

**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**  
**UPDATED 2014-2015**

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

## School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature
Johanna Schneider	*Principal or Designee	
Matthew Brown	*UFT Chapter Leader or Designee	
Sharon Stoves	*PA/PTA President or Designated Co-President	
Lenora Renfroe	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Allison West	Member/ Teacher	
Cheryl Johnson	Member/ Secretary, Parent Member	
Jessica Nunez	Member/ Co-Secretary, Parent member	
Octavia Ishmael	Member/ Treasurer, Parent member	
Lori Hafez	Member/ Assistant Principal	
Goerge Souffrant	Member/ Teacher	

\*\*Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she 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.
- 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).

## **Guidance for Developing 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.
- Cite the strategies and activities within each goal and action plan requires your school to in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. 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 directly to respond to the parental involvement section of each goal and action plan.
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

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

## CEP Checklist

### **All Schools**

Indicate using an "X" in the box to the left of each section that the section has been completed

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

## Goal and Action Plan #1

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

### **Annual Goal #1**

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

By June 2015, the principal and assistant principals will conduct a minimum of 4 informal or 1 formal/3informal classroom observations and provide teachers with formative feedback and professional development to support improved practice in competencies across the Danielson framework moving 75% of teachers from effective to highly effective. .

### **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.

The need identified was for all students to meet their maximum potential possible and for all staff to provide differentiated instruction that is both motivating and aligned to the Common Core learning 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. School leadership will ensure instruction is aligned with the Danielson framework that supports the implementation of the Common Core standards.
2. Supervisors in collaboration with teachers, will develop professional development plans to meet the needs of the teaching staff and classroom teams.
3. Supervisory staff will meet with small groups of staff to review student data and develop plans for improving individual student achievement.
4. Administrative and Instructional team members will work collaboratively to set up a schedule and observation protocols aligned with Danielson competencies.

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

1. Principal, Assistant Principals, Teachers

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

1. By February, completion of two supervisory observations with associated lesson plans for each teacher will provide evidence of improved instructional practice.
2. During collaborative Mondays, classroom teams will meet with teams at least one time per month, to look at student work to assess and plan for differentiated instruction and determine expectations for each student
3. Completion of at least 2 information observations with feedback by February.

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

1. Professional development committee has met to plan for professional development for September, October, November and December. Committee will continue to meet to plan and deliver future professional development as outlined as a need by staff.
2. Completion of at least 2 informal observations by February 2015.
- 3.

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

1. Professional development committee continues to meet, discuss, plan and implement PD as per the needs of staff.
2. Ongoing PD to address needs of staff on an ongoing basis on Mondays.
3. Materials will be provided when possible to meet common core learning standards

### **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 invited to special events during which time students will be sharing written, spoken and art works created by students reflecting work being completed for specific theme projects.

### **Budget and Resource Alignment**

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

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

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 2015, teacher teams will design and implement curriculum units in math and ELA which include rigorous tasks engaging students and in alignment with CCLS as evidenced by tasks, classroom observations and teacher-team evaluations. Curriculum units will contain multiple entry points ensuring access for ALL learners. That will lead to 75% of all teachers being highly effective.

### **Comprehensive Needs Assessment**

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

In looking at formal and informal assessments, teacher teams will formulate and plan curriculum units and lessons that include rigorous tasks that address CCLS while addressing the needs of each student. School theme activities will include opportunities to write, read and speak.

### **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. Assistant principals, district coaches will provide staff with the tools and strategies need to develop engaging unit plans and tasks in ELA and math that are aligned with the CCLS.
  2. Classroom teams will meet during collaborative Monday common planning and PD to plan and align curriculum to meet the needs of all students.
  3. Teachers will utilize the "tuning" protocol to gather information about student learning and inform revision of instructional units.
  4. Staff will be provided with opportunities to attend PD outside of the school.

- B. Key personnel and other resources used to implement each strategy/activity**
1. District coaches, Assistant principal and teachers

- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
1. Completed data analysis for each student to identify strengths and weaknesses.
  2. Completed unit and lessons plans that reflect meaningful tasks related to the CCLS.
  3. Completed observations by Assistant Principal and Principal.

- D. Timeline for implementation and completion including start and end dates**
1. January 2015 to December 2015

- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Data analysis during collaborative Mondays
  2. Common planning time and collaboration during collaborative Mondays
  3. PD during Monday PD days focused on viewing student work and data analysis

### **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).

During PTA and Parent Teacher conferences, teachers will share with parents themes, units and lessons that correlate with the needs of their child

### **Budget and Resource Alignment**

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

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

### Goal and Action Plan #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 2015, all students will demonstrate progress towards achieving State standards as measured by a 5% increase in students moving from level 3 to level 4 in the NYS 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.

Teachers will participate in PD to focus on “looking at student work and review data from SANDI and FAST. Teachers will utilize common planning time and collaborative time to analyze student data and then develop unit plans and lessons that reflect the needs of each of the students. During collaborative Mondays, alternate assessment teachers will work together to plan, develop and implement strategies necessary to deliver meaningful ELA lessons and activities aligned to the CCLS and moving students towards career and vocational readiness. Teachers will continuously analyze data obtained from summative and formative assessment to identify students in need and then provide AIS and enrichment activities in that area. Common planning will occur weekly and provide teachers to share information on students based on performance that will include classroom teams and collaboration of classroom and cluster teachers..

#### **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**
- To improve achievement for all students, professional development activities will be offered to staff to improve teacher effectiveness in delivering instruction in ELA by providing teachers with the skills and strategies necessary to deliver the ELA. Teacher programs include 2 periods per day of ELA instruction.
- B. Key personnel and other resources used to implement each strategy/activity**
- District coaches, Assistant Principals, Principal
- C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
- Teachers will analyze data obtained from summative and formative assessments (SANDI and FAST) to identify students in need of AIS or enrichment activities and plan accordingly within the classroom with paraprofessionals during collaborative Mondays.
  - Administrative observation of implementation of differentiation of instruction.
  - Increase in number of students moving from level 3 to level 4 on NYSA state assessment.
- D. Timeline for implementation and completion including start and end dates**
- January 2015 to December 2015.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- PD to address the delivery of instruction of ELA on each grade level – both within the school and outside PD.
  - Collaborative Mondays will be used for teachers, Assistant Principals to provide PD on collaborative differentiated learning and teacher techniques.
  - PD to address the “Tuning” protocol to capture information about student knowledge and next steps.
  - Use of SANDI and FAST data to move students to higher level skills as outlined in the CCLS
  - Time on Mondays for teachers to work on collaborative units of instruction to improve student achievement.
  - Improved performance of ELA based on formative and summative assessments (SANDI and FASTs).

#### **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.

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

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## 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 2015, alternate assessment students will demonstrate progress towards achieving skills necessary for career readiness as outlined in the CCLS as seen in SANDI and FAST data as measured by a 5% increase in students moving from level 3 to level 4 in the NYS 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.

Alternate Assessment students need to move forward to career and vocational readiness by developing skills in areas that include, but not limited to: functional academic skills, communication skills, interpersonal skills, independent living skills, pre-vocational skills and vocational skills.

### **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. During collaborative Mondays, staff will work together to develop components of a developmental program that focuses on the areas listed above. We will focus on the development of skills that will assist a student to interact with his/her environment as independently as possible. (interpersonal skills), develop skills that will allow student to become a contributing member of society, develop opportunities during which students will develop a sense of dignity and worth, develop problem solving skills and skills necessary for an individual to manage his or own personal affairs. Staff will formulate, plan and implement a variety of lessons, activities and "work skills" that will prepare students for career readiness as outlined in the CCLS and data used from SANDI and FAST to move students from level 3 to level 4.

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

1. Teachers, Assistant Principal, Principal, community members
2. Community based work sites.

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

1. Staff will develop task analysis of skills (baseline of skills) to provide insight into the needs and strengths of each student.
2. Lessons, activities and projects will be created to enable students to develop needed skills and improve skills in all areas of career and life readiness.
3. Monitoring task analysis to gradually fade prompts so that students can move to next level of independence.
4. Use of SANDI and FAST data to move students from level 3 to level 4 on NYSA assessment.
5. Staff will review student data and develop "next steps" in order for students to move towards career readiness.
6. Successful completion of lessons, activities, projects and community service as outlined in completed task analysis of each skill identified.

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

1. January 2015 to December 2015

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

1. Staff will formulate, plan and implement in school lessons, units and themes to develop needed life and career skills needed to be successful.
2. Students will participate in numerous projects that will enable them to develop skills that will include, but not be limited to: fine motor skills, following simple step directions, multi-step directions, projects that go over numerous steps for completion to projects that may take days and then weeks.
3. Staff will utilize SANDI and FAST data to move instruction to higher levels leading to movement from level 3 to level 4 on NYSA assessment.
4. Development of interpersonal skills in a variety of venues, such as: classroom, school, community, work place, public transportation, etc.
5. Students will improve their self-esteem by completing tasks and working within the school and community on service based projects.
6. Staff will complete task analysis sheets and project assessments completed by the teacher and self-checklists and rubrics.
7. Students when possible will participate in community based service projects to develop skills necessary for career and life readiness.

### **Strategies to Increase Parental Involvement**

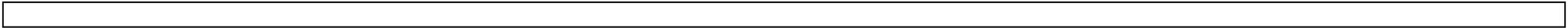
All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

### **Budget and Resource Alignment**

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

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

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



## Goal and Action Plan #5

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

### **Annual Goal #5**

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

By June 2015, school attendance rate will improve by at least 2% as measured in the school's annual attendance report.

### **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.

All staff will monitor and review student attendance on a daily basis and be aware of students' attendance.

### **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. Organize, analyze and disseminate attendance data
2. Teachers will call parents of absent students.
3. Teachers will inform counselors of students with time and attendance problems.
4. Attendance teacher and Family Worker will make home visits when necessary.
5. Parent coordinator will make phone calls to parents on an as-needed basis.

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

1. Teachers, Counselors, Attendance Teacher, Parent Coordinator, Family worker

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

1. Monitor number of days students are absent.
2. Monitor and address open 407's
3. Celebrate positive student attendance.

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

1. All staff involved will monitor student attendance from January 2015 to December 2015. Report of all students deem at-risk as per attendance and lateness
2. Define interventions for all students deemed at-risk as per attendance and lateness
3. Students will be monitored and discussed at weekly cabinet if intervention is necessary.

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

1. All staff is made aware of attendance protocols.
2. Individual students are discussed between teacher and counselor.
3. Students at risk will be discussed at weekly cabinet
4. Counselor, Parent Coordinator, attendance Teacher and Family worker will make contact with parent concerning time and attendance issues
5. Parent meetings when necessary
6. Attendance teacher and /or Family Worker will make home visits when necessary to improve student attendance.

### **Strategies to Increase Parental Involvement**

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

### **Budget and Resource Alignment**

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

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

### Academic Intervention Services (AIS)

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

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Focus is on interactive writing, repeated, high interest reading, and oral reports. Use of baseline and benchmark tools. Theme based projects and activities.	Delivery is in small group and when needed one- to- one.	Service is provided throughout the day when needed in specific areas of instruction.
<b>Mathematics</b>	Focus is on interactive writing, repeated, high interest reading, and oral reports. Use of baseline and benchmark tools. Theme based projects and activities	Delivery is in small group and when needed one- to- one.	Service is provided throughout the day when needed in specific areas of instruction.
<b>Science</b>	Focus is on interactive writing, repeated, high interest reading, and oral reports in the area of science. Use of baseline and benchmark tools. Theme based projects and activities	Delivery is in small group and when needed one- to- one.	Service is provided throughout the day when needed in specific areas of instruction.
<b>Social Studies</b>	Focus is on interactive writing, repeated, high interest reading, and oral reports in the area of social studies. Use of baseline and benchmark tools. Theme based projects and activities	Delivery is in small group and when needed one- to- one.	Service is provided throughout the day when needed in specific areas of instruction
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Our special needs students have counseling outlined on their IEP's, however, often they are in crisis and our team of counselors provide services when needed.	One-to-one crisis counseling when needed	During and after crisis.

**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 *TAS Schools Only* section

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

**Title I Status**

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

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

**High Quality and Ongoing Professional Development**

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

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

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

**SWP Schools Only**

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

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

**Measures to Include Teachers in Decisions Regarding Assessments**

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

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

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

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

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

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**Parent Involvement Policy (PIP) Template**

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

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 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;
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association). This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator and counselors will serve as a liaison between the school and families. The Parent Coordinator and counselors 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; career and vocational skills 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., report cards, daily behavioral assessments, Quality Review Report, Learning Environment Survey Report;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

- 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);
- supporting or hosting Family Day events;
- Hosting events to support, leadership in education for children. parents/guardians, grandparents and foster 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 school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

Our school, 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 Learning Standards;
- offering high quality instruction in all content areas;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed;;
- 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;
- 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;

## **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 policy with my child;;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups,
- share responsibility for the improved academic achievement of my child;

### **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.



**Department of English Language Learners and Student Support**

Milady Baez, Senior Executive Director  
 52 Chambers Street, Room 209  
 New York, New York 10007  
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

**Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

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 [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 36K	DBN: 75K036
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" 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: 12
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 2
# of certified ESL/Bilingual teachers: 1
# of content area teachers: 1

## 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: P36K is a special education school that services 271 students with varying disabilities which include emotional disturbance, intellectual disabilities and hearing impairment who are instructed in 12:1:1 and 8:1:1 ratios. Of the 271 students, 32 are English language learners, which is 11.8% of our population.

P36K plans to implement a Title III after school supplemental instructional program for 12 ELLs located at the main site. This site was chosen because of the number of students and the close proximity of the school to the homes of these students. The program will consist of 24 instructional sessions held twice a week (Wednesdays and Thursdays) from 3:05 to 5:05 pm beginning in February 2015. Instruction will be delivered in English and aligned to Common Core Learning Standards, Alternate Grade Level Indicators for Science and Social Studies and Extensions for ELA and Math. All instruction will also be aligned to the students' IEP goals. Depth of Knowledge and higher order thinking skills will be utilized to improve language acquisition, promote ELA skills and provide a challenging learning experience for our ELLs. ESL methodologies and approaches including, but not limited to: TPR, Language Experience Approach, Direct Approach, and Communicative Language Approach will also be used. The participating students will include 12 students with a 12:1:1 ratio. These students were invited to participate in the program after analyzing 2014 NYSESLAT data, which reflects varying levels of language proficiency and a need for additional support in all four language modalities (Speaking, Reading, Listening, and Writing).

The instructional sessions will focus on building listening, speaking, reading and writing skills in English as well as cultural awareness. The theme of our Title III program is "Fashion and Culture Around the World". The ESL teacher and a special education teacher, who possesses a teaching license in Fine Arts, will engage parents and students in a variety of lessons that will target literacy skills such as reading, writing, vocabulary acquisition, comparing and contrasting and word recognition. Through exploration of the different cultures represented by the students, the participants will also be exposed to photography, arts and crafts, fashion, music and folk art. Additional skills addressed will include following and repeating given verbal/visual directions. Teacher-made rubrics will be utilized to assess progress of targeted skills and acquisition of the content presented.

In addition to reading and defining words related to cultural traditions, students and parents will identify the geographical location of studied countries/cultures in relation to our school. They will also use digital cameras to capture images of the world around them. These pictures will be incorporated in the participants' writing and art work to create a final project (individual student-made books), that will also include new vocabulary, stories about fashion, poetry and art.

Material utilized during the program will include: books, a photo printer, digital cameras, glossy photo paper, SDHC memory cards, various arts and crafts materials (paint, glue guns, straw, craft paper, water

### Part B: Direct Instruction Supplemental Program Information

colors, brushes, paint, glue, paper mache, report covers, fiction and non-fiction books, found and recycled objects, scrapbooks papers, stickers, various hole punchers, felt, stencils, fabric, laminating pouches, a laminator, music CD's from various countries, and clay)

Parents will be invited to special events that will showcase student work. During these events, students will present oral reports on various topics and compare and contrast fashions from different cultures studied in the program. In addition to adding "real world" experiences to their books, these activities reflect various techniques outlined by cognitive behaviorists who emphasize that learning is an active process that is enhanced through interaction with others and the world. Research also shows that ELL students and students with disabilities perform better when multi-sensory approaches are utilized along with parental engagement.

An assistant Principal (beginning at 3:35pm), a special education/Fine Arts teacher, and a paraprofessional will assist Ms. Castillo (ESL teacher) in facilitating this program.

### Part C: Professional Development

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

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

Begin description here: The ESL teacher, Ms. Castillo, and the Assistant Principal will conduct eight 1-hour professional development sessions at the main site, on Fridays from 3:05pm to 4:05pm (beginning a week before the Title III program). The assistant Principal will begin at 3:35pm. Each session will introduce a topic to be addressed during the Title III program pertaining to various cultural aspects of our student population: "Same Children, Different Cultures" (sessions 1 & 2), "Customs & Traditions from Countries Around the World" (sessions 3 & 4 ), "Fashion & Cultural Dress from Different Countries" (sessions 5 & 6 ), and "Teaching Content Area Subjects through ESL Methodologies and Techniques" (Sessions 7 & 8 ). Participants will research and discuss the cultures reflected in the school's population in an effort to better understand the cultural backgrounds and needs of our ELL population and their families. Participating staff will include an administrator, a paraprofessional, and two teachers (ESL and special education/Fine Arts). Focus questions for discussions will be distributed to participants a week prior to each session.

### 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

**Part D: Parental Engagement Activities**

Begin description here: Prior to the first instructional session of the Title III program, parents/guardians of ELLs will be receive an official Title III letter in their preferred languages followed by telephone calls in their preferred languages, advising them of the Title III program. Research concludes that ELLs perform better when their parents are involved in their education. They will be invited and encouraged to attend all 24 sessions alongside their children and participate in the special events planned. Parents/guardians will be asked to bring in pictures of ethnic dress/fashions from their particular country to share with others during the planned sessions. Discussions about fashion/dress, music, art and traditions from their countries will be explored during each session. Teachers and a paraprofessional will work collaboratively to facilitate the instruction that will be held on Wednesday and Thursday from 3:05pm to 5:05pm at P36K - the Nathanael Greene School

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	\$9,707.60	Direct Instruction  1 Special Education/Fine Arts teacher x 24 sessions x 2 hrs. x \$50.50 = \$2,424  1 ESL teacher x 2 hrs. x 24 sessions x \$50.50 = \$2,424  1 paraprofessional x 2hrs. x 24 sessions x 29.05 = \$1,394.40  1 administrator x 1.5 hrs. X 24 x 52.84 = \$1,902.24  Professional Development  2 teachers x 1hr. x 8 days x \$50.50 = \$808.00  1 Para x 1hr. x 8 days x \$29.05= \$232.40  1 administrator x .5 hr. x 8 days x \$52.84 = \$211.36  1 secretary x 10 hrs. x 31.12 = \$311.20

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Purchased services <ul style="list-style-type: none"> <li>High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>Must be supplemental.</li> <li>Additional curricula, instructional materials.</li> <li>Must be clearly listed.</li> </ul>	\$1,467.63	Digital cameras - Canon Powershot 4 x \$99.99 each = \$399.96  1 ScanDisk (16GB) memory card = \$49.99  1 portable CD player with AM/FM Stereo CD player and MP3 encoder player = \$89.99  Photo Plus paper, 8 1/2 x 11 gloss 50/pack \$21.99 x 3 = \$65.97  paper for scrapbooking 8 1/2 x 11 \$48.99 x 2 case = \$97.98  Duracell AA coppertop alkaline x 8 at 14.29 each = \$114.32  Duracell D alkaline batteries 4 x \$15.39 = \$61.56  Special paper for creating scrapbooks assorted colors and textures 2 x 6.49 = \$12.98  Arts & Crafts materials - crayola water colors \$12.99 x 12 = \$155.88  Assorted brushes 6.99 x 5 = \$34.95  Laminating machine (XRX-LM191) = \$74.99  Laminating paper (letter size pouches) \$5.76 x 8 = \$46.08

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		Canon PIXMA photo Printer =\$199.99 Canon BCI black and color Ink cartridge Photo Value pack 1 x \$62.99 = \$62.99
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	\$24.77	Refreshments for Parents
<b>TOTAL</b>	\$11,200.00	_____

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>75</b>	Borough <b>Brooklyn</b>	School Number <b>036</b>
School Name <b>Nathanael Greene School</b>		

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

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	262	Total number of ELLs	30	ELLs as share of total student population (%)	11.45%
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# Part II: ELL Demographics

## A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	8			11	1		11			30

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>8</b>	<b>0</b>	<b>0</b>	<b>11</b>	<b>1</b>	<b>0</b>	<b>11</b>	<b>0</b>	<b>0</b>	<b>30</b>
Number of ELLs who have an alternate placement paraprofessional: <u>9</u>										

**C. Home Language Breakdown and ELL Programs**

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

\*EP=English proficient student

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

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)			4			3	3	8	2	2	5	2	1	30
Intermediate(I)														0
Advanced (A)														0
Total	<b>0</b>	<b>0</b>	<b>4</b>	<b>0</b>	<b>0</b>	<b>3</b>	<b>3</b>	<b>8</b>	<b>2</b>	<b>2</b>	<b>5</b>	<b>2</b>	<b>1</b>	<b>30</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>			4			3	3	8	1	2	5	2	1

**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									
8									

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

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

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 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:**

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
PS 36 assessment tool is SANDI and FAST. This data provides me with a baseline for my ELLs. The data that is collected from these assessments helps inform the schools instructional plan by helping the ESL teacher set goals for each student. Teachers and schools leadership use the data of Periodic Assessments by looking at how the students performed on the assessment so they can target

instruction to meet the learning needs of every child

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)  
Being a District 75 school, PS 36 K does not often receive newcomers, other than possibly Kindergarteners. However, when the parents of first-time admits come into the school to register their child, the pupil personnel school secretary, Ms. T. McSpedon alerts the ESL teacher, Ms. Diane Vaccaro that a Home Language Survey must be completed. Ms. Vaccaro conducts the process of administering the HLIS in the parent's preferred language.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.  
If the student is entitled to services, the parent is given an orientation session immediately after the LAB-R is hand scored. As part of the orientation, he or she meets with the ESL teacher, Ms. Vaccaro, if needed Ms. Vaccaro will have an interpreter at the meeting. As part of the orientation, Ms. Vaccaro informs parents of their rights and responsibilities as parents of ELLs. Every spring, the

NYSESLAT exam is administered to all ELLs in the school

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)  
. The school uses the RLER report in ATS to identify which students are eligible for testing. Before the testing window opens, parents are informed of the testing process and date by written communication (via direct mail). The letters are in the home language.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
.As mentioned before, Parents are given the Guide for Parents of English Language Learners, and have additional information provided to them by the ESL teacher if it is requested. Our school currently features push-in pull-out model of ESL and the parents are provided with all the information about the program.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL teacher is responsible for making a schedule to test each ESL student. Then the speaking section is score by the Speech Teacher as the ESL teacher administers it. The ESL teacher is then responsible for adminstering and scoring the Listening, Speaking, reading and writing parts of the NYSESLAT exam. School-wide make-up tests are conducted by licensed ESL teacher for students who missed the classroom administration of these sections.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
Here at PS 36, we do not give parent survey's. WE only have on type of program which is a push-in pull-out model.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher.

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

Paste response to questions here:

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

With the use of a bilingual paraprofessional.

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

Paste response to question here:

6. How do you differentiate instruction for ELL subgroups?

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

SIFE students receive 1:1 ESL instruction for when the child is pulled out and the ESL teacher also pushes into the room. Students who have been in US schools for less than three years are taught in a group (pull out model), the ESL teacher also pushes into the classroom. For the ELLs receiving four to six years of service, and 6 years+ they are pulled out into a group. For the students who are proficient after 1-2 years, do not receive services but are provided support when needed.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

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

**Courses Taught in Languages Other than English **

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

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

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

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

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

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

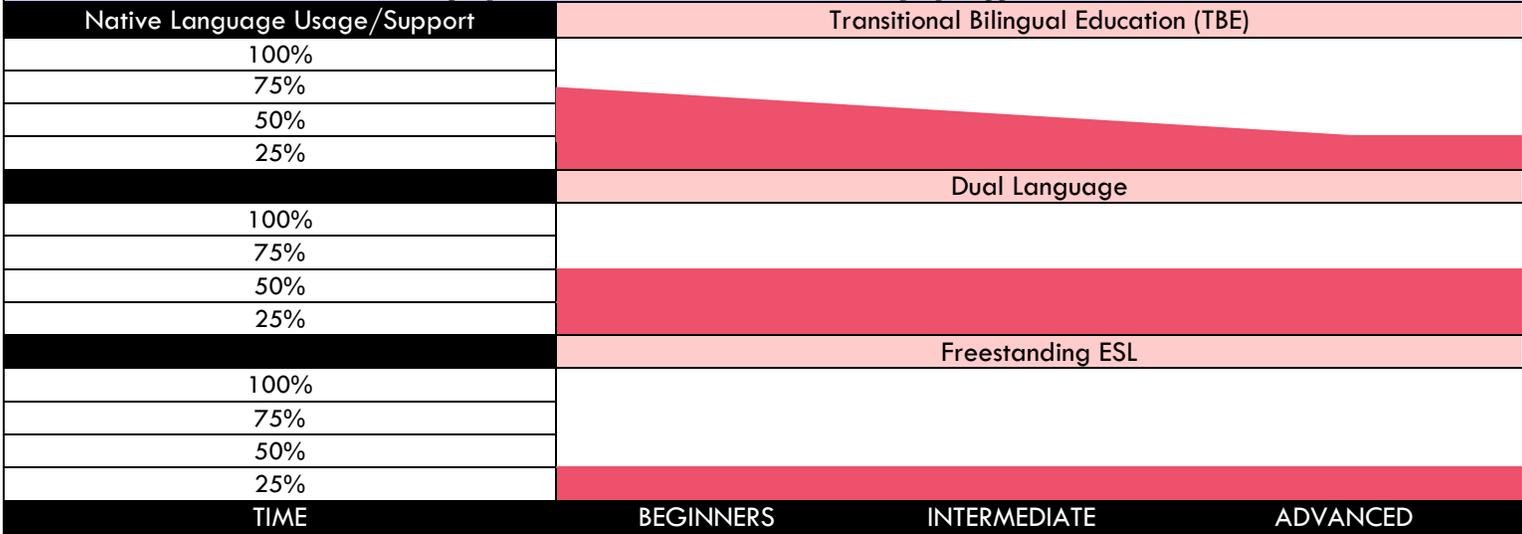
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

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

**Native Language Usage and Supports**

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



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.
- Both push-in and pull-out models are used. In the case of push-in, the ESL teacher co-teaches with the classroom teacher. Classes are 50 minutes in length. Groups consist of one to three students. In the case of more than one student per group, the push-in model is not employed, but if there is one student in a group, the ESL teacher pushes in. The program model is ungraded and heterogeneous. There is only one model and the ESL teacher insures that the students are served mandated minutes.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Describe how the content areas are delivered in each program model. Depending on the students' IEP, content is modified. The ESL teacher consults with teachers and paraprofessionals. (All classes have paraprofessionals, with 12:1:1 ratios or 6:1:1 ratios.) ELL students with cochlear implants are taught by specially trained and licensed teachers, with input from the ESL teacher. Students who are ED (emotionally disturbed) and/or in MR (mentally retarded) classes are taught in a similar manner, with conferencing from the ESL teacher. Due to the population of the school, instructional language is at a basic level which makes it conducive for learning for ELLs. Whenever possible, classroom teachers and the ESL teacher employ manipulatives and realia. All instruction is in English.. When necessary, a teacher or paraprofessional will explain a concept in another language.
11. What new programs or improvements will be considered for the upcoming school year?
- None, here at PS 36 we are keeping everything the same.
12. What programs/services for ELLs will be discontinued and why?
- As of now there is no programs/services that will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- As of now, there is no after school programs offered in our building.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials that are used are, sight word Apps, and games for reading. We also use realia, manipulatives and computer programs .
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- With the use of a bilingual paraprofessional.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Instruction is differentiated for all ELL subgroups through several methods which include, adapting materials for students. They have access to libraries that are aligned to the ELA Standards and contain supplemental materials in their native language. The libraries include a variety of books on all levels that support the backgrounds, strengths, and English language needs of students.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- Currently, we do not have any activities that assist newly enrolled ELL students.
18. What language electives are offered to ELLs?
- French is the language electives offered to ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

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

### C. Professional Development and Support for School Staff

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

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

### D. Parental Involvement

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

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

### E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01

	Network Leader		1/1/01
	Other _____		1/1/01

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

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

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

Cluster: \_\_\_\_\_ Network: Diane Vaccaro

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

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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