

**2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

DBN: (i.e. 01M001):

29Q036

School Name:

THE ST. ALBANS SCHOOL

Principal:

LYNN M. STATON

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 29Q036
School Type: Public School Grades Served: K-5
School Address: 187-01 Foch Blvd, St. Albans, N.Y. 11412
Phone Number: 718-528-1862 Fax: 718-723-6923
School Contact Person: Lynn M. Staton Email Address: lstaton@schools.nyc.gov
Principal: Lynn M. Staton
UFT Chapter Leader: Donna Giugliano
Parents' Association President: Adrienne Bond
SLT Chairperson: Suna Hunter
Student Representative(s): _____

District Information

District: 29Q Superintendent: Lenon Murray
Superintendent's Office Address: 222-21 Jamaica Ave, Queens Village, N.Y. 11428
Superintendent's Email Address: lmurray@schools.nyc.gov
Phone Number: 718-264-3146 x271 Fax: 718-264-3148

Cluster and Network Information

Cluster Number: 5 Cluster Leader: Debra Maldonado
Network Number: 535 Network Leader: Ellen Padva

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lynn M. Staton	*Principal or Designee	
Donna Giugliano	*UFT Chapter Leader or Designee	
Adrienne Bond	*PA/PTA President or Designated Co-President	
Audrey Borland	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	
Suna Hunter	Member/ Parent	
Williard Price	Member/ Parent	
Monica Carroll	Member/ Parent	
Lorraine Loftman	Member/ Parent	
Brian Sultzer	Member/ UFT	
Kara Jamison	Member/ UFT	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

The Mission Statement:

As we advance into the twenty first century, the mission of P.S.36Q continues to be to prepare our students to meet higher academic standards of achievement for success. In order to ensure success a partnership has been formed with the school, parents, community organizations and civic groups. Performance standards will be achieved and exceeded in grades K-5. We plan to meet the needs of all of our students at risk, on and above grade level, talented and gifted, newly arrived and special education...through an interdisciplinary approach to curriculum and the standards driven instruction. Through enhancement of our instructional strategies and enrichment activities, it will be our goal to prepare our students to meet the intellectual, emotional, physical and social challenges that await them in the future.

P.S 36Q is a collaborative community school that embraces students, staff and families. We strive for "Excellence for All". We view ourselves as lifelong learners on a pursuit of excellence. Our daily mission is to make sure all children are safe and receive an exemplary sound education. Our intent is to nurture the whole child. We thrive on providing our children with a vast variety of experiences connected to learning. Everyone is a stakeholder at P.S.36Q and we strive to build scholars who are responsible, respectful and lifelong learners.

P.S.36Q, The St. Albans School is located in the St. Albans section of Queens, New York. The community is a cultural magnet known for the many jazz legends that lived in the area. The school community is comprised of single home families, multi-dwelling homes extended families, foster families, traditional families and grandparents raising students. The school has a transient population where we register and discharge students throughout the year. We provide workshops for parents and we are starting our coffee and conversations sessions once a month. Our goal is to enhance student achievement through parental supports and partnerships.

P.S.36 is a very diverse school. There are many cultures that merge to make up the fabric of the school. It is a kaleidoscope of teaching and learning. Parents are vital to the success of the school and the students. The current level of parental involvement continues to grow. Many parents come for social events, however they are becoming actively involved in the academic and instructional activities. The community has been involved and we have a variety of community partners that continue to be involved. The strength of the school is its culture. It is very diverse and small and there is a family atmosphere. Everyone knows everyone and many staff members live in the community and know the families of P.S. 36 on a professional and social level. We still need to increase parental involvement. We have tried Parent College, workshops, open door policy, open classroom, and much more and we tend to only have a handful of parents. We have tried AM and PM recognizing parents have to work and still we only have a handful of parents. The PTA has become a vital partner in informing parents and keeping an academic focus on the things they do. . We do a salute to student of the month and that brings out some parents. The SLT has sat down and decided to go full speed ahead and do some more outreach, parallel some activities and offer other types of incentives (babysitting, food, raffle gifts, etc)
Our process for reporting is by the attendance sheets from PTA workshops, meeting and activities, Parent Coordinators logs and volunteer list.

We have 22 classes comprised of 3 Kindergarten (2 GE, 1 ICT and 1 K/1 SPED), 3 First Grade (2 GE, 1 ICT, 1 K/1 SPED), 4 Second Grade (2 GE, 1 ICT, 1 SPED), 4 Third Grade (3 GE, 1 SPED), 4 Fourth Grade (3 GE, 1 SPED) and 3 Fifth Grade (2 GE, 1 SPED). The average number of students is 25-30 students in each GE and ICT class and 12 in each SPED Class. We have a variety of support staff such as paraprofessionals, psychologist, social worker, family worker, guidance counselor, volunteers, speech, ESL and resource room teachers, Technology, Adapted Physical Education, Physical Education and Science Teacher to support our students. Our students continue to make progress as shown by our most recent state assessments. In math we showed an overall school growth of 3% (Grade 3-12%, Grade 4-1% and Grade 5-2%) in mathematics overall and 9% Grade 3-13%, Grade 4-13% and Grade 5-1% in ELA from the 2013 assessments.

Our teaching population is very diverse as it relates to teaching experience. We have first year teachers to 25 year teachers. We provide professional development and the teachers have taken ownership of their learning. The professional development team is integral in the planning of school-wide professional development. The meet monthly to discuss next steps, they enlist other staff members with expertise and the assist with the monthly professional development plan. We have teacher teams that meet weekly to discuss student work and achievement. They analyze, identify progress, strengths and weakness, best practice strategies and next steps.

The scholars are involved in many activities to develop a solid citizens through consciousness. We aim for all students to be experts at something. Our instructional programs have been enhanced with a variety of supports that can be used at home such as I-Ready for both reading and math, Mathletics for mathematics, MYON for reading and a variety of website supports. In grades K-2 we use Core Knowledge and in grades 3-5 we use Expeditionary Learning as well as we vowed as a school to become experts in guided reading. In mathematics we use the Go Math program with EngageNY as a support. Science and Social Studies is embedded in the ELA programs as well as the Engineering is Elementary program and EngageNY bundles. Some grades used the thematic units, they developed for the department of Education Common Core Library The Wilson Foundations program is used in grades K-2 and in the Special Education classes. Our writing philosophy is grounded in the Teacher's College Writers Workshop Model. Our school is unique as we are very hands on. We have the Jamaica Read volunteers that help read one on one with identified 1st graders. We have monthly school-wide topics such as book of the month, character of the month, spirit day of the month and college and career activity of the month. This has helped to keep us focused on a universal thing. We do morning exercises with a word of the week and a positive affirmation that the scholars recite.

As a school our 2014-2015 Citywide Instructional Expectation focus is on ensuring the knowledge of students and their work to drive instruction and supports. We want to learn to know our scholars and use this as a starting point for planning to be able to:

- Demonstrate academic and personal growth of the scholars (Rigorous Instruction)
- To be able to clearly articulate the students development and how they are progressing as an individual learner and member of the community to be able to coordinate support services and resources. (Supportive Environments, Collaborative Teachers and Strong Family Community Ties)
- Employ systems and structures to help in the development of the scholars. (Rigorous Instruction, Collaborative Teachers, Effective School Leadership and Supportive Environments)
- Examine evidence, refine practices and monitor impact on the student. (Rigorous Instruction Collaborative Teachers and Effective School Leadership)

Our vision continues to be to prepare our students to meet the higher academic standards of achievement for success. P.S. 36 prepares our students to be future leaders. We want our scholars to be socially conscious citizens of their community and the world. The scholars are involved in various efforts to support their education and we as educators thrive to be multifaceted in our approaches to meet the intellectual, physical, emotional, social, linguistic challenges of our scholars.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

After looking at data (state assessments, running records, MOSL assessment, Teacher Team notes, Quality Review results, reviewing materials and conversations with pedagogy it was determined we needed to raise the level of mathematics and ELA instruction in the building to meet the needs of the students in school. We found that Engageny was not a complete program and there was a need to invest in a program and use Engageny as a supplement, so we purchased GoMath for grades K-5. Core Knowledge(K-2) and Expeditionary Learning (3-5) are good programs but there is a lot of planning that has to go in for the non- reader, so we are focusing more on guided reading and using Wilson as a supplement to the other two programs. Teachers are more in tuned with data as we also are using the I-Ready, Mathletes, Go Math, Think Central and MYON program in school and the students have access at home for practice. Students are engaged in small groups with teachers and peers for more direct skills based instruction and teachers are assessing after each activity to help drive their instruction.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of classroom teachers will facilitate the quality implementation of rigorous and coherent curricula appropriately aligned to the CCLS in all grades and content areas to prepare students for college and career readiness as measured by improvement in ADVANCE and student increase in MOSL final assessments.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust 			
Teachers will use Rubicon Atlas to organize, plan and CCLS align their instruction across content areas	All pedagogy	Sept. 2014- June 2015	Teachers Administration

Teachers will meet in teacher teams, common preps and grade conferences to discuss monthly events, concepts and	All pedagogy	Sept.2014- June 2015	Teachers Administration
Teachers uniformly create weekly homework, monthly newsletter and plan for instructional trips and parent events for the classroom.	All pedagogy	Sept.2014- June 2015	Teachers Administration
Teachers develop common rubrics and benchmarks to grade work and provide next steps to students.	All pedagogy	Sept.2014- June 2015	Teachers Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Personnel- teachers, paraprofessionals, ESL, Resource Room Teacher, Speech Teachers
 Instructional Materials-Core Knowledge, Expeditionary Learning, Guided Reading Libraries in various levels, laptops, etc.
 Programs & Systems-I-Ready, MYON, Mathletes, Wilson Foundations, GoMath, Think Central,

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

The PTA is purchasing the Mathletes program for the entire school.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- Submission of the monthly curriculum maps: Sept (Sept-Oct) Nov(Nov-Jan) Dec(Feb-Apr) Jan (May-Jun)
- Weekly collaborative teacher notes, teacher team protocols
- Walkthroughs, Advance observations, TC running records(4x a year), midterm assessments, report cards and portfolios.
- Observations of students and conversing with students.

Part 6b. Complete in **February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	NA	Yes		No
2.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
NA					

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Structures have been implemented in the school to improve instructional outcomes. The school continues to embed the ELA/Math shifts in instruction. Guided reading instruction is part of the daily schedule to target literacy skills in a small group environment.

In ELA, an area of weakness is reading informational text, word attack skills and incorporating textual evidence within written responses. Based on the NYS ELA testing data, 22% of the students met the standard. Students are engaged in differentiated instruction, cooperative flexible learning opportunities where they are leading discussions, questioning their peers thinking and justifying opinions using textual evidence. As a result, students are questioning their peers when they peer assess. They assist in the creation of rubrics that are used to assess their work. Students are reading more complex text closely. Teachers construct high-level thinking questions, explicitly model and scaffold instruction.

Teachers are engaged in collaborative inquiry by analyzing student work to identify trends, strengths and weaknesses in the class and across grades. Teachers utilize RubiconAtlas online database to create their curriculum maps and refine them as needed.

Based on the 2013-2014 School Quality Review Snapshot, the NYS ELA/Math tests, the area in need of improvement is Mathematics. In the 3rd Grade, 19% of students met the NYS standard which was a 12% increase from 2013, in 4th Grade 30 % of students met the NYS standard, a 1% increase from 2013. In the 5th grade, 12% of the students met the NYS standard, a 2% increase from 2013. On the fall baseline assessment math was also a weak area for the school. The standards of weakness in K-2 is Number-Base Ten and in 3-5 Operations/Algebraic Thinking.

PS 36 staff is focused on ensuring that the whole-child is being supported in our school community, not just academically but social and emotionally. Students receive the needed services from the support staff such as speech, occupational/physical therapy, adaptive physical education and counseling. Teachers also have identified 5 students in their classroom that they will closely monitor to give them the additional support they may need. This is done through attendance monitoring, keeping in daily communication with parents or being a mentor for the child.

Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the use of summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments will be implemented to develop plans that are based on needs and strengths for 100% of students as measured by improvements in student achievement on the MOSL.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Students will take the baseline assessment in ELA/Math using the I-Ready computer program. Based on the data students will use the program for remediation and enrichment to strengthen academic areas. Students will have user names and passwords that will allow them to access the program outside of school.</p>	<p>K-5 students</p>	<p>Sept. 2014- June 2015</p>	<p>K-5 Teachers and administrators</p>
<p>Students and parents will have access to the MYON and Go Math-Think Central computer programs that will be used in the classroom and outside of school to reinforce and enrich literacy and math skills.</p>	<p>K-5 students</p>	<p>Sept. 2014- June 2015</p>	<p>Teachers, parents, administrators</p>
<p>Teachers will incorporate guided reading instruction 3xs per week and homo-genius small group math instruction in their daily instruction lessons. Grade 3-5 students will participate in Personalized Instruction Academy (P.I. Academy). Students are grouped by academic level and receive level based instruction. 8 weeks for 1.5 hours 2x's per week the focus will be on math concepts and will then transition to ELA for another 8 weeks. Teachers will monitor progress via classroom assessments and make adjustments to flexible as needed.</p>	<p>K-5 students</p>	<p>Sept. 2014- June 2015</p>	<p>Teacher and administrators</p>
<p>The school will facilitate common core workshops for parents and engage in more training in CCLS to become an expert. Support staff will concentrate on the social and emotional wellness of children for parents to bridge the home-school partnership. They will also help teachers develop a toolkit of strategies to employ on students to</p>	<p>K-5 parents</p>	<p>Sept. 2014- June 2015</p>	<p>PS 36 administrators and staff</p>

monitor and correct behavior and increase academic productivity. Teachers will be able to articulate data to all constituents through the use of report cards, progress reports, class dojo and weekly parent outreach conference time.			
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Technology-Laptops, desktops, Smart-boards, MYON, I-Ready, Go Math-Think Central computer programs, student usernames and passwords
School-based support personnel will provide mandated services to students (SETTS, ESL) K-5 Teachers Expeditionary Learning (3-5), Core Knowledge Program (K-2) Wilson-Fundations, Wilson Reading, Go Math
Guided Reading Libraries, T.C. Running Records, Classroom Chapter and performance assessments

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
Jamaica reads is a volunteer program that works one on one with 1 st Grade at-risk students in reading remediation.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
10. Specify a timeframe for mid-point progress monitoring activities.				
Running records (4x a year), Teacher observations and conversations, conference notes, portfolios, midterm assessments, report cards, teacher team protocol, Advance observations. Teachers and administrators will analyze the running records from Sept. and Nov. to provide interventions and the midpoint benchmark will be the running records in March and the MOSL like assessment in February.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	NA	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
NA				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Collaborative teacher teams are in place at P.S. 36. Preparation schedules have been devised where teachers have multiple common preps throughout the week. This gives teachers opportunities to meet on the grade, across grades and disciplines. Teacher teams have an embedded time on Tuesdays for 40 minutes to engage in inquiry-based activities. Curriculum maps are done using the Rubicon Atlas online program. The transparency gives all teachers insight on the content taught on the grades above and below their own. Daily monitoring of teacher teams was an area needing improvements based on the school's 2013-2014 Quality Review. Teacher team meetings are monitored by the supervisor for the grade. This process gives teachers timely feedback and next steps. We use a teacher team protocol sheet for monitoring purposes of the weekly meeting and the Administrator of that grade sits in periodically and helps to guide the discussion based on the feedback sheets.

As a school, data analysis is a weak area that is being addressed this school year. Based on the City-Wide Expectations, the school-wide focus for the school is Knowledge of Students. The school is working on improving analyzing various data sources such as NYS exams, I-Ready, MOSL, MYON and classroom performance assessments to make better instructional decisions to close the achievement gap.

School support staff meet together with the classroom teachers to articulate on students that receive services to ensure the coordination of services do not overlap. Support teams meet with the school administration to keep informed of students that are being evaluated in the school and next steps. Everyone is involved.

PS 36 staff completed a professional development needs assessment in September to determine the workshop topics that would best serve our teachers. A Professional Development team comprised of 6 teachers in various grades and positions. The function of the team is to plan, evaluate and facilitate workshops for colleagues based on the topics from the assessment. Workshops occur weekly for 80 minutes and best practice teachers are sometimes asked to present..

The school is working on refining our needs assessment at PS 36 to include opportunities for improvement regarding students who scored level of 3s and 4s on NY State ELA/Math Exams. Discussions with teachers at grade level meetings (50 minutes, 2x month), feedback from members of the MOSL Leadership Team, discussions at SLT meetings, Administrative Cabinet Meetings and input from AP Data Specialist has resulted in the development of the PI Academy which works in homogenous groups. We used the beginning of year MOSL Benchmark Performance Tasks administered by classroom teachers and the state exams to identify those students.

P.S. 36 continues to strengthen building capacity with effective systems for monitoring teaching

practices to create differentiated professional support to increase student outcomes. The ADVANCE system has helped to monitor areas of weakness and need for teachers and we address that through inter-visitations, videos, modelling and planning. Ongoing needs assessments include opportunities for teachers to improve their planning and systemically gather any artifacts needed to accurately reflect teaching practices. Informal inter-class visitations to share best practices and incorporate new instructional strategies to improve teacher and student growth. Teachers use GoMath benchmark assessments and performance tasks given at the beginning of the year to identify students who need additional support. Types of support are determined by working collaboratively on grade teams, in consultation with the PPT, IEP, SETTS, ESL, Speech teachers and administrators. Students who need additional support are provided with small group work with classroom teachers and learning specialists. We have bi-weekly meetings on the progress of students to modify instructional supports. After analyzing the 2014 New York State ELA /Math Exams and MOSL Benchmark Performance Tasks we recognized we need to build capacity by improving instruction and teacher effectiveness. Looking at student performance and progress on the school quality snapshot report indicate there is a need in developing teacher capacity and instruction to support ELA and Mathematics. This goal has evolved from the need to ensure teachers are immersed in the NYC Citywide Instructional Expectations and Danielson Framework for Teaching to improve instruction. Teacher effectiveness in the classroom practices is guided by working with our Network support staff and administrators on a monthly basis in this area.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will implement a plan to identify and develop systems for students in all tiers and provide them with appropriate social and emotional supports that meet their individual needs and ensure success in academic performance and well-being as measured by student work productivity and an increase in performance in ELA and Mathematics State Exams and MOSL results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Teachers will use data (NYS exams, I-Ready, MYON, Teachers College running records, attendance, and classroom performance assessments) to analyze and	K-5 Students	Sept 2014- June	Administrators and teachers

monitor student work for enrichment and remediation as well as the attendance patterns.		2015	
Support staff will continue to articulate with teachers and administration.	K-5 ELL's and SWD's	Sept. 2014- June 2015	Administrators, SBST, SETTS and ESL teachers
The school will build capacity on knowing students in the school community. P.S. 36 is working on getting to know the whole-child (academically, socially and emotionally) by using multiple data sources to drill down to identify the gaps and make adjustments to improve deficient areas.	K-5 students	Sept. 2014- June 2015	Administration and teachers
Regularly assess and adjust student supports to increase student achievement	K-5 students	Sept. 2014- June 2015	Administration and teachers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Preparation periods are arranged where teachers have multiple times during the week to plan and prepare lessons and conduct grade based inquiry activities by analyzing student work.

Data from various sources; NYS ELA and Math exams, MOSL baseline assessment, I-Ready, MYON, classroom assessments, Teacher's College running records, conference notes/checklists and attendance.

Support (ESL and SETTS) and enrichment teachers will engage in inquiry study in their discipline

Part 5 – Budget and Resource Alignment

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

Teacher teams will meet weekly. Discussions across the grade as well as vertical conversations to address curriculum and instruction needs based on student data. Supervisors will monitor their assigned grades and give timely and specific feedback to teams. Teams will submit weekly team notes to their supervisor. Notes will be reviewed and discussed in grade conferences.

Professional development workshops will be facilitated 3 Mondays per month by the team. Feedback forms will be given to teachers to gain clarity on the quality of the presentations to make modifications and to devise next steps. Workshops on the 1st Monday of each month will be facilitated by administrators which will focus on data analysis strategies.

Administrators will conduct grade conferences monthly and sit in on teacher team meetings to analyze trends, content area strengths and weaknesses with the teachers on the grades they supervise.

Teachers will look and analyze their data daily to make modifications to lessons and small groups as needed. Administrators will look at Advance observation ratings and scholar performance in March as a midpoint review of where scholars are from September.

Part 6b. Complete in February 2015.

21. Did the school meet the mid-point benchmark(s) in the timeframe specified?	NA	Yes		No
22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				
NA				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- We will analyze the MOSL to inform our instructional goals. Teachers will dissect the information to identify areas of need and plan around those areas.
- Maximize the strategic decisions that support P.S. 36 instructional goals to better meet students’ learning needs
- Evaluate, assess and adjust curriculum instruction and organizational practices to meet learning needs of students and the CCLS Expectations
- Professional Development Team facilitates workshops for colleagues, 3 Mondays per month. Administrators facilitate the first Monday of the month. Utilize the teacher survey and focus on three main areas.
- On-going professional development to provide teachers with specific feedback to promote work of teacher teams both horizontally and vertically. Engage teacher in taking ownership of their own learning
- Technology use of web-based resources needs to be maximized to increase instructional strategies and learning tasks without consistent downloading of materials which impacts meeting the needs of students
- One of the belief systems in the building is distributive leadership. We employ the knowledge and support of teachers who have exhibited qualities of leadership. They have taken on leadership roles with mentoring new teachers, modelling a lesson, leading , planning and executing workshops for colleagues and parents and planning events. The administration is very open and in order to build capacity we are always teaching someone how to do something.
- Provide dedicated time for staff to meet by using flexible scheduling.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of key personnel will have goals and responsibilities and demonstrate evidence that aligns with the school's instructional focus as directed by the NYC Citywide Expectations for 2014-2015 as measured by improvements in ADVANCE and MOSL results.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Providing focused professional development in the CCLS. Some of the PD is in-house and some opportunities are outside of the school provided by private organizations or the network. Professional development plan is based upon teachers' deficiencies and needs.	Teachers in four tiered group K-5	Sept 2014- June 2105	Administration, Pedagogy
Dig deeper in the Core Knowledge K-2, Expeditionary Learning 3-5 TC Writing Units, Guided Reading Skills based strategy lessons to hone in on specific skills for mastery.	SETTS/ESL/ELL Level 2 Girls, Gr.3-5 Level 1&2 Boys	Sept 2014- June 2015	Administration, Pedagogy
Use more complex text and expose students to more read alouds to develop discussion techniques.	K-5 students	Sept 2014- June 2015	Administration, Pedagogy
Use more technology to engage students	K-5 students	Sept 2014- June 2015	Administration, Pedagogy

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Preparation periods are arranged where teachers have multiple times during the week to plan and prepare lessons and conduct grade based inquiry activities by analyzing student work.

Data from various sources; NYS ELA and Math exams, MOSL baseline assessment, I-Ready, MYON, classroom assessments, Teacher's College running records, conference notes/checklists and attendance.

Support (ESL and SETTS) and enrichment teachers will engage in inquiry study in their discipline

Upgrade Guided Reading libraries and materials and do more training on guided reading for pedagogy.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 30. Specify a timeframe for mid-point progress monitoring activities.

In grade conferences teachers will discuss the progression of scholar performance and how the curriculum maps are meeting the needs of the scholars. Analyzing data from running records, MOSL like mid term assessments and GoMath assessments will be our benchmark to look at scholar progress.

Monitor student work and productivity, look at teacher team protocol sheets, portfolios, I-Ready, MYON and clasdojo weekly.

Walkthroughs in classroom, conference notes, discussions with students, bulletin boards, writing and math journals and ADVANCE results on teacher observations

Part 6b. Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	NA	Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

NA					
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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

We aim to provide a safe and sound nurturing environment for our students and their families. This environment is built on trust and transparency. After reviewing the most recent School Quality Snapshot, NYC School Survey and Quality Review it is determined that we need to improve in our communication to parents. We have good systems in place such as a monthly newsletter, posters around the building and at all entrances, weekly telephone messenger, email blast, notices, personal telephone calls, conference times, open classrooms, open door policy, workshops, parent events, clasdojo, and teacher conversations. Although our rating was high we are not seeing the results in student achievement. Parents indicate we communicate there is a disconnect and our goal is to bombard parents with information, training and provide more workshops for parents to learn. One of the new additions we added is to use technology. Most of our programs can be accessed via telephones which make it easier for parents. We have a lot of partnerships that help to support our school-wide focus such as: Jamaica Reads-They work with grade 1 on literacy improvement- we meet monthly with the director to discuss other targets for improvement.

Girl Scouts-Our parents have started a girl scout troop and they meet two times a month. The girls have partnered with the Kiwanis Club and other outside agencies that also meets in the school to do service programs.

St John's University-we have developed a partnership where we have student teachers from the university, our children do tours and we are now working on our teachers doing some workshops with teaching students and the professors at the university doing some professional development with us.

Kiwanis Club of St. Albans- they facilitate a program called BUG-Bring up your grades and they give certificates to students who have improved academically. They also donate gift cards and toys during the Holiday season.

Dancing Classroom-Our 4th grade is involved with ballroom dancing instruction that results in them participating in competitions.

Roy Wilkins Park- The park is very close and we utilize it for a variety of activities and events. The 2nd Grade goes swimming in the Swim for Life program during the year and the 1st grades participate in the Early Exposure Tennis program. Both programs are very supportive of the school and they attend many of our school events.

Zen Master, Inc. is the CBO that facilitates an after-school program at P.S.36. They have over 60 students from grades K-5 who participate in homework help, stem activities and martial arts.

Studio in the Arts- Grades K-1 participate in a 10 week art program to help enhance and expose their creative abilities.

We have ELA and Mathematics test prep beginning in January where we provide test prep strategies for students in grades 3-5. This instruction is an intensive 2 hours two days a week facilitated by pedagogy.

We have an attendance team headed by the pupil accounting secretary that monitors attendance

and punctuality. They have monthly meetings, set goals, do outreach calls and home visits and sends letters. They are vigilant on trying to get our students here and on time. We give pencils and certificate monthly to children who have 100% attendance. They are also recognized over the loud speaker at the end of the month. This builds confidence and self esteem.

We are big at making our students good citizens so humanitarially we continue to raise awareness and money for Breast Cancer Awareness, Jumprope for Heart and the Heifer Organization. We utilize our time to engage our students in current events and happening around them such as the Ebola outbreak, the Racial Equality Demonstrations and much more. We are involved in the NO PLACE FOR HATE program where we teacher our children tolerance and equity.

As we promote college and careers through our monthly school-wide activities we also provide supports to our parents via emails of job posting and job fairs. If our parents are employed and productive then it enhances and strengthens the family.

Our ultimate goal is to provide resources and supports to families as we encourage trust and community partnerships. We provide respect and transparency in our daily practices.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school will increase parent engagement and involvement by 10-15% and provide parents with the information and training needed to become involved in the planning and decision making in support of the education of their children as measured by attendance sheets and improvements in student work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Dedicated parent conference times on Tuesdays, Open door policy, Open classroom workshops monthly in AM and PM	Parents and students	Sept. 2014- June 2015	Pedagogy, Administrators, Parent Coordinator
Newsletter, telephone messenger, email blast, coffee & conversations, SLT, PTA, classdojo, website, parent coordinator and pupil accounting secretary outreach.	Parents and students	Sept. 2014- June 2015	Pedagogy, Administrators, Parent Coordinator
Cookshop for parents	Parents and students	Jan. 2015- June 2015	Pedagogy, Administrators, Parent Coordinator

Collaborate events with the PTA, SLT, staff, parents and community partners	Parents and students	Sept. 2014- June 2015	Pedagogy, PTA, SLT, Community Partners, Administrators, Parent Coordinator
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Technology, Personnel, Curriculum Materials, Common Planning, Grade Conferences, Professional Development Time, Parent Outreach Tuesdays, Flexible Scheduling, SLT and PTA training and incentives for students, parents and staff.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
In Kind services from Jamaica Read and other outside agencies that support students and families									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
Bi-monthly grade meetings, inter-class visitations, formal/informal observations with feedback, weekly professional development to modify instructional support, PTA meetings, events, attendance sheets, student progress as indicated on the I-Ready, MYON and Running Records data. Our midpoint benchmark for the success of the above will be looking at Advance teacher ratings, scholar attendance and punctuality and mastery of CCLS as observed with exit tickets, MOSL midyear assessments and GOMath midyear assessments.				
Part 6b. Complete in February 2015.				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	NA	Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			
NA				

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	We use running records, MOSL benchmark assessments, I-Ready assessment and State Assessments as a measure for providing support services. Teacher observation and recommendations are also considered.	Core Knowledge-K-2, Expeditionary Learning-3-5, Guided Reading-K-5, Teacher's College Writing Project, Engageny . Our overall instruction is built on strategy and skill lessons and the workshop model.	Small group, one to one, after-school, pull out and push in, peer tutoring	During school day or after-school
Mathematics	We use running records, MOSL benchmark assessments, I-Ready assessment and State Assessments as a measure for providing support services. Teacher observation and recommendations are also considered.	Go Math, Engageny –K-5, skills and strategy lessons, hands on tasks, manipulatives and interactive peer discussions exploratory tasks, Technology	Small group, one to one, after-school, pull out and push in, peer tutoring	During school day or after-school
Science	We use running records, MOSL benchmark assessments, I-Ready assessment and State Assessments as a measure for providing support services. Teacher observation and	Embedded in ELA and Mathematics lessons, Engineering is Elementary-K-5, Skills and strategy lessons, technology	Small group, one to one, after-school, pull out and push in, peer tutoring	During school day or after-school

	recommendations are also considered.			
Social Studies	We use running records, MOSL benchmark assessments, I-Ready assessment and State Assessments as a measure for providing support services. Teacher observation and recommendations are also considered.	Embedded in ELA and Mathematics lessons, Engineering is Elementary-K-5, Skills and strategy lessons Core knowledge and Expeditionary Learning.	Small group, one to one, after-school, pull out and push in, peer tutoring	During school day or after-school
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teacher recommendation and observation of the student.	Counselors follow the ASCA standards and practices providing students with real world situations	Small group, one to one, after-school, pull out and push in, peer tutoring	During school day

Section 7: Title I Program Information

Directions:

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. 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.
<p>The school works closely with the CFN HR point person in identification of highly effective qualified teachers. We attend the DOE hiring fairs, utilize the Open Market system and other DOE tools to gather resumes of prospective candidates. We ensure our hires have the proper credentials prior to interviewing. We request prospective teachers to bring a portfolio and be able to talk to it. We have also contacted the local colleges and universities for candidates to do their student teaching and then we have an impact on training and exposing them to the profession. We also support our paraprofessionals who are continuing their education to help them learn and become master teachers.</p> <p>We support retention of our teachers through continual professional development strategies both in teams and through individualized support as needed. The administrative team works one to one with each teacher to identify areas of support, concern and next steps. A professional plan of action or discussion is in place to help the teachers grow professionally. Teachers have access to computers, laptops, smartboards, tablets, supplies and ongoing training. We are committed to retaining our teachers, encouraging them to participate and developing a trust and love of teaching. We provide tenure information for our untenured teachers and help them to visit best practice classrooms and take back some strategies for success. As required new teachers are matched with mentors who provide them ongoing support.</p>

2b. 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).
<p>All staff receives professional development that enables our students to meet Common Core Learning Standards. We employ the following strategies:</p> <ul style="list-style-type: none"> • Provide mandated professional development on the Mondays and Tuesdays for teachers and paraprofessionals • Professional Development team plans and executes professional development on Mondays- they bring in professionals, present specific topics from a survey they provided to staff and assign webinars and videos for staff. • Provide focused Professional Development on the CCLS, Guided Reading and Math Instruction so that we can become experts on those three items. • Professional Development is ongoing and we utilize the in-house PD as well as the Network

resources

- We provide teachers with quality materials, resources and support
- The Administrative Team conducts walkthroughs and daily instructional rounds to look for strategies put into practice
- We are constantly monitoring, refining, assessing, and revising our professional practices to meet the needs of all the staff

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

We have an open house where the parents and students can come and take a tour of the building. The Kindergarten teachers speak about the expectations in Kindergarten and do a hands on workshop with the parents and incoming students. We have developed a partnership with the local day care centers and we do workshops for their parents at their site, as well as we do tours once a year for their students. We also prepare a "Getting Ready for Kindergarten" packet that is given to our parents at registration with a few items they need to work on with their children.

4b. 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.

Teacher teams meet regularly and make instructional decisions that impact the entire school community. Teachers have the leverage to make decisions about assessments in their grades and classes to measure student progress. We have a MOSL team that meets and discusses the results of the state assessments, reviews the various types of assessments that can be used to measure student learning and decides what the school will use as a measure. This team meets with the total staff body and discusses their decisions to make everyone aware of the focus grade, the type of assessment and how we need to improve instruction to improve results. Teachers are given a copy of the final decisions and as a school we pair resources and manpower into those target grades.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$206,400.00	X	
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local	\$2,518,729.00	X	

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

1. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.

2. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor's Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Therefore our school P.S.36Q is 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 the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community.

P.S.36Q will support parents and families of Title I students by:

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;

- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

P.S. 36Q School-Parent Compact

We the school and parents agree to work cooperatively to provide for the successful education of our children.

P.S.36Q is in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

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

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

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- holding parent conferences ,outreach and workshop on Tuesdays for 45 minutes.
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 29	Borough Queens	School Number 036
School Name The St. Albans School		

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

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	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)	490	Total number of ELLs	15	ELLs as share of total student population (%)	3.06%
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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														Tot #
	K	1	2	3	4	5	6	7	8	9	10	11	12	
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Push-in	0	1	1	1	0	0								3
Pull-out	3	1	1	1	1	1								8
Total	3	2	2	2	1	1	0	11						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	15	Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	6
SIFE	2	ELLs receiving service 4-6 years	2	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [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	13	2	6	2	0	0					15

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	
Total	13	2	6	2	0	0	0	0	0	15
Number of ELLs who have an alternate placement paraprofessional: <u>3</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
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)						1								1
Intermediate(I)		3	3	1	1	1								9
Advanced (A)	3	1				1								5
Total	3	4	3	1	1	3	0	15						

NYSESLAT Modality Analysis

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1				2				3
8									0

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and 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.
The assessment tools that are used to assess early literacy skills of ELL's in our building is TCRWP. Also, in grades 3 - 5 we use the acuity assessments in both ELA and Math. Throughout the year, our ELL's are assessed using TCRWP four times during the following months: November, January, March, and June. This allows for us to monitor student progress. Each child is tested independently. At the

end of the assessment the child is given an independent reading level as well as an instructional reading level. The data allows for us to see the next steps of where students need to improve in terms of reading, fluency, and comprehension. This reading assessment drives our instruction in the proper places. It allows us to see different patterns and trends in their fluency along with their comprehension. Having such data, data attained by the running records allow for teachers to see areas of strengths/weaknesses and areas that need improvement when concerning basic literacy skills of our ELL students.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
Reviewing the data for both LAB-R and the results of the NYSESLAT exam, the majority of our students are at the intermediate level. Out of our 15 ELL students present at P.S.36, 9 children are at the intermediate levels of proficiency. A trend noticed in the results of both the LAB - R and the the NYSESLAT results are that the advanced level students fall only in the following two grades: kindergarten and 5th (3 advanced students in K and 1 advanced student in 5th grade). The data states that we only have 4 advanced students. Instruction needs to be rigorous in every grade but especially in the grades lacking advanced proficiency. We must make sure that building background knowledge is incorporated in instruction along with best practices in order to achieve ELL success in all grades especially 1st through 4th. Over the years, another trend noticed is that the majority of our beginner level students show that they are either new to the school as well as the country. As students progress to the next band of the NYSESLAT, ELL's find the higher level of skills assessed seem to be much more difficult (ex: 2nd graders take the same test as the 3rd graders). Overall, student progress is seen as they move up to the next grade level.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
NOT APPLICABLE DUE TO THE SCORES NOT BEING RELEASED TO NYC SCHOOLS IN COMBINED MODALITIEIS.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

- 1.) Small Group Instruction
 - 2.) Differentiated Instruction
 - 3.) Extra instruction in the Wilson Program (Phonics Program)
 - 4.) Guided/support practice
 - 5.) Use of graphic organizers to help aid in note taking and writing
 - 6.) Hands on learning
 - 7.) Technology/visual learning styles
6. How do you make sure that a child's second language development is considered in instructional decisions?
For our ELL's we make sure that second language development is targeted in order for our ELL students to succeed. We have a strong foundation for our children in literacy instruction which is aligned to the Common Core Learning Standards. This instruction is delivered through rigorous lesson plans which align themselves to the Common Core. Daily, children receive approximately over 200 minutes of direct literacy instruction through phonics, reading, and writing. However, literacy is taught across all content areas (math, science, and social studies) every day. This allows for students to transition smoothly into acquiring a second language (English) fluently.
 7. For dual language programs, answer the following:

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

NOT APPLICABLE

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

We evaluate the success of the ESL program for ELL's at P.S.36 by how children score on both the ELA and Math exam. We take into consideration the progress they make on their TCRWP running records. The results of the assessments determine their reading level from the beginning of September until June. This allows for teachers to see their progress in all areas of reading throughout the school year.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 P.S. 36 has a total of 490 students with 15 children being ELL students who speak one of two languages (Spanish or Haitian Creole). When parents register students they are given an informal interview upon their arrival. A trained pedagogue (ESL teacher or Assistant Principal) conducts an oral interview by talking with parents to indicate if there is another language other than English spoken in the home. This determines the appropriate language in which the HLIS is given to the parents. Through the informal interview, pedagogues will know if translation is necessary in the native language in regards to help during registration. If parents indicate that another language is spoken in the home (evident from informal observation and data collected on the HLIS) and this is confirmed after speaking with the child during the informal interview, the child is then classified as being eligible for LAB - R testing. After the child is identified as an ELL as per the informal interview, within 10 days the LAB - R is administered by the ESL teacher, Ms. McShane. The test is hand scored by the ESL teacher to determine eligibility for receiving entitlement. If the child is eligible for services, he/she will get an entitlement letter which gives a brief description of the 3 programs offered by the NYC DOE. If the child is Spanish speaking, the Spanish lab is administered to determine the literacy level in their native language. Trained Spanish speaking staff members, Ms. Isaac Harper/Ms. Santos, administers the Spanish lab. Students are read specific directions in their native language, Spanish. Students are directed to answer/respond to all questions in Spanish only. Students are given their own student booklet. If a parent is having difficulty registering, we enlist our staff to assist with translation when deemed necessary. Ms. McShane (ESL teacher), Ms. Rachelle Bearack (School Pupil Accounting Secretary), Ms. Sharon Ring (SETSS teacher) Ms. Sol Reyes - Spanish (Social Worker), Ms. Isaac Harper - Spanish (Bilingual paraprofessional), and Ms. Suzie Dorsanvil - Haitian Creole (Occupational Therapist) all provide assistance when a parent is registering and needs translation services.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
 As per the HLIS trained staff (ESL teacher, trained translators, secretary and parents coordinator) are fully aware of all families where English is the second language spoken in the home. As a team, we make sure to provide these families with all documentation pertaining to the school as well as the success of their child to be translated into their native language. Before choosing the appropriate program for their child, parents are given and distributed the DOE website which gives ample information concerning all 3 programs explicitly. After the student is identified as an ELL student, every parent is given a entitlement letter which explains thoroughly that their child will be given additional services in order for their child to become more proficient with the English language. The letter is given in both English and their native language. The entitlement letter gives of brief description of the 3 different programs offered by NYC DOE. A meeting is set up with the ESL teacher and a translator if necessary. When the parent comes to the school, he/she is given the opportunity to view the parent orientation video which thoroughly explains the 3 programs for ELL students provided by the NYC DOE. When this meeting is scheduled, we make sure that there is a translator in the parents native language available (Ms. Dorsanville, Ms. Isaac Harper, Ms. Sol Reyes). We make sure that translators are provided by our school incase the parent needs any help with interpretation of the information being given. During the meeting the teacher discusses

the various programs offered with the aid of the translator if needed. This information that is given helps the parent make the most beneficial program choice for their child. We encourage parents to ask questions about each program to make sure they understand fully what choices are available to their child as per program choices. Due to our school having such a small population of ELL students (3.06%), each parent has a one to one meeting with the ESL teacher when viewing the parent orientation video. They are able to view the video and ask any questions or concerns they may have about the programs and the best placement decision for their child. The parent must submit their "Program Selection" letter within 20 days of their child's enrollment. When the Program Selection form is filled out it is then entered into the ATS system under the ELPC screen. Parents are informed that in the ESL program their child will be getting services for the entirety of the school year. This information is presented to parents in the placement letter that they receive after parents have chosen the program for their child. Luckily, our school has had great rapport and support from the majority of our new ELL families. Parental contact between parents while in the process of choosing the correct program for their child has been a smooth process in terms of the new ELL students. Thus far, all families have adhered to deadlines that are given to them in choosing the program.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Immediately after the LAB - R is hand scored, the ESL teacher sends out the entitlement letter to the parent via mail and backpack if they are identified through the LAB - R assessment as an ELL student. Also, the parents are telephoned. This letter informs the parent that their child has been identified as an ELL student and will be receiving additional services. Each parent is informed about all 3 programs and must make a choice with what program they wish to place their child. The Program Selection form is then filled out along with a Parent Survey. When the letters and surveys are returned they are secured in the P.S. 36 ESL Informational binder, which is locked and secured in the ESL office.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

The vital criteria and procedures used at P.S. 36 to place identified ELL students in bilingual or ESL instructional programs is the parental selection along with input from the staff (ESL Teacher and translator if necessary). Also, the LAB - R is data that we use in order to place our students in the correct program. An explanation of the program is given to the parent in their native language if requested. As a staff we try to make all of our ELL parents knowledgeable and comfortable with their child's educational program along. We offer additional resources to parents whenever requested in order to help their child succeed. If a parent is not fluent in English, we always make sure that there is either a Spanish or Haitian Creole staff member present to help with translation. This always helps the parent feel more comfortable and allows for them to fully understand what is being presented to them.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

There are 4 major components of the NYSESLAT. (Speaking, Reading, Writing, and Listening). Below is a breakdown of how each part of the NYSESLAT is administered to our students:

Speaking - The speaking portion of the NYSESLAT is given individually. This portion of the test is recorded by the teacher who administers the test.

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

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

As per the Parent Surveys that are given at P.S. 36, parents seem to be very aware and pleased with the information about the programs that are offered. Last year, the 5 new ELL admits chose the free standing ESL program for their child. They were given the appropriate information on all 3 programs however felt that the program we offer at P.S. 36 was just right for their child. This year we have 3 new admits all on the kindergarten level. Again, all program choices were free standing ESL. All families seem to feel confident with all the information that they were provided with through the feedback, which is seen within the return of the parent surveys. As per the Program Selection forms, all of our parent requests are for freestanding ESL in order for their child to

become more proficient in the English language. A trend that is seen over the past few years indicates that 100% of our parents request the free standing ESL program for their child. In P.S. 36, programming revolves around free standing ESL which is determined by the completion of parent choice forms. Through the data that is received from parents (parent choice/selection forms) it is evident that we plan our programs based upon that specific data. Due to our population of ELL students only being 3.06% of our entire schools population we are unable to offer transitional bilingual or the dual language program at the current moment. If our population grows and we have a need for either the transitional bilingual or the dual language program, we will implement it to fit the needs of our students. Each parent is informed that those 2 programs due exist within NYC DOE and are available. We inform parents at the orientation that if they feel 1 of those 2 programs seem to fit their childs needs we can locate a school to accommodate their choice so that their child can be placed in the appropriate program of choice. However, all of our parents feel comfortable thus far in placement of their child in the freestanding ESL program that is currently offered at our school.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
P.S. 36 provides free - standing ESL to 15 students across grades K - 5. These children are grouped in English proficiency levels and they receive the allocated instructional minutes that are required. The ESL teacher groups the ELL students based on their level in English which is provided either by the LAB - R (new admits) or the NYSESLAT. The push in / pull out method of delivery of instruction are used as program models. When deemed necessary, co - teaching does take place under certain circumstances pertaining to ELL classroom instruction.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
Beginner and intermediate students are grouped together and seen 2 to 3 times a day based on pull out / push in services. Both groups are given 360 minutes of instruction. Advanced students receive 180 minutes a week based on the same pull out / push in

service. Currently we have 5 ELL students at the advanced level (3 are new admits and 2 are current ELL students)

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

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
We have staff members that speak both native languages at P.S. 36 (Spanish and Haitian-Creole). They aid in translation to help us properly evaluate students when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Through the results of both the periodic assessment and the NYSESLAT we can tell that our ELL students are appropriately evaluated throughout the entirety of the year. The results/data give us a clear picture as to where our ELL students stand in the progress they are making throughout the school year.
6. How do you differentiate instruction for ELL subgroups?
- Describe your instructional plan for SIFE.
 - Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - Describe your plan for ELLs receiving service 4 to 6 years.
 - Describe your plan for long-term ELLs (completed 6+ years).
 - Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

Pertaining to ELL's with disabilities we use many instructional strategies in order to provide access to content areas which helps accelerate English language development. Test preparation, word - picture association, vocabulary building and comprehension are taught within subject areas. Literacy is taught across content, which helps significantly in English language development amongst

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
- When necessary we differentiate our curriculum for ELL students with disabilities. We must adapt certain lessons in specific areas in order to reach the needs of our students. At times, we must go back and re-teach certain objectives so that our students who do have disabilities grasp the concept being taught. One to one conferring and conferences takes place in order to assess whether a child needs more instruction in that particular subject area.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
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

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

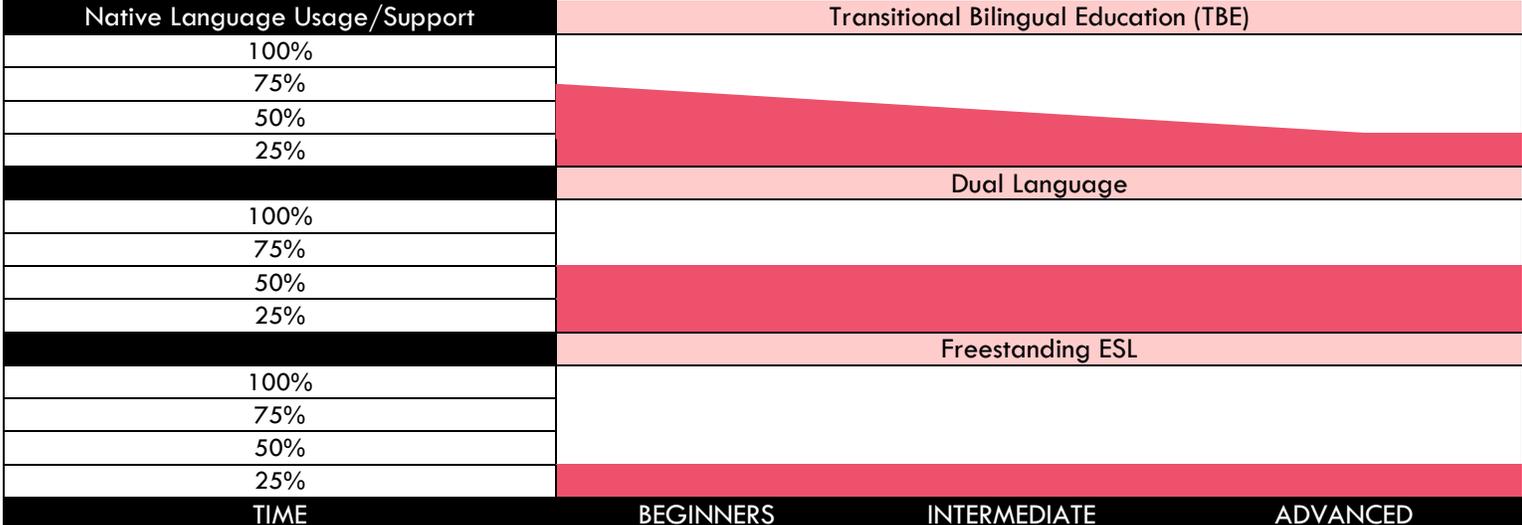
	Beginning	Intermediate	Advanced
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Throughout the school building there are ample resources that are easily accessible for our ELL students. Also, in the ESL classroom there are grade appropriate materials in Spanish/Haitian-Creole languages. This offers support to ELL children in their native language. Students requiring more language support are provided with an alternate placement paraprofessional to modify lessons and activities in the students native language.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
If ELL students enroll before the school year starts they are given the summer packet that was created by a team of teachers. The summer packets consist of engaging activities that are Common Core aligned and help the children keep abreast of their academics while on summer vacation. During the year we have many activities that allow for ELL students to socialize amongst peers while supporting instruction in all subject areas: Some of those activities are:
- 1.) Pajama Rama: K - 2
 - 2.) Robotix: Grades 3 and 4
 - 3.) After School Art Program: 4 and 5
 - 4.) Project Boost: 4 and 5
 - 5.) Clubs: K - 5
 - 6.) Tennis: Grades 3 and 4
 - 7.) Swimming: Grade 2
 - 8.) Ballroom Dancing: Grades 4 and 5
 - 9.) Fashion Show: K - 5
 - 10.) Jump Rope for Heart: K - 5
18. What language electives are offered to ELLs?
N/A
19. For schools with dual language programs:
- a. How much time (%) is the target language used for EPs and ELLs in each grade?
 - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
 - c. How is language separated for instruction (time, subject, teacher, theme)?
 - d. What Dual Language model is used (side-by-side, self-contained, other)?
 - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

D. Parental Involvement

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

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

E. Additional Information

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

Paste response to question here:

School Name: _____

School DBN: _____

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 29Q036 School Name: 036

Cluster: 5 Network: CFN535

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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