HQT meets all required documentation and assessment deadlines. • External Professional development is provided to support staff in helping their students meet the demands of the common core state standards. • Mentors/Peer Coaches provide support for teachers. • New Teacher Network professional development is provided for new staff. • Study groups • Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

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 <u>the intent and purpose</u> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Tax Levy Fair Student Funding will be used primarily to staff personnel. Title 1 SWP Funds will be used to supplement programs and provide supplemental AIS services after school and on Saturdays. Funds will be used toward supporting students in temporary housing, provide ELL support, targeting lowest third and pushable subgroups, and support student achievement.

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.).
A teacher, an Educational Assistant and a social worker support our Universal Pre-K program. The social worker works with the classroom staff and families to identify early intervention for students as well as assistance for families in crisis. The social worker provides parent workshop that focus on academic and social development of the students and parental involvement. In the classroom both the teacher and assistant work in small groups with the children conducting ongoing observations during centers, whole group and small group instruction. This year we are incorporating the Work Sampling System in conjunction with the 5th Edition of Creative Curriculum, which are investigatory units of study. Our staff will attend Kindergarten Grade conferences and professional development with Kindergarten teachers to set goals for the students to prepare them for Kindergarten. The Pre K staff will articulate with the kindergarten teachers about their students and reviewing the student portfolio of work prior to them entering kindergarten.

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.

Teachers participate in the selection of assessment measures and professional development in multiple ways:

- During June 2013, a MOSL Committee consisting of teachers and administrators was formed to analyze assessment options and select MOSL assessments.
- In teacher teams, educators created and revised Common Core aligned rubrics in both literacy and mathematics.
- Teacher teams created/revised unit or chapter tasks aligned to the Common Core Learning Standards and curriculum.
- Student data and work is looked at during teacher team meetings using protocols to determine implications for instruction.
- Data specialist supports teachers by aggregating assessment data in order for teachers to determine implications for instruction.
- Googledocs assessment data templates in order to report assessment data in a timely fashion.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

Parent Involvement Policy (PIP) Template

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

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

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

more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- Holding Title I Parent Curriculum Workshops;
- Hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- Supporting or hosting Family Day events;
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- 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 opportunities for ongoing communication between teacher and the home in (to the extent practicable) language interpreted that parents can understand;

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

**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 8	Borough Bronx	School Number 36
School Name P.S 36X Risings Stars School		

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

Principal Elvira Maresca	Assistant Principal Fran Boemio/Rachelynn Milby
Coach Christine Lally-Stolz	Coach Quyen Quach
ESL Teacher Yolanda Almanza	Guidance Counselor Vivian Cedeño
Teacher/Subject Area Carol Stern- 1st Grade	Parent Carolina Mejia
Teacher/Subject Area Josephine Dedaj- 2nd Grade	Parent Coordinator Norma Martínéz
Related Service Provider Ms. E. Hogu- Speech Services	Other Barry Brooks-Math/Data Special
Network Leader(Only if working with the LAP team)	Other Jason Holt-ESL/Art Teacher

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	3	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	2	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	700	Total number of ELLs	81	ELLs as share of total student population (%)	11.57%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	10	12	6	9	7	15								59
Push-In		10	12											22
Total	10	22	18	9	7	15	0	81						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	81	Newcomers (ELLs receiving service 0-3 years)	75	ELL Students with Disabilities	16
SIFE	3	ELLs receiving service 4-6 years	6	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	75	3	0	6	0	0	0	0	0	81
Total	75	3	0	6	0	0	0	0	0	81

Number of ELLs who have an alternate placement paraprofessional:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	15	13	5	5	7								52
Arabic	2	2	0	1	0	4								9
Bengali chinese	1	5	5	3	2	4								20
TOTAL	10	22	18	9	7	15	0	81						

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	15	13	5	5	7								52
Chinese		2		1										3
Russian														0
Bengali	1	3	5	2	2	4								17
Urdu														0
Arabic	2	2		1		4								9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	22	18	9	7	15	0	0	0	0	0	0	0	81

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)	7	7	5	1	1	6								27

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)	2	9	3	1	0	2								17
Advanced (A)	1	6	10	7	6	7								37
Total	10	22	18	9	7	15	0	0	0	0	0	0	0	81

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	5	3	0	0	8
4	8	4	0	0	12
5	3	5	0	0	8
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	3		4	1	0		0		8
4	5	3	5		0		0		13
5	3		5		1		0		9
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		6		3		12
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.

Our school uses the Early Childhood Literacy Assessment System (ECLAS-2) and the Developmental Reading Assessments (DRA) as tools to assess the early literacy skills of our ELL students. The Foundations Phonics program is also implemented as an early literacy curriculum throughout kindergarten, first grade, and second grade. The assessments and data provided by Foundations are used to inform the teachers' instructional plans. The ESL teacher is familiar with the Foundations methodology and supports work done in the classroom during the ESL periods and regular conferences with monolingual teachers to ensure a tailored instructional plan. The data provides insight into understanding how much ELL students are able to retain from previous years of instruction and monitor their progress as they progress through the grades. This data gathered will help improve our school's instructional plan by targeting the areas of instruction that need to improve in order to better service our ELL population.

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

The data patterns reveal that across grades we have seen improvements in our ELL students' proficiency levels. This is reflected in our students' NYSESLAT scores. The data shows that the majority of our students reach proficiency in the second, third, and fourth grades. We attribute this to the difficulty of the second through fourth grade span of the NYSESLAT as well as the preparation for the ELA test. Students who enter into our ESL program at P.S.36 are generally at the beginning level and move to the intermediate level the following year. Students are usually intermediate for one to two years before moving to advanced. Most students remain at the advanced level for two years. ELLs that have started in kindergarten/ first grade test out of the ESL program to proficient by the fifth grade.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. 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?

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

methods will scaffold content area skills and concepts for our ELL population.

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

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

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](#).)

Our school follows the RtI model, which is based on three tiers of instruction and support. We offer at risk students double dose instruction and small group instruction. We are currently using the program STAR Enterprise by Renaissance Learning. This program allows us to use a computer based test that modifies questions according to individualized goals set by the teacher. We track progress to determine the effectiveness of the intervention. In addition, the data gathered helps teachers identify areas of instruction that need to be targeted for ELLs as well as low monolingual students. RtI provides a clear opportunity to see the progress individual students make throughout the school year. This data is accessible to the ESL teacher online through the STAR Enterprise assessments website.

6. How do you make sure that a child's second language development is considered in instructional decisions?

As a school with a large ELL population it is important to consider a child's second language development in instructional decisions. Administration and staff use assessments to target the areas ELL students' need the most help in and to develop Educational goals. Collaborating closely with the ESL teacher to meet these goals and service the ELLs as they acquire a new language.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

An important indicator to the success of our ESL program is the transition of ELL exiting out of ESL services by becoming proficient in the English language. In general, most of our English proficient students do well academically, many of them becoming the top students in their classes. Another indicator to the quality of our ESL program is the progress made by our current ESL students. All of our students continue to make strides forward in their English language acquisition.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

At registration, all students registering are given the Home Language Identification Survey (HLIS) form to determine LAB-R eligibility. Students who according to the HLIS and/or an informal interview, by the ESL teacher Ms. Almanza, speak English only enter into the general education system. Students whose HLIS indicate a home language other than English begin a formal screening process. The assessment process begins by administering the Language Assessment Battery-Revised. Those students who score below proficiency level are identified as ELL. In addition, if the studen's home language is Spanish, we also administer the Spanish LAB. Students who score at or above proficiency level are not identified as ELLs and enter a general education program. Students who are identified as ELLs, are placed in a bilingual/ESL program as per parents program preference during the Parent Orientation. Parent option is later completed in the ELPC screen for each newly identified ELL.

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.
- Our ESL teachers and parent coordinator work alongside with administration to guarantee that our parents are provided with the necessary information to make program selections by the end of the screening process. In September and October the ESL teacher, along with the parent coordinator, host a Parent Orientation Meeting within 10 days of identifying their child as an ELL. The Parent Orientation meetings are held in Spanish, Arabic and Bengali to meet our parents language needs. All parents of ELL students new to the NYC public schools were invited to attend. At this meeting, all program choices were discussed and presented in a variety of home languages. We utilized the multi-lingual online orientation video and staff translators to bridge language barriers. Parents were assisted in completing the Parent Selection Survey on site. The parent coordinator and the ESL teacher follows-up with parents who didn't attend this meeting. Additional meetings are scheduled as needed. An overwhelming number of parents in the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Ms. Almanza, meets individually with those parents of ELLs who are interested in bilingual placement. If the parent wishes to transfer their child to a school that offers the desired ELL program, an e-mail is sent to ELLProgramTransfers@schools.nyc.gov to begin the new placement process.
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](#)].)
- In September, letters of discontinuation, continuation, and entitlement of ESL services are sent to the parents along with the September ELL Parent Orientation meeting invitations for those students who have been identified as ELLs. The ESL staff is responsible for printing and distributing the letters. The letters, obtained from the Department of Education website, are bilingually printed with an English-side and a home language. Each letter is addressed and completed by hand and delivered to the students' classroom to bring home. This school year, our ELL students also received the NYSESLAT Spring 2013 Parent Report along with the performance level descriptors. Students who scored at the beginning, intermediate, and advanced levels on the NYSESLAT receive a letter of continued entitlement. Students who scored at or above proficiency level were given a Non Entitlement/Transition Letter. Once the ELL students are identified via HLIS and the RLER ATS report (Student Eligible for Revised Lab report), the LAB-R is immediately administered to the students to determine eligibility. All potential ELLs are tested within 10 days of entering the school system. Parent Selections Surveys are also mailed via the postal service as needed to ensure the forms are received and returned. Parents who fail to return the Parent Selection Survey are contacted by the parent coordinator, Ms. Norma Martínéz. During November's Parent-Teacher Conferences the ESL staff also meets with these parents. Parent Selection Surveys are filed in the English Language Lab. The surveys are stored in folders by grade.
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 ESL staff member reviews the Parent Selection Survey to determine instructional program. Consultations with parents are also provided in their native language.
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.
- In April, the ESL teacher runs the RLER report on ATS to gather the names of all students eligible for the NYSESLAT. Once the names are collected, the ESL teacher administers each section according to the testing calendar. For the Speaking section, the ESL teacher individually assesses student and records an audiotape for each student. For the listening, reading, and writing, students are assessed in small groups with other students who are at the same English proficiency level. Once all testing is completed, a committee of teachers is in charge of scoring the writing section and also is responsible for completing and bubbling the answer documents.
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. 
- Overwhelming the parents of the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes/option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Ms. Almanza, meets individually with those parents of ELLs who are interested in bilingual placement. Ms. Almanza contacts the Office of Student Enrollement by sending an email to ELLProgramTransfers@schools.nyc.gov. According to the ELPC screen, 9/9 newly arrived students were placed in our ESL program as per their parents' choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A. Our ESL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ESL Program. Our ESL program is staffed with certified, trained teachers. We have three full-time ESL teachers. Our kindergarden and 5th grade students are pulled out and given small group instruction by Ms. Almanza. Ms. Almanza also pushes in for our 1st grade classes and co-teaches with the classroom teachers. Ms. Dedaj has the 2nd grade self-contained ESL class. Finally, Mr. Hold Services 3rd and 4th grade in a small group setting with support from Ms. Betancourt who holds a bilingual license.
 - B. ELL students are grouped according to grade level and/or using the data from the NYSESLAT results. Beginners and intermediate students are grouped homogeneously with other beginners and intermediate in the same grade. Advanced students are also grouped homogeneously by grade. At the kindergarten level, students are grouped heterogeneously.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The English Language Learner student body is divided to assure that ELLs are provided the mandated instructional time as dictated by CR-Part 154. Our beginners and intermediate students are grouped homogeneously with other beginners and intermediates in the same grade. These students receive 360 minutes or more of ESL instruction. Similarly, our advanced students are grouped in the same manner but receive 180 minutes or more of ESL instruction. Ms. Almanza services 10 kindergarten students, 22 first graders and 15 fifth graders, Ms. Dedaj services 18 second graders, and Mr. Hold services 9 third graders and 7 fourth graders with support from Ms. Betancourt.

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.

English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL teachers are required to deliver academically rigorous lessons, using the Point of Entry Model. Teachers maintain evidence in student folders of teacher conferences, informal assessments, and process of student work. Flexible grouping and cooperative learning engage students in communicative, cognitive, and meta-cognitive activities. All ELL instruction at P.S. 36 is conducted in English. The instructional approaches are language experience approach, Sheltered Instruction Observation Protocol (SIOP), Point of Entry Model, Quality Teaching for English Learners (QTEL), Total Physical Response (TPR) and the use of technology and the arts. The scaffolding methods used to make content comprehensible include modeling, bridging, accessing prior knowledge, collaborative work, text re-presentation, contextualizing, schema building, and meta-cognitive development. The schoolwide (K-5) Math materials are used are GOMath which incorporated an ELL component. For Science, the upper grades use Harcourt New York City Science (with the glossary of terms and it also includes ESL strategies). The lower grades, follow the Foss Science curriculum which is a hands-on experience for our students. In English Language Arts, the lower grades use Foundations for phonemic instruction as well as the ReadyGen ELA program and the upper grades use the Expeditionary ELA program. For grades K-5, guided reading and balance literacy is implemented schoolwide.

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

The Spanish Lab is administered to our newcomers who speak Spanish. The data gathered from the Spanish Lab in combination with the Spanish DRA scores help us determine how proficient the student is in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. In addition, our students learn to focus on language acquisition techniques that enable them to perform adequately when they are in their mainstream classrooms. Specific attention is

also given to writing and vocabulary development.

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).

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

a. SIFE students are included in after school tutoring programs. These students are also placed in small groups for differentiated instruction and targeted assistance. Parents of SIFE students are invited to take part in various workshops.

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

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

d. Long Term ELLs will be placed in after school tutoring sessions, and are considered for the full range of AIS interventions in the content areas. These students will also attend after school tutoring sessions with Title III funds in math and ELA.

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?

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

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

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

Courses Taught in Languages Other than English 

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			

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

Social Studies:				
Math:				
Science:				

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

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

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

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

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.



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

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Students receive ELA intervention through our Response to Intervention programs in...Wilson, Double Dose Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs to ensure science content knowledge. Teachers are instructed to assist the ELLs with using the glossary of terms in their native language. The content instructions is in English with native language support.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- We ensure the effectiveness of our ESL program at P.S. 36 by teaching language acquisition through the content areas in combination with the collaboration of our ESL teachers, content area teachers, and classroom teachers. Teachers include scaffolding methods to make content comprehensible and include strategies such as modeling, bridging, accessing prior knowledge, text re-presentation, contextualizing, schema building, and meta-cognitive development to support our English Language Learners. In addition, we closely look at the data provided by the NYSESLAT to monitor student progress and target areas in need of improvement in all four modalities.
11. What new programs or improvements will be considered for the upcoming school year?
- The following improvements are being implemented for this school year. Our teachers are involved in the Danielson Framement in planning their instruction. This will support setting goals for all students especially our English Language Learners. Our RTI (Response to Intervention) is creating systems in place for each of the Tiers I, II, and III. This supports our English Language Learners in receiving the proper intervention to meet their academic needs. Units of study and performance task and assessments help to align the instruction to meet our English Language Learners' academic needs.
12. What programs/services for ELLs will be discontinued and why?
- There are no programs discontinued for our English Language Learners.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- Our ESL students are very active participants in all school activities which include: Chorus, Inquiry Team, AIS, ESS after school, student council, Boy Scouts, and Recycling Committee. They also participate in after-school programs, such as Academic Intervention and an eight-teen-week Title III Academic After School program. The Title III Academic After School Program begins on November 1, 2011 and the Title III NYSESLAT program begins in February 2012. Our Title III funds are also used to address the needs of our newcomers. Starting January, 2012 the newcomers will be involved in a math after school program and will also be invited to attend the Saturday Academy. The ESL staff invite and encourage the English Language Learners to participate in all school activities. They also instruct and clarify about the different activities and programs to the students themselves and their parents. The goals of our afterschool activities are to provide students with many learning experiences and unique educational opportunities.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- At P.S. 36 there are a variety of materials to support our English Language Learners. Teachers integrate technology and audiovisual materials into the lessons. Teachers use Talk Now; an interactive CD-ROM to help build vocabulary with native language support. They also use OneLanguage.com, an online interactive resource. The English as Second Language labs have leveled libraries, including books in Spanish, Bengali, Arabic, Punjabi, French, Albanian and Urdu. Spanish language content materials in math, social studies and science are also available when needed. Bilingual Glossaries of content area terminology are given to each beginner student for use in the monolingual classroom. There are listening centers with books on tape and compact disc. Laptops are used regularly throughout the school year. GoMath materials are in the classroom in Spanish for native language ELL speakers.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills that other beginners may have already acquired. Bilingual Glossary of Terms is provided in all the content areas to assist the native language speakers. The native language speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher as well as the ESL teacher, who also speaks Spanish. The parents of newcomers are also invited to ESL

workshops.

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

All required support services and resources correspond to the students' grade level, age, and NYSESLAT data. All our ESL groups are formed by grade level. All instruction is geared towards students' ages. The students are grouped as Beginners, Intermediates and Advanced. Instruction is modified and/or scaffolded to meet student needs. Students are also supported through small group instruction to help students reach grade appropriate levels in listening, speaking, reading, and writing.

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

18. What language electives are offered to ELLs?

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

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.

1. The ESL staff at P.S. 36 are active participants in ESL professional development. Our teachers, paraprofessionals, psychologist, occupational/physical therapist, speech therapist, parent coordinator, and administrators regularly attend professional development as offered by the LSO, NYU, and DOE. Our secretaries have received training on ELL program options and second language sensitivity. This year's plan includes workshops on writing for ELLs, a six day workshop on classroom strategies that can help teach math to ELLs, and a webinar titled, Leveling the Playing Field for English Language Learners in 2013 - A Systematic Approach. Since writing is challenging for many of our ELLs, this workshop will focus on helping our students find personal voice in their writing and developing their writing into longer pieces. Teachers will be instructed on using storyboards and graphic organizers to achieve this. An ESL teachers' library was established in the school's UFT ESL Teacher Center as a resource for monolingual teachers. Our monolingual teachers and ESL teachers who attend professional development outside of our school discuss the session during grade conferences and during our monthly professional development extended hours. In addition, our ESL teachers present and disseminate different techniques and resources on how to provide support for our ELLs. In addition, Ms. Almanza attended the Nuts and Bolts of ELL-Specific Topics for New ELL Coordinators on September 19th.

2. Our teachers are often involved in various professional development workshops that address the needs of ELLs as they engage in the Common Core Learning Standards. Teaching literacy and supporting English-language acquisition is no longer the sole concern of the English-as-a-second language teachers but it is a collaborative effort amongst teachers. We give our teachers the opportunity to attend workshops like the CCLS Mathematics Institute for Secondary Teachers of ELLs, which our math coach and ESL teacher will be attending. This PD will entail a six-day series that will prepare our teachers to better serve our ELL students while deepening their core knowledge of teaching mathematics. Other Professional development include, Reading and Writing Nonfiction for ELLs Institute: Scaffold for Success, Brain Research: Keeping ELLs in Mind, and Research Briefs: Literacy and ELLs to name a few. In addition, we also offer in-house Professional development, which focuses on the common core standards and strategies to better support our ELL.

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

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

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?
 1. Fortunately at P.S. 36 a tradition of parental involvement has been established. On September 26, 2013 the school held a Meet the Teacher Night which provided all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is a well attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. Twice a year there are Family Literacy Nights, where parents participate in literacy activities with their children. These nights are held by school staff, including ESL staff. Many ELL parents attend these fun and enjoyable literacy activities. Annually in the spring, there is the Math Carnival. This event includes many fun math games and activities in a carnival setting. The children, including ELLs and their parents look forward to this event every year.
 2. Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory to community based organizations to meet their individualized needs (ALBETAC's Directory of Asian Community Based Organization). Concerns and questions can also be addressed by our Parent Coordinator.
 3. Parents' needs are evaluated through ongoing communication. The ESL staff meets with them during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. Concerns and questions can also be addressed by our Parent Coordinator.
 4. Parents have expressed concerns about being able to assist their students in English with limited English fluency. These concerns are addressed through Family Literacy nights, where families are shown ways to interact with text in many ways. Also, the ESL department maintains a library of bilingual books, as well as our school library, that are lent out to parents to share with their students. Parents have also expressed concerns about navigating the bureaucracy of the Department of Education. This concern is addressed primarily through one-on-one assistance by our parent coordinator. Also parents are made aware of the parent workshops and events sponsored by the Dept. of Ed. that address these issues. P.S. 36 provides ESL classes and Citizenship courses for parents interested in improving their skills.

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.

Part VI: LAP Assurances

School Name: P.S. 36

School DBN: 08X036

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Maresca	Principal		9/27/13
Ms. Boemio	Assistant Principal		9/27/13
Norma Martinez	Parent Coordinator		9/27/13
Ms. Almanza	ESL Teacher		9/27/13
Carolina Mejia	Parent		9/27/13
Ms. Stern	Teacher/Subject Area		9/27/13
Ms. Dedaj	Teacher/Subject Area		9/27/13
Ms. Quyen	Coach		9/27/13
Ms.Lally-Stolz	Coach		9/27/13
Ms. Cedeno	Guidance Counselor		9/27/13
	Network Leader		9/27/13
Mr. Brooks	Other <u>Data/Math Specialist</u>		9/27/13
Jason Holt	Other <u>ESL/Art Teacher</u>		9/27/13
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 08X036 School Name: P.S. 36 Rising Star School

Cluster: CL06 Network: 607

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

Part A: Needs Assessment Findings

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

At P.S. 36, we send home a Home Language Survey, in various languages, in which parents decided the language in which they prefer to communicate with the school. From the data collected we assess parents' English Proficiency to help us better communicate with them. In addition, teachers share their observations regarding home language with the ESL teachers and administration. In our school, Spanish is the prominent language therefore all school circulars and parent letters are translated into Spanish. To communicate with parents who speak other languages, we incorporate Department of Education translated materials, utilize the NYC Department of Education call-in interpretation services, and we use the help of volunteers or students who are able to interpret and translate information.

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

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

Part C: Professional Development

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

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

Part C: Professional Development

Begin description here:

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

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

Part D: Parental Engagement Activities

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

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

Begin description here:

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

Part D: Parental Engagement Activities

Book used for American Citizenship classes :

Book: Preparation for Citizenship: EDITION: 1st

Edition ISBN: 0739834584 ISBN-13: 9780739834589 PUB.

DATE: July 2001 PUBLISHER: Houghton Mifflin Harcourt

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

Part E: Budget

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

Allocation Amount: \$0

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

