

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

School Name: JOHN C. DRUMGOOLE P.S. 36
DBN (i.e. 01M001): 31036
Principal: BARBARA BELLAFATTO
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Superintendent: ANTHONY LODICO
Network Leader: NANCY RAMOS

School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Barbara Bellafatto	*Principal or Designee	
Merryl Applebaum	*UFT Chapter Leader or Designee	
Marie Stackhouse	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Beth Bernstein	Member/ Parent	
Sal Cutugno	Member/ Teacher	
Ellen Ebrahim	Member/ Parent	
Erin Ekelund	Member/ Parent	
Joanna Falkenhainer	Member/ Teacher / Chairperson	
Laura Garafalo Veronica Gonzalez Melissa Lucchesi Bernard Sandars	Member/ Teacher Member/ Parent Member/ Teacher Member/ Parent	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).

Guidance for Developing Completing the Annual Goals and Action Plan Section

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

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

School Receiving Title I Funds

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

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
X	<ul style="list-style-type: none">▪ Annual Goal▪ Comprehensive Needs Assessment▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal▪ Budget & Resource Alignment section (indicating all funding sources)
X	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2015, there will be a 16% increase in the percentage of students scoring a level 3 or 4 on the New York State ELA assessment.

Comprehensive Needs Assessment

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

By increasing our student performance by 16% we will meet the gap between our school and our peer schools.

Instructional Strategies/Activities

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

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

1. MOSL team will select local measures in ELA performance tasks for all grades.
2. Teachers in grades K-5 will engage in training around the measures of student learning in ELA. September – October all teachers met to plan for MOSL implementation and norming. During other professional work time in October, teachers engaged in scoring, using student work and MOSL rubrics. This process will be repeated in the spring.
3. Teacher teams will select complex, grade level anchor texts to embed into their units of study.
4. Teachers will incorporate close reading in all content areas.
5. During Tuesday professional work time, teachers will engage in data analysis on State Test Results, Periodic Assessments, Assessment Pro Data, Writing Continuum Results and pre and post units of study assessments.

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

1. Five teachers and two administrator
2. All teachers and administrators.
3. All teachers will meet during professional work time and during Friday assembly time.
4. Teacher teams will meet to plan implementation of close reading.
5. Data TC staff developer will meet with three supervisors and all teachers to analyze state test results. Assistant principals will meet with all grades during professional work time to analyze data and plan for next steps in unit plans to meet the needs of all students.

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

1. By the second week of September, MOSL selections for ELA will be finalized and shared with staff.
2. By November, all MOSL assessment data will be available in school net for teachers to analyze and plan next steps
3. All anchor texts will be identified in unit and curriculum maps.
4. A minimum of four times during the year.
5. Supervisors will meet with all grade level teachers bi-monthly to track and analyze student assessment data for unit planning and next steps.

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

1. September through June
2. September and October teachers engaged in planning and implementation of MOSL. October-November teachers engage in norming and scoring MOSL. November MOSL results uploaded into ATS and teachers planned instructional strategies.
3. By October all grade level anchor texts titles will be selected for units.
4. A minimum of four times during the year.
5. September – June

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

1. MOSL funding for per session for five teachers.
2. Teachers, administrators and texts.
3. Anchor texts for each grade.
4. Common preparation time and other professional work time during the school day.
5. Other professional work time and/or during assemblies during the school day.

Strategies to Increase Parental Involvement

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

Teachers held parent information night in the beginning of the school year.
 During student led parent-teacher conferences, teachers and students shared learning goals and objectives.
 During parent engagement sessions teacher share the Common Core Learning Standards learning expectations for ELA curriculum with parents.
 Teachers send home newsletters at the beginning of each unit of study outlining new learning goals.
 Parents receive written and verbal communication from teachers regarding their child's progress.
 Parents receive curriculum overview and rubrics for every unit.
 Parents are provided with resources to support students with homework, test preparation and understanding the common core expectations.
 Parent workshops on Common Core Standards are provided two times a year in an AM and PM session as well as during Tuesday parent engagement time.
 Parent conferences are scheduled on Tuesdays during parent engagement time to discuss student progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #2

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

Annual Goal #2

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

By June 2015 there will be a 26% increase in the percentage of students scoring a level 3 or 4 as measured by the New York State Mathematics assessment.

Comprehensive Needs Assessment

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

BY increasing our student performance level by 26% we will meet the gap between where we stand now and where our peer schools fall.

Instructional Strategies/Activities

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

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

1. MOSL team will select local measures in Mathematics performance tasks for all grades.
2. One teacher per grade will attend network professional development in the common core curriculum in math and share that information with their grade team.
3. All teachers will engage in analyzing student performance data in mathematics.
4. Teachers new to the Go Math program were trained over the summer in professional development sessions.
5. Assistant principal supervising math will meet with all grades during Tuesday professional work time to review needs based on data and practices to support students.

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

1. Five teachers and two administrators
2. Instructional leads across grades will attend network Go Math training, turnkey information, and model to grade level peers during professional development days, or during time set aside during Friday assemblies.
3. Grades 3, 4, 5 will meet after administering periodic assessments (school-net) to analyze and plan instructional strategies to meet student learning needs. K-5 will meet monthly with supervisors to focus on math practice, implementations and analyzing student data.
4. All teachers new to Go Math and teachers new to a grade will receive continued support from their grade teams.
5. Administrator and all teachers.

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

1. By the second week of September, MOSL selections for ELA will be finalized and shared with staff.
2. Agendas and sign-in sheets from training sessions will be used to monitor participation in professional development sessions.
3. Monthly monitoring of students' performance data and adjusted curriculum maps.
4. Monitoring of student progress data. and teacher observations
5. Completion and analysis of school-wide math data collection.

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

1. September through May
2. Six times per year.
3. Monthly
4. Over the summer and a minimum of two times per year.
5. A minimum of four times a year

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

1. MOSL funds for per session for five teachers.
2. Six per diem days for six teachers plus network resources.
3. All teachers during other professional work time on Tuesdays.
4. Per session for professional development during the summer.
5. All teachers and one administrator 4x a year

Strategies to Increase Parental Involvement

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

Teachers held parent information night in the beginning of the school year.

During student led parent-teacher conferences, teachers and students shared learning goals and objectives.

During parent engagement sessions teacher share the Common Core Learning Standards learning expectations for Math curriculum with parents.

Teachers send home newsletters at the beginning of each unit of study outlining new learning goals.
 Parents receive written and verbal communication from teachers regarding their child's progress.
 Parents receive curriculum expectations and rubrics for each math unit.
 Parents are provided with resources to support students with homework, test preparation and understanding the common core expectations.
 Parent workshops on Common Core Standards are provided two times a year in an AM and PM session as well as during Tuesday parent engagement time.
 Parent conferences are scheduled on Tuesdays during parent engagement time to discuss student progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2015 100% of teachers will be effective in the student engagement component in observations.

Comprehensive Needs Assessment

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

Based on the 2013-2014 Quality Review, it was recommended that the school improve the quality of student engagement to promote higher level of student thinking and discussion in order to promote college and career readiness skills.

Instructional Strategies/Activities

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

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

1. Teachers will engage in a 10-week professional development cycle based on the use of learning protocols.
2. Teachers will engage in a full day Professional Development based on "Heart of Change"
3. All teachers will attend professional development session with Jessica Jenkins centered on the use of protocols.
4. All teachers will engage in a six-week book study centered on the development of quality questioning.
5. Administrators will engage in calibration exercises.

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

1. All teachers and 3 administrators.
2. All teachers and Heart of Change facilitator.
3. All teachers, 3 administrators and facilitator Jessica Jenkins.
4. All teachers, 3 administrators, lead teacher facilitator.
5. 3 administrators.

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

1. After the 10-week cycle teachers will be able to implement the use of learning protocols to differentiate instruction or all students.
2. Teachers will implement learning protocols in all curricular areas.
3. The use of learning protocols will be evident in student artifacts.
4. Teachers adjust their unit and lesson plans to incorporate questioning techniques and strategies learned through their book study.
5. Administrators will be calibrated.

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

1. 10 weeks from beginning of cycle.
2. Election Day
3. Two Mondays in December
4. Six weeks from beginning of cycle.
5. September – June

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

1. Teacher and administrator salaries.
2. Teacher and administrator salaries and facilitator costs.
3. Teacher and administrator salaries and network support.
4. Teacher and administrator salaries.
5. Administrator's salaries.

Strategies to Increase Parental Involvement

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

1. Parents will participate in two student-led conferences during the school year.
2. Parents will be invited to participate in a minimum of two lessons in the classroom alongside their children.
3. Parents will be invited to participate in a minimum of two workshops with their children during Tuesday parent-engagement time.

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Budget and Resource Alignment

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

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

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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2015 13% of all students with special needs will be proficient on the New York State ELA assessment.

Comprehensive Needs Assessment

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

Based on state test scores from the 2013-2014 school year, 13% of our special needs students need to be proficient in ELA in order to bridge the gap between our current standing and our peer schools.

Instructional Strategies/Activities

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

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

1. Small group instruction implementing Universal Design for Learning Strategies.
2. Differentiation and modification amongst students based on Common Core Learning Standards.
3. Staff will participate in training on quality IEP development
4. Planning and implementation of instruction to target specific IEP goals.
5. All staff and administration will create meaningful opportunities for parent engagement in the IEP process.

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

1. Special Education Teachers and related service providers.
2. Special Education teachers and related service providers.
3. All special education teachers, related service providers and administrators.
4. All Special Education teachers, related service providers and administrators.
5. All Special Education teachers, related service providers and administrators.

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

1. Formal and informal assessments. Observations.
2. Checklists, student data, assessment information.
3. Formal, informal and observational assessments that provide data showing growth in student achievement based on specific IEP goals.
4. Formulate checklists, lesson plans and strategies to promote student success based on goal setting and learning objectives.
5. Special Education teachers will share all information and implement strategies learned in their professional learning community about lesson planning, teaching practices and IEP goals.

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

1. September – June
2. September – June
3. September – June during common preparation periods and covered periods
4. September – June during common preparation periods and during time set-aside during other professional work time.
5. September – June

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

1. Teacher salaries.
2. Teacher salaries.
3. Teacher salaries substitute coverage.
4. Teacher salaries.
5. Teacher salaries.

Strategies to Increase Parental Involvement

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

Teachers held parent information night in the beginning of the school year.

During student led parent-teacher conferences, teachers and students shared learning goals and objectives.

During parent engagement sessions teacher share the Common Core Learning Standards learning expectations for ELA curriculum with parents.
 Teachers send home newsletters at the beginning of each unit of study outlining new learning goals.
 Parents receive written and verbal communication from teachers regarding their child's progress.
 Parents receive curriculum overviews and rubrics for every unit covered.
 Parents are provided with resources to support students with homework, test preparation and understanding the common core expectations.
 Parent workshops on Common Core Standards are provided two times a year in an AM and PM session as well as during Tuesday parent engagement time..
 Parent conferences are scheduled on Tuesday during parent engagement time to discuss student progress.

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

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

1.

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

1.

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

1.

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

1.

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

1.

Strategies to Increase Parental Involvement

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

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<p>ELA</p>	<p><u>K-2 – Foundations</u></p> <ul style="list-style-type: none"> - Guided Reading - Push-In Support from out of room personnel for twenty minutes daily <p><u>Grades 3-5 –</u></p> <ul style="list-style-type: none"> - Wilson- self-contained, ICT and all at risk students - Great Leaps – individually for ten minutes – serviced by paraprofessionals - S.T.A.R.S. – Soar to Success, Daily Oral Language. 	<p>Small group instruction</p> <p>Small Group instruction</p> <p>One-to-one tutoring</p> <p>Small Group Instruction</p> <p>One- to-one instruction</p> <p>Whole Group Instruction</p>	<ul style="list-style-type: none"> - Double dose - During the school day - During the school day - During the school day - During the school day - During the school day
<p>Mathematics</p>	<p>Daily Math</p> <p>Go Math S.O.A.R. to Success</p> <p>Go Math Intense Interventions</p> <p>Go Math Strategic Interventions</p> <p>Great Leaps</p> <p>Exploring Math</p>	<p>One-to-one and Small group instruction</p> <p>One-to-one and Small Group Instruction</p> <p>One-to-one</p> <p>One-to-one and small group</p>	<p>During the school day</p> <p>During the school day</p> <p>During the school day</p> <p>During the school day</p>
<p>Science</p>	<ul style="list-style-type: none"> - Time for Kids Magazine - Non Fiction and Realistic Fiction trade books 	<p>Small Group</p>	<p>During the school day</p>
<p>Social Studies</p>	<ul style="list-style-type: none"> - Time for Kids Magazine - Non Fiction and Realistic Fiction trade books 	<p>Small Group</p>	<p>During the school day</p>
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<ul style="list-style-type: none"> - Guidance Counselor, psychologist, and social worker provide At Risk counseling in 	<ul style="list-style-type: none"> - Small group instruction - One – to – one 	<ul style="list-style-type: none"> - During the school day

	<p>30-minute sessions. Sessions address the following areas of concern – development of Social Skills, Peer Mediation, Conflict Resolution, Grief Counseling and Academics.</p> <ul style="list-style-type: none">- Assembly Programs discuss topics such as bullying, peer pressure, school attendance and punctuality, personal hygiene, and respect for all.- PBIS program has been implemented to promote positive school behaviors.		
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

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

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

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

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

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

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

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

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

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

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

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

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

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

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

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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- 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 31	Borough Staten Island	School Number 036
School Name John C. Drumgoole		

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 Barbara Bellafatto	Assistant Principal P. Lombardo, Stephanie Bassett
Coach NA	Coach NA
ESL Teacher Linda Winthrop	Guidance Counselor Joseph Pagliaro
Teacher/Subject Area Evelyn DeGuzman/K	Parent Karolina Sokolowski
Teacher/Subject Area Nancy Riggio/1st grade	Parent Coordinator Lilliann De Luca
Related Service Provider Andrea Santiamo	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)	879	Total number of ELLs	14	ELLs as share of total student population (%)	1.59%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	14	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									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	14	0	3	0	0	0	0	0	0	14

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	14	0	3	0	0	0	0	0	0	14
Number of ELLs who have an alternate placement paraprofessional: <u>0</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	3	0	0	0	0	0								3
Chinese	1	1	0	0	1	0								3
Russian	0	0	0	0	0	0								0
Bengali	0	0	0	0	0	0								0
Urdu	0	0	0	0	0	0								0
Arabic	2	0	0	1	1	0								4
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	0	0								0
Punjabi	0	0	0	0	0	0								0
Polish	1	0	0	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	0	1	1	1	0	0								3
TOTAL	7	2	1	2	2	0	14							

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	1	0	0	0									5
Intermediate(I)	0	0	0	0	0									0
Advanced (A)	3	1	1	2	2									9
Total	7	2	1	2	2	0	14							

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	2	0	0	3
4	0	1	0	0	1
5	1	1	0	0	2
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	0	2	0	0	0	0	0	3
4	0	0	1	0	0	0	0	0	1
5	1	0	1	0	0	0	0	0	2
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									0
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.
 - At P. S. 36 one assessment tool we use to assess early literacy skills is TCRWP, which is done on an on going basis. We assess our K-2 students in letter identification (upper and lower), sounds of the letters, high frequency words, spelling words, print concept, vocabulary

and comprehension of fiction and non-fiction text. For grades 3-5 TCRWP is used to assess fluency and reading comprehension as well. Teachers use the data to help determine where their students weaknesses are. Instruction is then targeted to help these students to improve. For the past school year, all of our students in grades K-2 scored at grade level or above in reading, with the exception of one Kindergarten student and two Special Education students in 2nd grade. In grades 3-5 two students scored a two in reading and the remaining students scored at grade level in reading. This year, the trends that were noted for our ELLs when assessing them, in the beginning of the school year, on their early literacy skills were, some Kindergarten and first grade newcomers struggled with letter sounds and identification, and sight words. Our January assessment of sight words and letter sounds and identification, showed that our newcomers in first grade made significant progress. For our advanced first grader and second grader they struggled with vocabulary and reading comprehension. We will use this insight that was provided from this data to target our students' areas of weaknesses We will put more emphasis on vocabulary and reading comprehension.

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

2.

An analysis of the NYSESLAT results for our school indicates the following: A review of the NYSESLAT scores indicates that the majority of our ELLs (Grades K-5) scored at the Proficiency level. Three students progressed from the Intermediate level to the Proficiency level and five students went from the Advanced level to the Proficiency level. All of our Kindergarten students tested at the Proficiency level as well. Of the remaining students that did not test out, they all progressed to the next proficiency level. An analysis of the LAB-R scores in grades K-1 show that five students scored at the Beginner/Intermediate level and four students scored at the Advanced level. One student in fourth grade scored at the Advanced level.

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

3.

At this time, the state has not provided the NYSESLAT modalities (RNMR data was not available on ATS as of Dec. 9, 2013).

In the past, our ELLs struggled more with writing, therefore our ESL teacher put more emphasis on developing their writing skills. For the current school year, she will try to focus more on developing their reading and writing skills. Our teachers will continue to examine the results of their students' performance on all assessments and will work in small groups, differentiating instruction for our ELLs that focuses on improving their students' skills. Our ESL teacher will continue to use ESL strategies to help these students develop their vocabulary, reading and writing skills as well.

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?

4.

a.

The patterns that we noticed in grades K-5 were that all the ELLs progressed to the next proficiency level, with the exception of two Special Education students that remained at the Advanced level. Some students even went from the Intermediate level to the Proficiency level

b.

The teachers are using the information from the ELL Periodic Assessment to evaluate where their students' weaknesses are. They will use this data to offer additional support by working in small groups, providing vocabulary support, having guided reading groups, and providing differentiated instruction that focuses on English acquisition

c.

Our ELL Periodic Assessments indicate that our ELLs strengths are in the listening and speaking components of the assessment. Native Language support is offered to our ELLs by using native language dictionaries, glossaries, assigning a buddy that speaks the same language, and native language books.

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](#).)

5.

Our school closely monitors students to identify those at risk through evidence and research based instruction, assessments and interventions. Tier 1: Teachers offer additional support to these students by working in small groups in the classroom with appropriate differentiated instruction. Teachers adapt and modify instructional presentation and offer tasks to meet the student's learning styles. Tier 2: The parent is notified in writing first before supports are given. In addition to the Tier 1 supports 1-1 conferencing, extended day, use of supplemental programs in the classroom, 1-1 tutors for some students through Learning Leaders and "streaming" into another class that offers specialized supports, such as Wilson, and Focus on Fluency, etc. Tier 3: At risk services (push-in and pull out) provided by another teacher in a small group, no more than 3 students. Students that do not make adequate progress after Tier 3 interventions will be discussed at a PPT meeting, where recommendations will be made for possible evaluation for services.

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

6.

Each student is assessed for English language proficiency with the LAB-R and and the NYSESLAT. All students receive their mandated amount of ESL instruction, 360 minutes for Beginners and Intermediate level and 180 minutes for the Advanced level. Our ESL teacher groups her students by their proficiency level and grade level when making her schedule for push-ins and some pull outs. Strategies that promote ELLs' oral language development are carefully planned and implemented in the classroom. Some of these strategies are: building background knowledge, close reading, read alouds, storytelling using wordless books. role playing, vocabulary instruction, and explicit connections to community and content.

7. For dual language programs, answer the following:

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

N/A

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

8.

One way of evaluating the success of our ESL Program is to look at how our former ELLs are performing in the classroom and on their standardized tests. In the previous school year, all of our English Proficient students scored a three or four on the ELA, Math and Science test with the exception of one student that scored a two on the ELA and Math exam and one student that scored a two on the Math exam. For the school year 2012-2013, of our twelve former ELLs, seven scored a 3 or 4 on the ELA, three students scored a 2, and two students scored a 1. The majority of them scored at or above grade level on the ELA. On the Math Exam, six students scored a 3 or 4, five students scored a 2, and one student scored a 1. It should be noted that due to the increased difficulty of the state exams, most students' (including NON-ELLs) scores decreased.

At P. S. 36, we feel that in order for us to be successful, it is essential for us to have good communication between parents and teachers and to have our program aligned with parent choice. Student instruction is also aligned with CCSS and the student's IEP. We will continue to reach out to these parents through phone calls, letters, and conferences. We will continue to offer the support that is needed for our current and former ELLs to help them achieve success in school.

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](#).)

1.

This year we will carefully screen our newly enrolled students and parents will complete the Home Language Identification Survey, in English or any of the nine languages it is translated in. When administering the Home Language Identification Survey a pedagogue (Linda Winthrop our ESL teacher) will conduct an informal oral interview with the parent and student in English. An informal oral interview will be conducted by one of our bilingual teachers for those parents and students that do not speak English. We will use the services of the following teachers when administering the Home Language Identification Survey in the spring at registration: Mrs. De Guzman, our Kindergarten teacher, and Ms. Montecalvo, our first grade teacher are proficient in Spanish,

Mrs. Riggio, our first grade teacher, is proficient in Italian and Mrs. Jelicks, another first grade teacher, is proficient in Polish. We will use our translators and make use of the translation unit to communicate with these parents. A careful review of Home Language Identification Survey Forms for incoming Kindergarten students, and students new to the NYC school system will be done by our certified ESL teacher, Ms. Winthrop. She will screen for students on the first day of school who must be assessed with the LAB-R. This year, the LAB-R administration was completed within the first few days of school (6th - 8th day) by Linda Winthrop, our certified ESL teacher. For those students that needed to have the Spanish LAB administered, we used the services of Mrs. De Guzman. Mrs. De Guzman is one of our Kindergarten teachers at P. S. 36 who is proficient in Spanish. The ELL identification process was completed before the tenth day of school. This included administering the Home Language Identification Survey to any new students that did not register in the spring, conducting an informal oral interview with the parent and child in English and their native language, administering the LAB-R and Spanish LAB, having our ELL Parent Orientation, and beginning ESL services for our new ELLs. An annual assessment will be done when the New York State English as a Second Language Achievement Test (NYSESLAT) is administered. All current ELLs are administered the NYSESLAT. Ms. Winthrop runs an RLER report on ATS to ensure that all ELLs are tested. Those students scoring at the Beginner, Intermediate or Advanced level will continue to receive ESL services. Those students that scored at the Proficiency level will no longer be entitled to ESL services. However, the ESL teacher will continue to offer support to these students when she pushes into their classroom to work with her current ESL students. All parents of entitled and non-entitled ESL students will be informed of their child's progress on the NYSESLAT. A letter will be sent home in English and their native language, as well as a description of the NYSESLAT scale scores and proficiency levels.

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.

2.

Ms. Winthrop, our ESL teacher, completes the LAB-R testing within the first few days of school. Then, she contacts the parents by phone to schedule our Parent Orientation and explains that their child will be coming home with a letter (in both languages) inviting them to our ELL Parent Orientation. She meets with the parents of our incoming English Language Learners at our ELL Parent Orientation (before the tenth day of school) to ensure that the parents understand all three program choices. The parents will view a DVD in English, and their native language, which will explain the three program choices to them. For those parents that could not attend, a make up Parent Orientation is given. Parents are given the Parent Survey and Program Selection Forms in English and their native language to fill out at the ELL Parent Orientation. Ms. Winthrop reaches out to these parents by going over each question on the form to ensure that they understand all three programs. The translation unit is used for oral interpretation, as well as staff members, for parents who need translators. Our records indicate that our parents have consistently chosen ESL as their first choice. Copies of the Parent Survey Program Selection forms, indicating program choice, are kept in our ESL binder along with copies of our Home Language Identification Surveys, Entitlement Letters, Non-Entitlement Letters, Placement Letters and all other important documents. All of the original forms are attached together and the classroom teacher receives these forms from our ESL teacher and is instructed to put them into their students' cumulative folder.

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 [\[see tool kit\]](#).)

3.

All parents of incoming ELLs will receive an Entitlement Letter in English and their native language, inviting them to our ELL Parent Orientation. At our Parent Orientation Ms. Winthrop, our ESL teacher, has the parents view the DVD in English and their native home language and then gives each parent a Parent Survey and Program Selection in English and their native language too. She explains each question on the Parent Survey and Program Selection to our parents and addresses any concerns they have. Afterwards, all forms are collected and copies are made for our ESL binder and the originals are given to the classroom teacher.

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.

4.

After parents have selected a program, the ESL teacher will consult with parents informing them of our ESL Program (if that is their first choice) or our ESL team, Parent Coordinator Lilliann De Luca, ESL teacher Linda Winthrop, Assistant Principal Stephanie Basset and Pupil Accounting Secretary Fran Genereux will inform them of their options. They will be advised if they wish to place their child in a Bilingual Program. Translators or the translation unit is used if necessary. Our parents have consistently chosen ESL as their first choice. Our ESL teacher enters this information in ATS (ELPC) within the first 20 days of school. For students that did not test out of the ESL Program, their parents will receive a Continued Entitlement Letter in English and their native language, a copy will be maintained in our ESL binder and the classroom teacher will also be given a copy to put in the student's cumulative folder.

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.

5.

Each year our ESL teacher administers all four modalities of the NYSESLAT to all current ELLs within the time frame allowed. She does an RLER report to make sure that all students, including any students that were enrolled during the administration window, are given the NYSESLAT. She schedules a make-up test for students that were absent within the time frame allowed.

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. [🔗](#)

6.

A review of the Parent Survey and Program Selection Forms for the past few years indicates that all of our parents have requested to have their children participate in our English as a Second Language (ESL) Program and remain at P. S. 36. For the year 2013, all of the parents of our new incoming ELLs (10) selected ESL as their first choice. Our program model, ESL, is aligned with parent requests. However, if a parent chooses to have their child placed in a Dual Language Education Program or Transitional Bilingual Education Program our Parent Coordinator, Assistant Principal, ESL teacher, and translators will offer assistance and discuss their options. If at any time in the future, our parents express a growing desire to put their child in a TBE Program, our LAP team will meet to discuss opening up a TBE Program. We will meet with the parents to discuss the programs' benefits and how it will be set up.

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])?
 1. Our Current English as a Second Language (ESL) Program provides instruction in English and support to fourteen current ESL students and our former ESL students . Our ESL Program is mostly a push-in program, with our ELLs spending the majority of their day in their general/special education classrooms and the ESL teacher pushes into their classroom five days per week. Our ELL students remain in their classroom during their literacy block in order to maximize English language acquisition. The ESL teacher works with her ELL students during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. A small number of our students, (kindergarten and first grade) who spend the majority of their day in their classroom receiving English content instruction, are brought together from two classes for ESL instruction. Although, these students are from different classes, they are grouped together by grade and proficiency level allowing their ESL teacher to provide differentiated instruction that focuses on English acquisition. The ESL teacher works collaboratively with the classroom teacher to ensure curricular alignment. She shares ESL reading and writing strategies with these teachers so they can work together to help our ELLs acquire academic language and improve their reading and writing skills. Using a Balanced Literacy Approach, the ESL teacher provides standards-based instruction to our ELLs
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)?
 2. Our school ensures that our ELL students are receiving the mandated amounts of ESL instruction: 360 minutes per week (two units) for Beginners (B) and Intermediate (I) level, and 180 minutes per week (one unit) for the Advanced (A) level, by placing our ELLs in each grade in the same classroom. This allows our ESL teacher to push-in the classroom leaving more time for ELA instruction. Our ESL teacher works with her Beginner (B) and Intermediate (I) level students pushing into the classroom (and pulling out when necessary) for 360 minutes per week. Students at the Advanced (A) level receive 180 minutes of ESL instruction per week with the ESL teacher pushing into the classroom and when necessary pulling out.
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.
 3. Our ESL teacher provides content area support to our ELL students by pushing-in during content area instruction whenever possible. These students are given support in English in listening, speaking, reading and writing. A variety of activities and ESL teaching methods are implemented, including read alouds, shared reading, guided reading, word work, TPR, Think-Pair-Share, Talk/Think-Aloud, Quick-Write, collaborative writing, independent writing, guided writing, role playing, visuals, authentic material, and using manipulatives to develop language. These ESL methods are used to help our ELLs meet or exceed the Common Core Learning Standards. Students are encouraged to respond to literature, to express themselves verbally and in writing and to read and listen to stories for enjoyment. As they are learning, our ELLs are encouraged to interact socially with their teacher and classmates. Students are encouraged to use critical thinking skills during classroom discussions. Many of the stories that are shared in the ESL classroom reflect the cross-cultural nature of the world around us. Native language support is used to enrich comprehension.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
 4. Our ELLs are evaluated during their initial assessment (Spanish LAB) by Ms. DeGuzman , who is one of our Kindergarten teachers and is also proficient in Spanish. When students need further evaluation, a bilingual psychologist who is proficient in the student's native language is used.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
 5. Our ELLs are evaluated in the different modalities of English acquisition in the Fall and Spring with the ELL Periodic Assessment.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.

- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

6. a.

A plan for SIFE has been developed at our school. Currently, at P.S. 36, we do not have any students who are SIFE. Since ELLs have diverse backgrounds, languages, and education profiles, it is important for us to have a plan for SIFE students that meet their needs. Our school PTA offers a newsletter that gives parents a forum to address any issues that they are concerned about. A Reading Volunteer Program, a monthly Parent Coordinator's Newsletter, and our Parent to Parent Meetings offer help to families of ELLs. We currently offer an after-school program, EXTRA, where students can receive assistance with homework, art, sports, and other extracurricular activities. Students that are struggling will be provided with interventions that address those areas and check their progress to ensure they are on the right track. We have several Special Education teachers that offer SETSS for at risk students. In addition, our ESL teacher will work closely with the general/special education teachers using differentiated instruction, to fit the age and abilities of our students.

b.

Project Jump Start is a program that is offered to newly enrolled ELL/LEP students. After an initial assessment is given to a newly enrolled ELL, the ESL teacher and Parent Coordinator reach out to these parents to offer help, which may include translators when needed. Our ESL teacher offers a variation of Native Language support to our ELLs. Bilingual books, bilingual dictionaries and glossaries are in the ESL classroom for students to use and read. When possible the ESL teacher buddies a newcomer with another ELL student that speaks the same language. By doing this it makes the transition period for our new incoming ELLs easier. Our Parent Coordinator, Assistant Principal (ESL Coordinator), and ESL teacher have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Also, our instructional plan for our ELLs taking the ELA after one year, is to provide additional support in small group work in the classroom and in the Extended Day Program, differentiate instruction to meet the needs of our new incoming ELLs, and offer the appropriate level of challenge to our ELLs. Our ESL teacher works with her ELL students in a small group pushing into the classroom during the literacy block for the mandated 180/360 minutes, when possible, to maximize English language acquisition and vocabulary support. If scheduling does not permit her to provide all 180/360 minutes pushing into the classroom, she will pull out her students after the literacy block, to work with her students in a small group.

c.

Our plan for ELLs receiving 4-6 years of ESL instruction:

Currently, we do not have any ELLs that are receiving ESL for four years or more. In the past, our ESL and classroom teacher worked with those ELLs that had been in the ESL Program for 4-6 years providing extra support in developing their reading and writing skills. Continual assessments were done in the past and will be done in the future by the ESL teacher as well as the classroom teacher. Specific goals and objectives in the development of language will be implemented on an individual basis collaboratively between the ESL and classroom teachers.

d.

At the present time, we do not have any long term ELLs (6 + years) attending our school. In the past, our SETSS teacher has worked with some of our long term ELLs and our ELLs with special needs, doing a push-in during content instruction in collaboration with the classroom teacher. Support is provided to these students that addresses their needs and helps them to improve their academic performance. Our SETSS teacher is certified for Level One Wilson Reading System. She uses manipulatives and concrete material to support student learning needs.

e.

For the 2013 NYSESLAT we had eleven students score at the proficiency level. Students in grades three, four, and five will continue to receive ELL testing modifications for the next two years. The classroom teacher will be notified by our ESL teacher once a student passes the NYSESLAT. Both the ESL and classroom teachers will re-evaluate the student's strengths and weaknesses, and will continually monitor for needed support. Once an ELL has reached English language proficiency, AIS services will be recommended to reinforce areas of need for the first year or two. Our ESL teacher will work with her former ELLs to offer transitional support when she pushes into the classroom.

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?

7.

Our classroom teachers review their student's IEPs and confer with related service providers to ensure that their students are receiving all mandated services. To accelerate English language development, graphic organizers are used for writing, manipulatives for math, ELLs are placed in guided reading groups and instruction is differentiated to meet the needs of our ELLs. Our research based materials include Stars and Kaplan Keys for reading and math. The approved instructional materials used are: for writing, Units of Study-Lucy Calkins (all grades), for word work, Foundations in grades K-2, Words Their Way for grades 3-5, and Go Math is used in all grades. Our ESL teacher uses the Rigby Program to work with her ELLs and students with disabilities.

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?

8.

Whenever possible, our ESL teacher pushes into the classroom during the literacy block to allow students the opportunity to remain in their classroom during content instruction. This enables our students the opportunity to attain English proficiency within the least restrictive environment. She works with these students in their classroom in a small group or individually using ESL strategies. Our ESL teacher works in collaboration with the classroom teacher to ensure curricular alignment.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

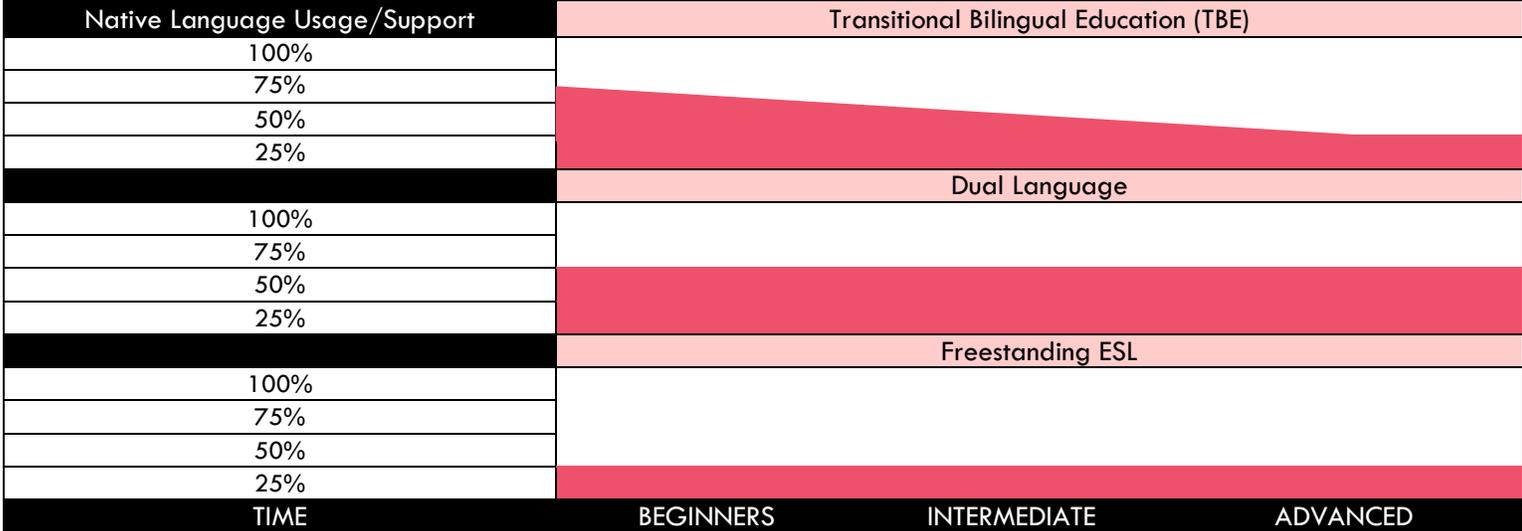
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	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

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.

9.

At P.S. 36 we provide AIS services in several ways.

Our Tier I interventions are services that are provided in the classroom for our ELLs, that are not meeting the standards, during the regular school day by the student's classroom teacher. Additional support is provided to these students in the subject area they are deficient in. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Classroom teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.). Support services need to be reviewed after six weeks to determine if the type of support being given is effective.

Our Tier II interventions are services that are given by an additional provider for our ELLs either through push-in or pull out models. These students work with their service provider during small group classroom instruction or during our Extended Day Program using appropriate materials. Some programs used are Foundations, Wilson, Focus on Fluency, Connection for Comprehension, Great Leaps Reading, Early Success, STARS, Soar to Success, Earobics, Larson's Math, Great Leaps Math, Math Explorations, and Approach and Connect. One-to-one tutors for some students is provided through Learning Leaders. "Streaming," is another intervention, where a student goes into another class that offers specialized supports such as Wilson, Focus on Fluency, etc. Students not making adequate progress after Tier 3 intervention will be discussed for a possible evaluation for services. They will be monitored closely and their teacher will fill out a PPT referral form so that the Pupil Progress Team can make a recommendation.

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

10.

One way of measuring the effectiveness of our ESL program is to look at the number of ELLs that tested proficient on the 2013 NYSESLAT. Of our 18 students for the school year 2012-2013, eleven scored at the proficiency level, the remaining students scored at the Advanced level. When looking at our former ELLs, the majority of them scored a three or four on the 2013 ELA, three students scored a two, and two students scored a one. On the Math State Exam 50% scored a three or four, five students scored a two, and one student scored a one.

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

11.

In addition to our EXTRA Program, we are offering our "And More" Program, which provides extra enrichment opportunities and is offered in three cycles during the year. Some activities are Robotics, Dance, Sports, Chess, Test Preparation, etc. Notification will be distributed for special opportunities. This year, we have installed new MAC computers in our computer LAB room for our ELL students to use throughout the school year.

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

12.

At P. S. 36 we are reviewing our curriculum to ensure we are aligned with the CCSS and we are not discontinuing any programs or services for our ELLs. We offer enrichment support that explores the standards through areas of talent. As part of our Enrichment Program we have offered our students the opportunity to learn a new language during our Extended Day Program. This helps our students develop an understanding of the different cultures in our world. Some other after school programs that are offered to our ELLs are Dance, Tech Squad, Art, Broadcast Journalism, Odyssey, Student Government, Theatre Arts, Spanish, Forensics, Storybook Art Guild, GOB, and Chorus.

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

13.

Our parent coordinator informs all parents through our newsletters, PTA meetings, email blast, P.S. 36.org website and parent workshops, which are offered in the afternoon and evening, when possible. Letters and flyers are often sent home by the classroom teacher informing them of any activities. In the past, our ESL teacher has had flyers translated informing parents of meetings and conferences that they may wish to attend. We will continue to inform these parents in the future and will use the translation unit when necessary. We offer a variety of self-sustaining after school programs through EXTRA (Excel Through Recreational Activities) and the "And More" program. After school offerings are listed in the programs brochure and distributed to families. Robotics,

Dance, Sports, Chess, and Test Prep are some of the activities we offer. Additional programs may be offered for one or more cycles during the year.

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

14.

The instructional material used in our ESL classroom is the Rigby Program. The Rigby Program, On Our Way to English, is a comprehensive program for ELLs that focuses on oral language development, literacy learning, and content area learning. Thematic units, guided reading collections, and phonics instruction work together to provide the language, literacy, and content instruction that is necessary to help ELLs have academic success. ESL strategies are infused into content instruction by using a Thematic Approach, based on TESOL and content standards. Social Studies, Science and Math are embedded throughout the program. Interactive multi-sensory activities are implemented to engage students' diverse learning styles. Our ESL and classroom teachers work together using differentiated instruction to meet the needs of our ELLs at all stages of language acquisition and all levels of English literacy development, including those ELLs who have been in the United States for more than one year and will be taking the ELA. Native language glossaries, dictionaries and story books are available to our ELL students to assist them in their ESL classroom. The ESL teacher offers native language support by pairing a newcomer with another student who shares the same native language.

At P.S. 36 we realize the advantages of using technology in the classroom, especially for our ELL students. This year, we purchased new MAC computers for our computer LAB room. Also, all of our classrooms have access to Electronic Projectors, which allows them to see a larger version of maps, books, etc., and enables them to see details more clearly. All of our third, fourth and fifth grade students, including ELLs, use their MAC computers for projects and research. Our third, fourth and fifth grade classes are equipped with Smart Boards. Using Smart Boards in the classrooms engages our ELLs by using interactive multi-sensory technology.

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

15.

Native language support is offered to our ELLs by the use of bilingual glossaries and dictionaries. Materials and books in their native language are offered in the ESL classroom as well. Our ESL teacher buddies a newcomer with another student that shares the same native language and advises the classroom teacher to do the same. When administering the Math State Exam and Science Exam, the test is offered in their native language. Our ESL teacher sends home letters to the parents in their native language, when possible, and translators are used when needed.

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

16.

The support services provided to our ELLs corresponds to their age and grade level. Some of the support services we provide are:

Great Leaps Reading which has been implemented in second and third grades. The program includes timed tasks for decoding and develops fluency.

The Earobics program has been implemented in every kindergarten through second grade classroom. The phonetic program has proven to be an excellent tool to assist in language acquisition for our ELLs as well as for other students.

Soar to Success is a literature-based program with leveled text. The range of ability is low through high enabling students at all levels to participate.

During the school year 2013-2014 Time for Kids, a non-fiction literature program has been used for differentiated instruction. We plan to continue use of Time for Kids.

P.S. 36 uses a balanced literacy model. Kindergarten, first and second grade develop word work through Foundations and grades three through five use Words Their Way. Go Math is used for math instruction.

Early Success, Test Prep Reading, Wilson, Great Leaps Math, Larson's Math, OPTIONS Math, and Exploring Math are some of the other programs that are being used. Our ELLs have been invited to attend our Extended Day Program as well.

Oral expression through dramatic play is encouraged in our kindergarten program. Listening centers are implemented in our early childhood classrooms assisting with fluency of language.

For the past two years, our SETSS teacher has pushed into our ELL classrooms working with our ELLs in small groups.

For the school year 2013-2014 our ELLs have been placed together by grade, wherever possible, so that the ESL teacher can push into the general/special education classrooms to provide instruction collaboratively with the classroom teacher. All of the above mentioned learning activities should continue with an emphasis on reading and writing especially in the various content areas.

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.

17.

Project Jump Start is a program that is offered to newly enrolled ELL/LEP students. Our school reaches out to these parents with our summer programs, Parent Orientations and walk throughs with our Parent Coordinator. After an initial assessment is given to a newly enrolled ELL, the ESL teacher and Parent Coordinator meet with these parents to offer help, which may include translators when needed.. Our Parent Coordinator, ESL teacher and Assistant Principal (ESL Coordinator) have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. In the past, our ESL teacher has also participated in an English Language Learners' Educational Forum, and has invited parents of ELLs to attend.

18. What language electives are offered to ELLs?

18.

At P. S. 36 we encourage our students to participate in our Extended Day Program which offers beginner Spanish. This allows our students the opportunity to develop an understanding of the many different cultures surrounding us.

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)?

NA

C. Professional Development and Support for School Staff

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

1.

For the past three years professional development has been offered to our teaching staff, especially targeting those teachers who have ELLs in their classrooms. District staff developers have had ESL workshops for our teachers at our school. Our ESL teacher attends many of the ESL professional development workshops and several of our teachers have attended the ESL Apprenticeship Program offered to our school. Listings of ESL workshop offerings, current publications, and literature regarding English Language Learners that offer information and standards-based strategies to assist with developing instruction for ELLs are continually distributed to staff. Several staff members attended professional development and we will continue to monitor professional development opportunities and will inform our teachers and Pupil Accounting Secretary of any future PD workshops. It is anticipated that in the future these teachers will turn-key for their colleagues. Some of the PD dates for this current school year are September 26, 2013, December 17, 2013 and January 23, 2014 for Reading and Writing Non-Fiction for ELLs. Our teachers will be seeking other PD workshops to attend throughout the school year.

2.

In the past, our ESL teacher and some of our classroom teachers of ELLs attended ELL workshops, one was on preparing our ELLs for the new NYSESLAT. This year, our ESL teacher is attending a four day workshop on Teaching ELLs Non-Fiction Reading and Writing. She has registered with another teacher at our school, for the workshop on Brain Research for ELLs. She is waiting to hear if there is availability for that workshop. She intends to continue attending ELL workshops throughout the year along with other teachers at our school.

3.

As our students prepare for middle school, we provide support to these students by inviting educators from their middle school, to our school to speak with them and address any questions or concerns they may have. They also take trips to their middle school to help them make the transition from elementary school to middle school easier. Our Parent Coordinator is also available to speak to these parents to offer any further information or discuss any concerns they have. Our Guidance Counselor, Joseph Pagliaro, meets with our parents and students to revise goals to help our ELLs adjust to their middle school environment. We also prepare our ELLs for Intermediate school by departmentalizing our Arts and content area subjects, such as: Science and Social Studies. ELLs break up from their class and take their binders with them when they go to their Arts or content area classes.

4.

In the past two years, our ESL teacher and our classroom teachers of ELLs attended a series of ESL workshops on Academic Literacy for ELLs Aligned to the Common Core State Standards. Our Assistant Principal keeps a careful record of any general education teachers that have completed their 7.5 hours of ELL training and Special Education teachers that have completed their 10 hours of ELL training, and those that are in the process of completing their training. Our professional development plan at P. S. 36, for all ELL personnel and classroom teachers is on going.

D. Parental Involvement

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

1.

Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Many of the school and Department of Education websites translate into many different languages. Our school prepares a packet for our parents which consists of a survey that we use to get feedback from them. At our Parent Orientation our ESL teacher addresses any questions that our parents have concerning their children and introduces our Parent Coordinator and Assistant Principal. Parents are encouraged to contact our school with their concerns, where they can be advised by our Parent Coordinator, Lilliann De Luca, Assistant Principal, Stephanie Bassett, Principal, Barbara Bellafatto, and ESL teacher, Linda Winthrop. At the Parent Orientation our ESL teacher also provides these parents with a telephone number where they can receive assistance in their native language with their children's homework. She also shows them how they can get information from the NYC Department of Education in their native language.

2.

In the past, our ESL teacher has participated in an English Language Learners' Educational Forum at Tour College, and invited parents of ELLs to attend. She has sent home letters to the parents of ELLs in their native language, offering free adult education classes to all parents who wish to learn or improve their English skills. These classes are held within the community, and make it convenient for parents with children to attend. She will continue to reach out to these parents throughout the school year with phone calls, letters, Parent Teacher Conferences and individual conferences.

3.

We evaluate the needs of our parents by looking at the feedback we get from their responses on the parent surveys. Many of our parents have requested special workshops, whenever possible we try to accommodate these parents. We also hold PTA meetings and our Parent Coordinator is always available to our parents.

4.

Some of the workshops our parents requested are: Parental Skills, Testing Workshop, Curriculum Workshop, and Author's Celebration. We have offered these workshops whenever possible, and we invite all parents to attend projects at our school. We will continue to address the needs of the parents of our ELLs in the future as well.

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.

* As of 12/9/13 NYSESLAT modalities analysis data was not available on ATS.

Part VI: LAP Assurances

School Name: John C. Drumgoole

School DBN: 31R036

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Barbara Bellafatto	Principal		1/7/14
Stephanie Bassett P Lombardo	Assistant Principal		1/7/14
Lilliann DeLuca	Parent Coordinator		1/7/14
Linda Winthrop	ESL Teacher		1/7/14
Karolina Sokolowski	Parent		1/7/14
Evelyn DeGuzman/K	Teacher/Subject Area		1/7/14
Nancy Riggio/1st	Teacher/Subject Area		1/7/14
NA	Coach		
NA	Coach		
Joseph Pagliaro	Guidance Counselor		1/7/14
	Network Leader		
Andrea Santiamo	Other <u>Related Ser. Provid</u>		1/7/14
	Other _____		
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R036 School Name: John C. Drumgoole

Cluster: 6 Network: 604

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.

Parents are asked to fill out a form indicating their language of preference for oral and written translation. When a parent indicates that they prefer communication in their native language, we make every effort to accommodate them by using the Interpretation and Translation Unit for oral and written translation. We also have several teachers and paras that are bilingual in our school that are available to translate as well.

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.

A large majority of our parents prefer to communicate with our administrators in English. For those parents that prefer to communicate in their native language, we can use the translation unit or a staff member. Our ESL teacher has used teachers, as well as paras for both oral and written communication.

In the past, our ESL teacher had the parents fill out a Language Preference Form indicating the language they preferred to communicate with staff members. Now, parents indicate on the Home Language Identification Survey their language preference when communicating with staff members. The original survey is given to the classroom teacher, the ESL teacher keeps a copy for her records and the general office has a copy for their records as well. These surveys are referred to when determining how to communicate with our parents. Also, when parents fill out their emergency cards, they are offered them in their native language, where they indicate their preference for communicating with school staff. All emergency cards are kept for future reference. In addition, we maintain a current record of each parent's primary language in ATS.

Our school needed translation for five parents in the following languages: Spanish, Italian, Chinese and Arabic. We used some of our teachers and paras who are proficient in those languages for oral interpretation or written translation. We also have teachers, paras and some of our

Occupational and Physical Therapists who are proficient in the following languages as well: Polish, Tagalog and Russian. Also, our ESL teacher has communicated with the classroom teachers to assist them if they need to have information translated, such as, report cards or Parent Teacher Conferences.

Our ESL teacher reaches out to our parents of ELLs when she meets them at registration and gives them information on how they can get help, in their native language, when assisting their children with their homework. At our ELL Parent Orientation, she informs them and shows them on the computer how they can get information on the Department of Education website in their native language, as well. This is how we have shared translation and interpretation information with our school community regarding the needs of our ELL parents.

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.

Our school has used both an outside vendor and in-house translator. We have some teachers and paras that are available to translate. Whenever possible, we will make provisions to translate documents and letters in the preferred language. Our ESL teacher has used the Interpretation and Translation Unit in the past to send home letters to her student's parents. Report cards, emergency cards, NYSESLAT brochure with score description, all Entitlement, Non-Entitlement, and Placement Letters, along with Program Selection and Parent Surveys are offered in the parents' native language when available. We also distributed to our parents in their primary language, if it was a covered language by the Department of Education, a copy of The Parents Bill of Rights and Responsibilities.

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

Our school has several teachers and paras that are available for oral translation. Our ESL teacher has also contacted the Interpretation and Translation Unit to make arrangements to use their services when she has an appointment with a parent that needs translation. We also have parents that have volunteered to translate when possible.

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

At P.S. 36 our ESL teacher has a Parent Orientation for incoming parents of ELLs. At that time, she notifies them of our Translation and Interpretation Services that are available for both oral and written communication. Our ESL teacher has the parents of her new incoming ELLs fill out a Language Preference Form indicating their preference of communication. If translation is available in their native language, they will receive information in both English and their native language.

In addition, we have posted in our lobby at the primary entrance of our school a large, conspicuous sign in the covered languages, informing parents of the availability of interpretation services.