

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

DBN: (i.e. 01M001): **08x036**

School Name: **PS 36x**

Principal: **ELVIRA MARESCA**

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

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

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 08x036
School Type: Elementary Grades Served: K-5
School Address: 1070 Castle Hill Avenue, Bronx NY 10472
Phone Number: 718-822-5345 Fax: 718-239-6390
School Contact Person: Elvira Maresca Email Address: EMaresca@schools.nyc.gov
Principal: Elvira Maresca
UFT Chapter Leader: John Devanny
Parents' Association President: Bibi Samad and Melody McAfee
SLT Chairperson: Quyem Quach and Carmen Mattimore
Student Representative(s): N/A

District Information

District: 8 Superintendent: Dr. Karen Ames
Superintendent's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Superintendent's Email Address: KAmes@schools.nyc.gov
Phone Number: 718-828-6653 Fax: 718-828-6239

Cluster and Network Information

Cluster Number: 6 Cluster Leader: Jose Ruiz
Network Number: 607 Network Leader: Steven Chernigoff

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Elvira Maresca	*Principal or Designee	
John Devanny	*UFT Chapter Leader or Designee	
Melody McAfee	*PA/PTA President or Designated Co-President	
Carmen Irizarry	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Luz Velazquez	Member/ Parent	
Lourdes Jibodh	Member/ Parent	
JoAnn Genco	Member/ Parent	
Lourdes Hernandez	Member/ Parent	
James Williams	Member/ Parent	
Carmen Mattimore	Co-Chair/ UFT	
Quyen Quach	Co-Chair/ Assistant Principal, I.A.	
Josephine Dedaj	Member/ UFT	
	Member/	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

The Six Elements of the Capacity Framework	
<ul style="list-style-type: none"> Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement. 	
<ul style="list-style-type: none"> Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. 	
<ul style="list-style-type: none"> Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations. 	
<ul style="list-style-type: none"> Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and 	

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

P.S. 36 is a school committed to building the confidence and perseverance of each student that enters its doors. We believe that we must encourage our students to become risk-takers and critical thinkers. We will nurture our students as they overcome their fears and discover they can be leaders of their own learning. By strengthening teacher practice and engaging our students in learning, we will inspire our students to become independent lifelong learners. We value a respect for diversity and believe that when educators, parents, and students work together for the purpose of personal and academic success, we can motivate our students to “Reach for the Stars” and achieve their dreams.

Our evolving Bronx school serves a diverse population of students which includes families from various ethnic backgrounds, English language learners, and students with disabilities. P.S. 36 is committed to creating a safe, engaging, and structured environment for students to cultivate their learning. Students are expected to meet the Common Core Learning Standards through the use of scaffolds and rigorous curriculum. Our highly qualified educators collaboratively plan to provide students with targeted instruction to meet their learning needs. Teachers meet on a weekly basis during common preps, grade level and vertical teams, and professional learning time to look at student work and assessments which inform their plans for effective instruction. Teachers engage in professional learning in school and constantly seek additional professional development workshops and courses to refine their practice.

School leaders believe that decision-making should include all stakeholders and work with families and teachers to formulate a cohesive vision and plan for school improvement. Parents and educators are encouraged to lead through running committees, workshops, grade level teams, and facilitating professional learning opportunities. School leaders encourage the growth of learning for parents through workshops revolving around the Common Core, sharing strategies to help support their students at home while increasing family engagement in the school community. School leaders encourage educator growth through regular observations and feedback cycles to improve their instruction and encourage teachers to develop their own leadership skills by facilitating workshops and professional learning groups for their peers and parents.

We believe in educating the whole child and providing a well-rounded program which includes addressing the students’ social and emotional development. We are a Positive Behavioral Interventions and Supports (PBIS) school creating a climate of STAR behavior: Safe, Truthful, Alert, Respectful. We are also infusing Habits of Mind into our school culture and instruction. Students are asked to improve their ability to self-regulate, collaborate, and persevere as well as develop strong work habits, organizational skills, and improve their engagement in learning. Students practice these skills through daily instruction and interactions with peers and adults. Our students participate in community programs and service. For example, select students partake in the Heart Program which focuses on environmental, animal and human rights. Select students also give back to the community by visiting Oddfellows weekly to spend time with the elderly. Throughout the year, students commit themselves to service projects such as the Penny Harvest, food and coat collections, and community gardening.

We are committed to providing our students with experiences in the Arts. We have a full-time music teacher providing a range of music instruction and experiences such as participating in chorus and Music Memory, learning to play the keyboard and attending performances at Lincoln Center. We also have a full-time visual arts teacher who provides a range of projects in various mediums culminating in art gallery shows, competitions, and submissions to Artsonia.com.

Areas of Growth:

In our reflections of the 2013-2014 school-wide data, areas of growth include:

On the 2013-2014 ELA NYS test:

- The percentage of SWDs on or above grade level increased from 5.2% in 2013 to 12.1% in 2014.
- The value of our English Early Grade Progress was 2.74, which rounds to the 75th percentile as compared to the NYC range.
- The value of our English Median Adjusted Growth Percentile for the School's Lowest Third was 77.0, which rounds to the 59th percentile as compared to the NYC range.

On the 2013-2014 Math NYS test:

- The percentage of all students and all grades increased from 38% in 2013 to 42.6% in 2014.
- The value for Math Median-Adjusted Growth Percentile-School's Lowest Third was 76.0, which rounds to the 61st percentile when compared to the NYC range.
- The value of our Math Early Grade Progress was 3.99, which rounds to the 80th percentile as compared to the NYC range.
- The percentage of SWDs on or above grade level increased from 10.3% in 2013 to 17.2% in 2014.
- The percentage of ELLs on or above grade level increased from 3.3% in 2013 to 14.3% in 2014.
- In 2013, our fourth graders performed at a rate of 25.5% on above grade level, whereas in 2014 our fifth graders increased to a rate of 39.8% on or above grade level.

Areas of Need:

Our school's instructional focus is productive struggle with an emphasis on deepening student comprehension of cognitively challenging material by drawing conclusions and supporting them with relevant evidence. In light of this, we focused on some areas of need:

On the 2013-2014 ELA NYS test:

- In 2013, our third graders performed at 41.1% on or above grade level as opposed to 2014, in which our fourth graders decreased to a rate of 21.1% on or above grade level.
- All students in all grades decreased from 30.5% in 2013 on or above grade level to 28.1% on or above grade level in 2014.
- Our average English Student Proficiency was 2.50 which rounds to the 49th percentile as compared to the NYC range.
- Our MOSL data indicated gaps in areas such as reading and comprehension, particularly when compared to other MOSL traits.

On the 2013-2014 Math NYS test:

- Isolated standards such as 4.NBT.5 and 5.NF.6 demonstrated a strong area of need, especially when compared with NYC averages.
- In 2013, our third graders performed at a rate of 47.6% on above grade level, whereas in 2014 our fourth graders decreased to a rate of 40% on or above grade level.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the NYS Common Core, 2014 ELA scores for ALL grades decreased by 2.4 percentage points. 44% of our students demonstrated one year of growth on the 2014 NYS ELA exam. The average growth of our students was -0.08 in terms of proficiency. Our data represents greater growth for ELLs and SWDs than the general population as 56.3% of our ELLs showed one year of growth as did 50% of our IEP students. Furthermore, our ELA median adjusted growth percentile was higher than 29% of schools in the NYC range. As a result, we will expand teachers’ use of higher order questioning and discussion through a standards-based emphasis on need areas. Our analysis of the 2013-2014 ELA state test revealed a commonality between grades 4 and 5 in performance on literature standard #1. Our 4th graders performed 5 percentage points below the NYC average in that standard while our 5th graders performed 7 percentage points below the NYC average in that standard. Since each of these standards involves what the text says explicitly and to draw inferences from the text, this common need area enabled us to formulate our instructional focus. When coupled with other standards-based need areas (3.RI.5, 4.RL.3, 4.RL.4, 5.RL.4, 5.RL.5, 5.RI.5), we discovered that the significant majority of our need areas were in Reading for Literature. Furthermore, since those need areas are all rooted in the comprehension of cognitively challenging material, we formed our instructional focus based on the analysis of the data. The result being an instructional focus in which students will deepen their comprehension of cognitively challenging material by drawing conclusions and supporting them with relevant evidence. Through the deepening of higher order questioning and discussion we hope to close those gaps and enhance a culture in which students emerge as leaders of their own learning.

Part 2 – Annual Goal

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

By June 2015, through the use of targeted instructional strategies, it is expected that 50% of our students in grades 4 and 5 will meet or exceed one year’s growth as measured by their proficiency levels on the NY State ELA/Math assessment.

Part 3 – Action Plan

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

4. Activities that address the Capacity Framework element of Trust			
<p>Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups)</p> <ul style="list-style-type: none"> Teachers will administer the Common Core aligned ELA baseline assessment (MOSL) in October and the Common core aligned ELA Performance Task in January in order to monitor the progress of all students, focusing on the targeted students in grades 4 and 5. All teachers in grades Pre-K – Grade 5 will collaboratively implement and revise Common Core aligned curriculum; incorporating scaffolds and strategies to enhance discussion and engagement supporting students’ comprehension of complex text and rigorous tasks. Planning will include UDL strategies and differentiated supports to meet the needs of all learners with a focus on Students with Disabilities and English Language Learners. Afterschool programs in ELA, ESL and Math will be offered to students for additional instructional supports outside the school day hours to help improve student comprehension. Additional 4th grade class opened to reduce over-sized classes on the grade to better meet the needs of students. Based on student needs from teacher reflection, the 5th grade is piloting Ready Writing Instruction program to support and improve genre specific writing aligned to the Common Core learning standards. Using mentor texts students will write literary analysis essays and historical fiction essays to increase exposure to responding to literature, drawing conclusions and supporting with relevant essays. This program includes explicit writing instruction through exposure to rigorous Science and Social Studies texts. There is an online component to help meet the needs of all learners. All teacher teams (Grade Level, Vertical Core Inquiry) will analyze student unit assessments and unit work by using prescribed protocols (Surfacing the Gap/Results Meeting Protocol). Effectiveness of the curriculum, instructional practices, interventions and resources will be determined from this data. Instructional changes will be implemented based on findings as well as best practices used. Through guided reading and book clubs students will increase their reading comprehension skills and address deficiencies in reading literature standards while focusing on drawing inferences from the text. The increased use of text dependent questions and questions related to complex text will also be in evidence in literary tasks from the Expeditionary Learning curriculum. Through our attention to need areas and our continued development in open-ended questioning as related to complex text, we strive to increase student growth in comprehension. 	<p>4th and 5th grade students</p> <p>The entire school community</p> <p>Bottom third and AIS/ESL students in 3rd- 5th grades</p> <p>4th grade students</p> <p>5th grade students</p> <p>All teachers</p> <p>All students</p> <p>All students (3rd – 5th grades)</p>	<p>September 2014 – June 2015</p> <p>November 2014 - May 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principal (ELA) <p>Implementers:</p> <ul style="list-style-type: none"> UFT TC Literacy Coach All teachers Vertical Core Team Grade Level Teacher Teams AIS teachers ESL teacher Network personnel

<p>Professional Development</p> <ul style="list-style-type: none"> Teacher teams will engage in Professional Learning Communities (PLCs) focusing on aligning instruction to Danielson’s Framework (questioning and discussion, student engagement strategies, using assessment in instruction), Habits of Mind, and Common Core Curriculum (scaffolding instruction, academic vocabulary, differentiation, and UDL) concentrating on building student comprehension in ELA. Informal and formal observations as well as teachers’ Needd Assessment Survey will drive targeted professional development. External professional development targeting common core aligned curriculum and Danielson framework Intervisitations internally and externally sharing best practices to improve student achievement. 	<p>The entire school community</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> UFT TC Literacy Coach Classrooms teachers AIS teachers ESL teachers IEP teacher Network personnel
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Workshops for parents (including workshops specifically for parents of ELLs and Students with Disabilities) regularly held to inform them of New York state assessments, Common Core Learning Standards and Common Core aligned curriculum and provide strategies for home involvement and support. 	<p>All parents</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> UFT TC Literacy Coach Select teachers Testing coordinator ESL teachers IEP teacher SIT Team Network achievement coach
<p>Trust Activities</p> <ul style="list-style-type: none"> Develop a school culture where sharing new instructional practices is promoted and valued through intervisitations, increased teacher leadership (PLCs, Teacher Team facilitated workshops, Teacher led committees). Building a school culture of learning focused on supporting and encouraging students to be leaders of their own learning, to take risks and perservere through academically challenging curricula through cooperative learning groups, the use of peer editing and student engaged assessment activities. 	<p>The entire school community</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principal (ELA) <p>Implementers:</p> <ul style="list-style-type: none"> UFT TC Literacy Coach All teachers

Part 4 – Resources Needed

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

- Use of teacher teams, Instructional Coaches and Grade Leader Teachers for demonstration of modeling, faciliatating, implementating curriculum, developing assessments and analyzing student and teacher data.

- The Danielson framework and *Advance* for teacher evaluations student progress.
- Scheduling for common planning across grades, vertically as well as intervisitations.
- Per diem funding allocated for substitute coverages to support external professional learning.
- UFT TC Literacy coach
- CFN 607 Network resources such as Achievement and Instructional Coaches.
- Use of the NYC DOE resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, New York State resources such as EngageNY, professional texts.
- Funding allocated for Common Core aligned curriculum and supplemental materials.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015, through the use of targeted instructional strategies, it is expected that 50% of our students in grades 4 and 5 will meet or exceed one year’s growth as measured by their proficiency levels on the January 2015 administered Rally simulation test to the January 2014 Rally simulation test.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

We can relate the development of Habits of Mind in daily instruction to certain data-driven activities designed to promote deeper levels of student comprehension and higher order thinking through perseverance. Increased comprehension of complex text and multistep problem solving are two data-driven need areas which clearly also reflect a need for perseverance. Additionally, increased engagement in independent reading and increased reading stamina are also areas in which perseverance can be reflected and monitored as we prepare our students for College and Career Readiness.

Part 2 – Annual Goal

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

In order to create an environment that fosters students’ capacity to work and promotes commitment to learning, 100% of staff members will incorporate Habits of Mind into daily instruction in the 2014-2015 school year. Implementation will be measured through observations, lesson plans, and results of the learning environment survey.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups) <ul style="list-style-type: none"> • Teachers will embed into their teaching the six Habits of Mind foci for our school: organizational skills, self regulation skills, persistence, good work habits, collaboration skills and engagement with the goal of using these skills to promote deeper levels of student comprehension and higher order thinking. • School-wide PBIS program will focus on each of the six habits, encouraging staff to recognize and reward students 	The entire school community	September 2014 - June 2015	Point Person(s): <ul style="list-style-type: none"> • Principal • Assistant Principals • PBIS Team Implementers: <ul style="list-style-type: none"> • All teachers

<p>for displaying positive behavior in relation to any of these habits.</p> <ul style="list-style-type: none"> • Student Council will be utilized as student ambassadors of the Habits of Mind and organize school performances to highlight the positive aspects of organizational skills, self regulation skills, persistence, good work habits, collaboration skills and engagement as related to College and Career Readiness. • Teachers will continue to engage students in the Star Reader Challenge, encouraging personal accountability for meeting individual reading targets to build stamina as students increasingly become leaders of their own learning. • To increase student engagement and accountability during independent reading activities they will respond to reading response prompts to monitor their comprehension. • Common core math exemplars will begin to be incorporated into lesson plans. Teachers will guide students through multi-step problem solving utilizing multiple strategies to reach solutions. Students will persevere through similar problems choosing a learned strategy to independently solve. These tasks will address the six Habits of Mind while ensuring students progress toward College and Career Readiness. 	<p>4th and 5th grade elected students</p> <p>All students</p> <p>All students</p> <p>All students</p>		<ul style="list-style-type: none"> • Student Council • Guidance Counselor • Library Media Specialist • Social Studies Cluster Teacher
<p>Professional Development</p> <ul style="list-style-type: none"> • Professional learning based on the growth mindset, Habits of Mind and PBIS is incorporated into our Professional Learning Plan to help develop students' capacity toward College and Career Readiness. 	<p>The entire school community</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • PBIS Team <p>Implementers:</p> <ul style="list-style-type: none"> • All teachers • Guidance Counselor
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • Parent Workshops will be held on PBIS and the Habits of Mind to encourage parent involvement in engaging our students' commitment to learning. • Parent Workshops held to involve and engage parents in helping their students meet their independent reading goals in the Star Reader Challenge • Professional learning for parents on Common Core Math Exemplars is scheduled 	<p>All parents</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • PBIS Team <p>Implementers:</p> <ul style="list-style-type: none"> • Guidance Counselor • Library Media Specialist • IEP Teacher • Consultant • Select Teachers

Trust Activities <ul style="list-style-type: none"> Teachers will implement protocols and strategies (compass protocol, visible thinking routines, total participation techniques) learned in their PLCs to engage students in developing a capacity for working together building a culture of trust. 	The entire school community	September 2014 - June 2015	Point Person(s): <ul style="list-style-type: none"> Principal Assistant Principals PBIS Team Implementers: <ul style="list-style-type: none"> All teachers
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Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> Professional learning time will be allocated for the PLCs to learn and incorporate Habits of Mind, growth mindset and PBIS strategies and protocols Use of teacher teams, PBIS Coach and Grade Leader Teachers for demonstration of modeling, facilitating, implementing Habits of Mind into curriculum. Scheduling for common planning across grades, vertically as well as intervisitations to ensure implementation of Habits of Mind into lessons. Resources including books, articles and websites (Kagan Cooperative Learning, Total Participation Techniques, Making Thinking Visible, PBISworld.org, NYC DOE Habits of Mind resources. Time allotted for PBIS committee meetings Common Core Math Exemplar external professional development, professional development for parents and consultant Library Media Specialist

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
9.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
10.	Specify a timeframe for mid-point progress monitoring activities.			
By February 2015, teacher observations, lessons plans and surveys will reflect an environment that fosters students’ capacity to work and promotes commitment to learning where 100% of staff members are incorporating Habits of Mind consistently into instruction in the 2014-2015 school year.				
Part 6b. Complete in February 2015.				
11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	Yes	No
12.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Professional Learning Communities have been designed with need areas demonstrated through Advance data, teacher needs assessments and instructional data. Our Advance data determined a need to focus on Using Questioning and Discussion Techniques with an average of 2.70, Using Assessments in Instruction with an average of 2.83 and Engaging Students in Learning with an average of 2.93. Teachers also indicated in our needs assessment survey that they felt their greatest need for support was in the area of Domain 3-instruction as well as a need for more technology support. The area of Questioning and Discussion was identified in our 2013-2014 QR findings as well, which stated, “the focus on open-ended questions that invite discussions among students is not yet the norm.” This contributed to the theme, “leaders of our own learning”, which is in evidence in our PLCs, with the ultimate goal of deepening teacher discussion techniques that will be clearly evident during observations as well as strengthening assessments in instruction. The evidence of a connection to both our instructional focus and our ongoing data analysis is evident in our Professional Development Plan.

Part 2 – Annual Goal

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

By June 2015, 100% of all pedagogical staff will participate in targeted professional learning cycles determined by students’ needs, teacher reflections, and administrative observations as measured by attendance, participation in Professional Learning Communities, and changes in practice.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust 			
Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups) <ul style="list-style-type: none"> • Professional Learning Plan incorporates three 8 week 	The entire	September	Point Person(s):

<p>learning cycles for PLCs throughout the school year targeted towards improving teacher’s questioning and discussion techniques, engagement and assessment in instruction to increase student achievement in comprehension based on teacher needs assessments and <i>Advance</i> data.</p> <ul style="list-style-type: none"> • Common planning periods and intervisitations internally are provided regularly for staff to implement, reflect on and share best practices to improve their pedagogy. • Instructional rounds to address problems of practice are conducted throughout the year, providing implications for instruction and professional learning to impact positive change in student achievement. 	<p>school community</p>	<p>2014 - June 2015</p>	<ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • UFT TC Literacy Coach • All teachers • PD Advisory Team • Network personnel
<p>Professional Development</p> <ul style="list-style-type: none"> • Structures are in place to address identified problems of practice through targeted professional learning in PLCs. Topics addressed are: Making Thinking Visible, Building a Culture of Learning, Common Core Math Exemplars to improve problem-solving strategies; Building World Knowledge through Technology, Improving Student Vocabulary: Bringing Words to Life, and Questioning/Discussion, Student Engaged Assessment. • Additional professional development is offered based on observation feedback, teacher reflections, student needs and city-wide initiatives. Included in this are workshops on PBIS, Shared Path to Success, Special Education in our School, Data Analysis, Guided Reading and Scaffolding learning for ELLs and Students with Disabilities. • External professional development by the NYC DOE Division of Specialized Instruction and Student Support is offered to teachers to improve their teaching practice. • Network achievement coach provides professional development dedicated towards improving instruction through the use of the Danielson framework. • UFT Teacher Center coach attends professional development monthly to turnkey best practices and strategies for strengthening teacher practice. 	<p>The entire school community</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • UFT TC Literacy Coach • All teachers • AIS teachers • ESL teacher • IEP teacher • SIT Team • Network personnel • Consultant
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • Parent workshops based off of learning from the PLC groups will include Curriculum supports in the areas of problem solving, building vocabulary and increasing reading comprehension as well as best practices for helping support their students with disabilities or ELLs at home. • Our library media specialist has extended open access all day for parents to utilize resources (mylibrarynyc.com) to increase their involvement and engagement in their children’s education. • Targeted parent learning sessions in the areas of Common Core math, developing the Arts and strategies for working with your ESL student are being offered. 	<p>All parents</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • Literacy Coach • Classrooms teachers • AIS teachers • IEP teacher • Library Media

<ul style="list-style-type: none"> Additional workshops will be offered based on reflections and feedback from parent surveys. 			Specialist
Trust Activities <ul style="list-style-type: none"> Teachers will implement protocols and strategies (compass protocol, visible thinking routines, total participation techniques) learned in their PLCs to engage students in developing a capacity for working together building a culture of trust. 	The entire school community	September 2014 - June 2015	Point Person(s): <ul style="list-style-type: none"> Principal Assistant Principals Implementers: <ul style="list-style-type: none"> All teachers

Part 4 – Resources Needed

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

- Professional learning time will be allocated for the PLCs to incorporate three 8 week learning cycles targeted towards improving student achievement in comprehension and strengthening teacher practice in instruction (domain 3 of Danielson framework).
- Use of teacher teams, Literacy Coach, Network personnel and Grade Leader Teachers for demonstration of modeling, facilitating, implementing collaborative planning into curriculum.
- Scheduling for common planning across grades, vertically as well as intervisitations to ensure implementation of PLC work into lessons.
- Resources including books, articles and websites ([Kagan Cooperative Learning](#), [Total Participation Techniques](#), [Making Thinking Visible](#), [mylibraryny.com](#), [Engageny.org](#) and Common Core library parent and teacher resources.
- Time allotted for parent workshops and learning sessions during parent engagement time as well as throughout the school day.

Part 5 – Budget and Resource Alignment

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

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

Part 6 – Progress Monitoring

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

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

By February 2015, 100% of all pedagogical staff will participate in targeted professional learning cycles determined by students’ needs, teacher reflections, and administrative observations as evidenced by attendance, participation in Professional Learning Communities, teacher reflections on the learning cycles and improvements in practice noted in observation feedback.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The 2013-2014 NYC School Survey indicates that 86% of teachers feel supported by the principal. In an effort to increase this percentage, the principal and administration will support teachers in areas of pedagogical need as indicated by Advance data. In 2014, Advance data indicated Domain 3 as an area of continued improvement. This area was identified in our 2013-2014 QR findings as well, in which it was stated, “the focus on open-ended questions that invite discussions among students is not yet the norm.” This leads to the theme, “leaders of our own learning” of our PLCs, with the ultimate goal of supporting teachers to become teacher leaders while strengthening their pedagogy in questioning and discussion techniques. Other Advance areas of need; Using Assessment in Instruction and Engaging Students in Learning, will also be supported through PLCs and the observation feedback cycle.

Part 2 – Annual Goal

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| | List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound. |
| | By June 2015, school leaders will support 100% of teachers in refining their ability to effectively use a variety of assessments and improving their question and discussion techniques to promote high-level thinking and in-depth discussions amongst students. Improvements will be measured by frequent observations and feedback cycles through the Advance system as well as an increase in percentage of teachers than feel supported by the principal on the annual NYC school survey. |

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups) <ul style="list-style-type: none"> • Needs assessment surveys distributed to teachers and used to inform decisions regarding internal professional 	The entire school community	September 2014 - June 2015	Point Person(s): <ul style="list-style-type: none"> • Principal Implementers:

<p>learning, coaching and external professional development.</p> <ul style="list-style-type: none"> • Vertical and professional development advisory teams work collaboratively with school leaders to make decisions regarding instructional supports. • Regular sharing of classroom and <i>Advance</i> data with teachers to set goals for strengthening teacher practice focusing on Domain Three (Instruction) of the Danielson Framework. • UFT Teacher Center Literacy Coach meets regularly with teachers providing supports in the form of demonstration, intervisitations and conferencing. Facilitates New Teacher Network and PLCs to support targeted areas of pedagogical need to improve student achievement. • Principal attends common planning periods with grades to support and reflect on instructional practices and student achievement. 			<ul style="list-style-type: none"> • Assistant Principals • UFT TC Literacy Coach • Professional Development Advisory Team • Professional Development Team • Vertical Core Team
<p>Professional Development</p> <ul style="list-style-type: none"> • Principal regularly sends teachers to external professional development to strengthen their practice. Provides time for reflection and sharing of learned best practices. • Meets with Professional Development Team twice weekly to reflect and refine leadership approach to addressing teacher and student needs. • Intervisitations are scheduled based on best practices and needs assessment data. • Implementing Instructional rounds to inform professional learning needs and provide next steps for improving teacher practice. • PLCs and targeted professional development foci are determined by teacher reflections, needs assessment data and student data analysis. • Professional learning incorporates strategies for increasing student engagement, questioning and discussion techniques, improving descriptive feedback and student engaged assessment. 	The entire school community	September 2014 - June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Assistant Principals • UFT TC Literacy Coach • Professional Development Advisory Team • Professional Development Team • Select Teachers • Network personnel
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • Parent workshops based off of learning from the PLC groups will include Curriculum supports in the areas of problem solving, building vocabulary and increasing reading comprehension as well as best practices for helping support their students with disabilities or ELLs at home. • Principal meets with Parent Association and board to collaborate and share school instructional focus and goals. • Principal meets with parents and teachers together as needed to address student achievement. • Common Core aligned progress reports set home periodically throughout the year to inform parents of 	All parents	September 2014 - June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal <p>Implementers:</p> <ul style="list-style-type: none"> • Assistant Principals • All Teachers

student progress.			
Trust Activities <ul style="list-style-type: none"> Develop a school culture where sharing new instructional practices is promoted and valued through intervisitations, increased teacher leadership (PLCs, Teacher Team facilitated workshops, Teacher led committees). Teachers and principal collaborate on strengthening teacher practice. Teachers and principal engage in a minimum of two self-reflective conversations to analyze and evaluate teacher growth. Principal encourages teachers to reflect on their practices and provides the opportunity for teacher choice in participation in professional learning cycles to strengthen practice. Principal encourages teachers to develop leadership skills through facilitating PLCs and numerous staff and parent workshops. 	The entire school community	September 2014 - June 2015	Point Person(s): <ul style="list-style-type: none"> Principal Implementers: <ul style="list-style-type: none"> Assistant Principals All Teachers

Part 4 – Resources Needed

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

- UFT Teacher Center/UFT TC Literacy Coach
- Professional Development Team, Professional Development Advisory Team, Vertical Core Team
- Advance data and related network support
- Time allotted for 1:1 conferencing with administration and teachers on observation data.
- Professional learning time
- Scheduling for intervisitations, common planning periods and external professional development

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

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

By February 2015, school leaders will support 100% of teachers in refining their ability to effectively use a variety of assessments and improving their question and discussion techniques to promote high-level thinking and in-depth discussions amongst students. Improvements will be measured by frequent observations and feedback cycles through the Advance system as well as teacher reflections on professional learning cycles and administrative support.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Our school has shown a need for increased parental involvement in order to understand and support student learning at home. Students are struggling with deeper levels of student comprehension and higher order thinking and need additional support from parents to help them persevere through more complex text and curriculum. According to our school survey results, parents asked for clearer communication and information about the services, programs, workshops, and common core learning standards and curriculum. Additionally, studies have shown that increased parental engagement increases the chances for our students to be College and Career Ready.

Part 2 – Annual Goal

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

In order to create strong family community ties, the school will offer engaging workshops or activities weekly to promote a parent and school partnership as measured by increased participation and surveys.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups) <ul style="list-style-type: none"> • Parent workshops will include curriculum supports in the areas of problem solving, building vocabulary and increasing reading comprehension as well as best practices for helping support students with disabilities or ELLs at home. In addition, workshops will also focus on the well-being of the students such as flu and germ 	All parents	September 2014 - June 2015	Point Person(s): <ul style="list-style-type: none"> • Principal • Assistant Principals Implementers: <ul style="list-style-type: none"> • SLT Team • Parent Association

<p>prevention, anti-bullying, and safe internet use.</p> <ul style="list-style-type: none"> • PreK Family Engagement together time activities will take place throughout the year. Students will work with their parents on readiness and language skills through crafts and literacy/math activities. • PreK Family Workshops will focus on the development of the young child, early intervention, and how to support learning and language development at home. • Title 1 Family Workshops will engage parents and students in strategies for literacy/math support at home. • Weekly Math Strategies Workshops where the classroom teacher presents math strategies to parents in the classroom using students to model and practice. • Weekly Wellness Walk where parents and students are invited to gain Mighty Miles and practice healthy habits. • Weekly Arts with Parents Workshop to engage parents and children in interactive art projects using various mediums. • Cookshop Series to engage parents in healthy eating and cooking which parallel the Cookshop classroom instruction. • Daily Walks with parents on our school track to promote healthy habits. • Community Outreach: In collaboration with community stakeholders, programs are created to support our school and students such as a local toy drive to benefit P.S. 36 families, turkey donations from the councilwoman to our needy families, and fire safety presentations from our local firemen. 			<ul style="list-style-type: none"> • Title 1 Committee • Instructional Coach • Lead Teachers • Parent Coordinator • PreK Social Worker • Community Stakeholders
<p>Professional Development</p> <ul style="list-style-type: none"> • The PA attends monthly PAPEC meetings and workshops to learn and gather information to support our school. • The School Leadership Team (SLT) meets on a consistent basis to engage in school-wide decision making and reflections on best practices based on data. • Parents engage in District Workshops to further their understanding of the Common Core Learning Standards and curriculum. • Facilitators engage in workshops to further their understanding in order to plan for workshops/activities for family engagement. 	<p>All parents PA Lead Teachers</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • District 8 Parent Workshop Facilitators • Lead Teachers
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • Principal meets with Parent Association and board to collaborate and share school instructional focus and goals. • Principal meets with parents and teachers together as needed to address student achievement. 	<p>All parents</p>	<p>September 2014 - June 2015</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p>

<ul style="list-style-type: none"> • Parent Surveys are distributed and collected to inform family engagement needs. • Monthly PA Meetings are held to communicate with parents and make school-wide decisions. • Parent Workshop reflections are used to determine future workshops and activities. • SLT meets bi-weekly and is comprised of 50/50 parents and staff to make school-wide decisions. 			<ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • Instructional Coach • Lead Teachers • Parent Coordinator
<p>Trust Activities</p> <ul style="list-style-type: none"> • Ongoing communication and transparency is key to building trust with our parents. School policies and information are clearly communicated through multiple means such as: <ul style="list-style-type: none"> -Parent Handbook -Parent Compact -Parent Bulletin -Parent Circulars -School Website -Global Connect -Homework sheets/Reminders -PA Monthly Meetings -Open SLT meetings 	All parents	September 2014 - June 2015	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • Instructional Coach • Lead Teachers • Parent Coordinator • PreK Social Worker

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Resources including books and articles, sample student work and assessments, materials for activities, laptops, smartboard and document cameras for workshops. • Technology resources such as Global Connect and EChalk website license. • Time allotted for parent workshops and learning sessions during parent engagement time as well as throughout the school day and after as needed. • Lead personnel such as the UFT Teacher Center/UFT TC Literacy Coach, lead teachers, parent coordinator, social worker and parent volunteers. • Professional learning time

Part 5 – Budget and Resource Alignment

<p>Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy	X	Title I Basic		Title IIA		Title III		Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p> </p>									

Part 6 – Progress Monitoring

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, in order to create strong family community ties, the school will offer engaging workshops or activities weekly to promote a parent and school partnership as measured by increased participation and surveys. Improvements will be measured by the frequency of workshops and activities offered as well as an increased number of participants. The quality of workshops and engagement offered will be measured through workshop and activity reflections.

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

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

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Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Students performing at a level 2 and below as determined by data from NYS ELA assessments, MOSL and reading benchmarks, observational data and referrals to CST/RTI team for reading difficulties.	My Sidewalks on Reading Street: Intensive Reading Intervention Program	Small Group	After school
		Wilson Reading System	Small Group	During the school day
		Foundations Double Dose	Small Group	During the school day
		Guided Reading	Small Group	During the school day
		Afterschool Program	Small Group/Whole Group	After school (Grades 3-5)
		Close reading strategies, repeated readings	Small Group/Whole Group	During the school day
		Targeted instruction/strategy groups	Small Group	During the school day
		Quick Reads Fluency Program	Small Group/Whole Group	During the school day
		Saturday Academy	Whole Group	Saturdays (Grades 3-5)
Mathematics	Students performing at a level 2 and below as determined by data from NYS Math assessments, Go Math! Chapter tests, observational data	Go Math Tiered Interventions	Small Group	During school day
		Math Afterschool program	Small Group	Afterschool
		Targeted Instruction	Small Group	During the school day

	and referrals to CST/RTI team for mathematics difficulties	Fluency Mad Minutes Common Core Math Exemplars	Whole Group Small Group/Whole Group	During the school day During the school day/Afterschool
Science	Students performing at a level 2 and below as determined by data from Science class assessments and observational data.	Science Afterschool Differentiated Instruction	Small Group Small Group/Whole Class	Afterschool (4 th grade) During the school day
Social Studies	Students performing at a level 2 and below as determined by data from observations, classwork and assessments.	Targeted Instruction	Small Group	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Student referrals to CST/PBIS team for behavioral and social/emotional difficulties.	At-risk students serviced by Guidance Counselor At-risk students serviced by Speech Teachers/Social Worker	Small Group/One to one Small Group/One to one	During the school day During the school day

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<p>Currently 90% of our teachers are Highly Qualified Teachers. In order to maintain and support a highly qualified staff the following practices are in place:</p> <ul style="list-style-type: none"> ● Seek educators with a strong background in Balanced Literacy, knowledge of the Common Core Learning Standards that can align their practices to the P.S. 36 vision and mission. ● Educators that believe in a professional learning community ● Motivated to continue their professional learning ● Willing to share best practices, be self reflective and have high expectations of themselves and their students ● School personnel work closely with the CFN HR team to ensure that non-HQT meets all required documentation and assessment deadlines. ● External Professional development is provided to support staff in helping their students meet the demands of the common core state standards. ● Mentors/Peer Coaches provide support for teachers. ● New Teacher Network professional development is provided for new staff. ● Study groups ● Differentiated Professional Development is provided based on a Needs Assessment Survey as well as Teacher observations.

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

2 teachers, 2 educational assistants and a social worker support our Universal Pre-K program. The social worker works with the classroom staff and families to identify early intervention for students as well as assistance for families in crisis. The social worker provides parent workshops that focus on the academic and social development of the students as well as increasing parental involvement and engagement.

In our two pre-K classrooms, both the teacher and assistant work in small groups with the children conducting ongoing observations during centers, whole group and small group instruction. This year, we are incorporating Gold Assessment in conjunction with the 5th Edition of Creative Curriculum, which are investigatory units of study. Our staff will attend Kindergarten Grade conferences and professional development with Kindergarten teachers to set goals for the students to prepare them for Kindergarten. The Pre-K staff will articulate with the kindergarten teachers about their students and review the student portfolio of work prior to them entering kindergarten.

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

- During June 2014, a MOSL Committee consisting of teachers and administrators was formed to analyze assessment options and select MOSL assessments.
- In teacher teams, educators created and revised Common Core aligned rubrics in both literacy and mathematics.
- Teacher teams created/revised unit or chapter tasks aligned to the Common Core Learning Standards and curriculum.
- Student data and work is looked at during teacher team meetings using protocols to determine implications for instruction.
- Data specialist supports teachers by aggregating assessment data in order for teachers to determine implications for instruction.
- Gogledocs assessment data templates in order to report assessment data in a timely fashion.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for

the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	526,601	X	PG# 11- 12,15,18,21,25
Title I School Improvement 1003(a)	Federal	N/A	N/A	N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A	N/A	N/A
Title II, Part A	Federal	159,946	X	PG# 11-12
Title III, Part A	Federal	11,200	X	PG# 11-12
Title III, Immigrant	Federal	6,407	X	PG# 11-12
Tax Levy (FSF)	Local	3,864,658	X	PG# 11- 12,15,18,21,25

¹Explanation/Background:

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

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

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

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent**

and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

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

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

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP)

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

The 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. The school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

PS 36x, 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 daily for the number of required minutes for the grade
- 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 8	Borough Bronx	School Number 36
School Name P.S 36X Risings Stars School		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
TBE											0
Dual Language											0
ESL	75	3	0	6	0	0	0	0	0		81

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	75	3	0	6	0	0	0	0	0	81
Number of ELLs who have an alternate placement paraprofessional: _____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	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	7	15	13	5	5	7								52
Chinese		2		1										3
Russian														0
Bengali	1	3	5	2	2	4								17
Urdu														0
Arabic	2	2		1		4								9
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	22	18	9	7	15	0	81						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	7	7	5	1	1	6								27
Intermediate(I)	2	9	3	1	0	2								17
Advanced (A)	1	6	10	7	6	7								37
Total	10	22	18	9	7	15	0	81						

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	5	3	0	0	8
4	8	4	0	0	12
5	3	5	0	0	8
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		4	1	0		0		8
4	5	3	5		0		0		13
5	3		5		1		0		9
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	1		2		6		3		12
8									0

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.
Our school uses the Early Childhood Literacy Assessment System (ECLAS-2) and the Developmental Reading Assessments (DRA) as tools

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

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The data patterns reveal that across grades we have seen improvements in our ELL students' proficiency levels. This is reflected in our students' NYSESLAT scores . The data shows that the majority of our students reach proficiency in the second, third, and fourth grades. We attribute this to the difficulty of the second through fourth grade span of the NYSESLAT as well as the preparation for the ELA test. Students who enter into our ESL program at P.S.36 are generally at the beginning level and move to the intermediate level the following year. Students are usually intermediate for one to two years before moving to advance. Most students remain at the advanced level for two years. ELLs that have started in kindergarten/ first grade test out of the ESL program to proficient by the fifth grade.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))
In September our ESL teachers along with the monolingual teachers, AIS teachers, and support staff review the RNMR -NYSESLAT data to determine the status of our ELLs and to determine how to continue to support our ELLs. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. Students generally test at proficient in speaking after two or three years at the school. Students generally test at proficient in listening after two or three years at the school. Students take longer to test at proficient in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels.
4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?
 - a. The data shows that the majority of our students reach proficiency in the second, third or fourth grades. We attribute this to the increased difficulty of the second through fourth grade span of the NYSESLAT. Also, the preparations for the ELA test in third grade and fourth grade transfer to the NYSESLAT. Students at our school generally will enter at the beginning level, move the following year to the intermediate level. Usually students are intermediate for one or two years, before moving to advanced. Most students remain at the advanced level for 2 years. By the time students reach fifth grade, most of the ELLs that started in kindergarten or first grade have tested out of ESL. The majority of the ELLs in fifth grade are recent arrivals or newcomers. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. At our school, students generally test at proficient level in speaking after two or three years and generally test at proficient in listening after two or three years. Students take longer to test at proficient level in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels. For the ELLs in the upper grades, we have examined the results of the citywide interim assessments in the content areas of math and reading. These results show us that the advanced and intermediate students generally perform at grade level in mathematics, with select ELL students showing exceptional math performance. Most beginners and some intermediate students are behind their peers in mathematics. On the interim reading assessment the, gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and the integration of adapted content area materials. As outlined in this policy, these methods will scaffold content area skills and concepts for our ELL population.
 - b. ELL assessments are carefully considered by the school leadership and teaching staff. Consideration is given to coordinating a student's schedule to provide for optimal educational opportunities, especially small-group instruction. The ELL Interim assessment is utilized by the ESL teacher as well as the classroom teacher to customized and individualized the instruction in the area of needs (reading and writing) for these students. The ELL Interim assesment is used as part of the data for the English Language Learners.
 - c. The school is learning that a continued emphasis on literacy (reading and writing) is needed, especially as the content area knowledge becomes more rigorous.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
As a school with a large ELL population it is important to consider a child's second language development in instructional decisions. Administration and staff use assessments to target the areas ELL students' need the most help in and to develop Educational goals. Collaborating closely with the ESL teacher to meet these goals and service the ELLs as they acquire a new language.
 7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
- N/A
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
An important indicator to the success of our ESL program is the transition of ELL exiting out of ESL services by becoming proficient in the English language. In general, most of our English proficient students do well academically, many of them becoming the top students in their classes. Another indicator to the quality of our ESL program is the progress made by our current ESL students. All of our students continue to make strides forward in their English language acquisition.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At registration, all students registering are given the Home Language Identification Survey (HLIS) form to determine LAB-R eligibility. Students who according to the HLIS and/or an informal interview, by the ESL teacher Ms. Almanza, speak English only enter into the general education system. Students whose HLIS indicate a home language other than English begin a formal screening process. The assessment process begins by administering the Language Assessment Battery-Revised. Those students who score below proficiency level are identified as ELL. In addition, if the student's home language is Spanish, we also administer the Spanish LAB. Students who score at or above proficiency level are not identified as ELLs and enter a general education program. Students who are identified as ELLs, are placed in a bilingual/ESL program as per parents program preference during the Parent Orientation. Parent option is later completed in the ELPC screen for each newly identified ELL.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
Our ESL teachers and parent coordinator work alongside with administration to guarantee that our parents are provided with the necessary information to make program selections by the end of the screening process. In September and October the ESL teacher, along with the parent coordinator, host a Parent Orientation Meeting within 10 days of identifying their child as an ELL. The Parent Orientation meetings are held in Spanish, Arabic and Bengali to meet our parents language needs. All parents of ELL students new to the NYC public schools were invited to attend. At this meeting, all program choices were discussed and presented in a variety of home languages. We utilized the multi-lingual online orientation video and staff translators to bridge language barriers. Parents were assisted in completing the Parent Selection Survey on site. The parent coordinator and the ESL teacher follows-up with parents who didn't attend this meeting. Additional meetings are scheduled as needed. An overwhelming number of parents in the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Ms. Almanza, meets individually with those parents of ELLs who are interested in bilingual placement. If the parent wishes to transfer their child to

a school that offers the desired ELL program, an e-mail is sent to ELLProgramTransfers@schools.nyc.gov to begin the new placement process.

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

In September, letters of discontinuation, continuation, and entitlement of ESL services are sent to the parents along with the September ELL Parent Orientation meeting invitations for those students who have been identified as ELLs. The ESL staff is responsible for printing and distributing the letters. The letters, obtained from the Department of Education website, are bilingually printed with an English-side and a home language. Each letter is addressed and completed by hand and delivered to the students' classroom to bring home. This school year, our ELL students also received the NYSESLAT Spring 2013 Parent Report along with the performance level descriptors. Students who scored at the beginning, intermediate, and advanced levels on the NYSELAT receive a letter of continued entitlement. Students who scored at or above proficiency level were given a Non Entitlement/Transition Letter. Once the ELL students are identified via HLIS and the RLER ATS report (Student Eligible for Revised Lab report), the LAB-R is immediately administered to the students to determine eligibility. All potential ELLs are tested within 10 days of entering the school system. Parent Selections Surveys are also mailed via the postal service as needed to ensure the forms are received and returned. Parents who fail to return the Parent Selection Survey are contacted by the parent coordinator, Ms. Norma Martínez. During November's Parent-Teacher Conferences the ESL staff also meets with these parents. Parent Selection Surveys are filed in the English Language Lab. The surveys are stored in folders by grade.

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

The ESL staff member reviews the Parent Selection Survey to determine instructional program. Consultations with parents are also provided in their native language.

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

In April, the ESL teacher runs the RLER report on ATS to gather the names of all students eligible for the NYSESLAT. Once the names are collected, the ESL teacher administers each section according to the testing calendar. For the Speaking section, the ESL teacher individually assesses student and records an audiotape for each student. For the listening, reading, and writing, students are assessed in small groups with other students who are at the same English proficiency level. Once all testing is completed, a committee of teachers is in charge of scoring the writing section and also is responsible for completing and bubbling the answer documents.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.  Overwhelming the parents of the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes/option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Ms. Almanza, meets individually with those parents of ELLs who are interested in bilingual placement. Ms. Almanza contacts the Office of Student Enrollement by sending an email to ELLProgramTransfers@schools.nyc.gov. According to the ELPC screen, 9/9 newly arrived students were placed in our ESL program as per their parents' choice.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

A. Our ESL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ESL Program. Our ESL program is staffed with certified, trained teachers. We have three full-time ESL teachers. Our kindergarden and 5th grade students are pulled out and given small group instruction by Ms. Almanza. Ms. Almanza also pushes in for our 1st grade classes and co-teaches with the classroom teachers. Ms. Dedaj has the 2nd grade self-contained ESL class. Finally, Mr. Hold Services 3rd and 4th grade in a small group setting with support from Ms. Betancourt who holds a bilingual license.

B. ELL students are grouped according to grade level and/or using the data from the NYSESLAT results. Beginners and intermediate students are grouped homogeneously with other beginners and intermediate in the same grade. Advanced students are also grouped homogeneously by grade. At the kindergaten level, students are grouped heterogeneously.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The English Language Learner student body is divided to assure that ELLs are provided the mandated instructional time as dictated by CR-Part 154. Our beginners and intermediate students are grouped homogeneously with other beginners and intermediates in the same grade. These students receive 360 minutes or more of ESL instruction. Similarly, our advanced students are grouped in the same manner but receive 180 minutes or more of ESL instruction. Ms. Almanza services 10 kindergarten students, 22 first graders and 15 fifth graders, Ms. Dedaj services 18 second graders, and Mr. Hold services 9 third graders and 7 fourth graders with support from Ms. Betancourt.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
The Spanish Lab is administered to our newcomers who speak Spanish. The data gathered from the Spanish Lab in combination with the Spanish DRA scores help us determine how proficient the student is in Spanish.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. In addition, our students learn to focus on language acquisition techniques that enable them to perform adequately when they are in their mainstream classrooms. Specific attention is also given to writing and vocabulary development.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
To meet the diverse needs of ELLs-SWDs within the least restrictive environment ESL teachers collaborate with the Special Education teachers and support service staff. ESL teachers group their ELLs-SWDs with our general education ELL students. These students also receive the mandated hours of ESL services as per CR-Part 154.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
ELL students who are in Special Education are served with the full range of interventions available at the school. They undergo the mandated five interventions. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the resource room. These students will also attend after school tutoring sessions with Title III funds in math and ELA. Students receive ELA intervention with Wilson, Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs-SWDs to ensure science content knowledge. Teachers are instructed to assist the ELLs-SWDs by using the glossary of terms in their native language. The content instructions is in English with native language support.

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

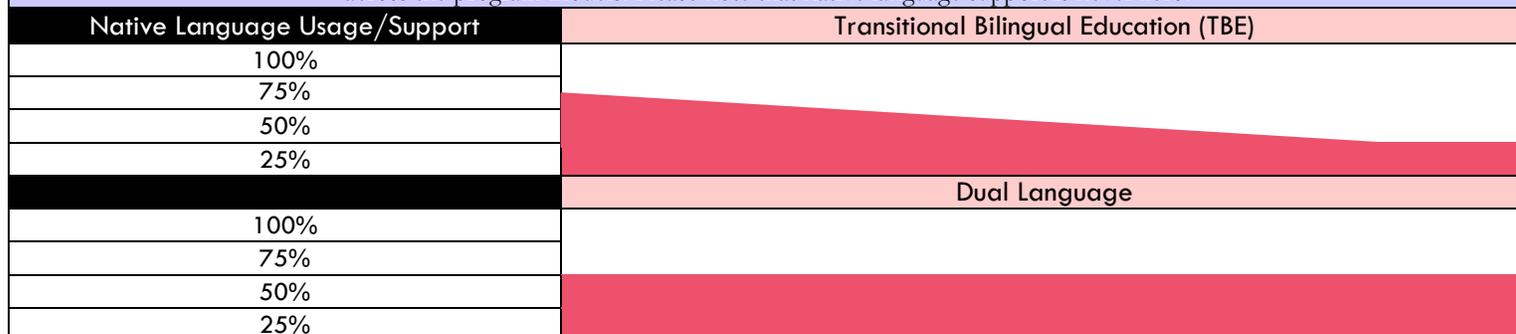
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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



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

B. Programming and Scheduling Information--Continued

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

and Advanced. Instruction is modified and/or scaffolded to meet student needs. Students are also supported through small group instruction to help students reach grade appropriate levels in listening, speaking, reading, and writing.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

E. Additional Information

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

Part VI: LAP Assurances

School Name: <u>P.S. 36</u>		School DBN: <u>08X036</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Maresca	Principal		9/27/13
Ms. Boemio	Assistant Principal		9/27/13
Norma Martinez	Parent Coordinator		9/27/13
Ms. Almanza	ESL Teacher		9/27/13
Carolina Mejia	Parent		9/27/13
Ms. Stern	Teacher/Subject Area		9/27/13
Ms. Dedaj	Teacher/Subject Area		9/27/13
Ms. Quyen	Coach		9/27/13
Ms.Lally-Stolz	Coach		9/27/13
Ms. Cedeno	Guidance Counselor		9/27/13

	Network Leader		9/27/13
Mr. Brooks	Other <u>Data/Math Specialist</u>		9/27/13
Jason Holt	Other <u>ESL/Art Teacher</u>		9/27/13
	Other _____		
	Other _____		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

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

Cluster: CL06 Network: 607

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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



Department of English Language Learners and Student Support

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

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

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

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School: 036X	DBN: 08X036
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 3
of certified ESL/Bilingual teachers: 1
of content area teachers: 2

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

Our Title III ELL After school Program for grades 3, 4, and 5 will pick up from November 5, 2014 through April 6, 2015. Our focus population for our Title III Immigrant after school program will be newcomers, third, fourth, and fifth graders, and former ELLs. We will begin to address the instructional needs of our ELLs in literacy, literature, and writing. The objective of the after school program is to improve reading and writing. We will also be targeting the language of Math. One hour will be dedicated to literacy and the second hour will be dedicated to the language of Math. Thirty-six entitled ELL will participate in this program in addition to fifteen former ELLs. Both direct instruction and direct supplemental services are provided by the following teachers; Ms. Delgado, Mr. Tenaglia, and Ms. Perez. Ms. Delgado is our bilingual certified teacher servicing 3rd and 4th grade, Mr. Tenaglia is in the process of acquiring his TESOL/ESL certification and services 5th grade, and Ms. Perez is the common branch teacher who collaborates with Ms. Delgado and works with 3rd and 4th grade. During our Title III after school program, Mr. Tenaglia services 5th grade during both the ELA and math periods. In addition, Ms. Delgado and Ms. Perez rotate between the 3rd and 4th grade classes, providing ESL services to both groups. During this time each teacher rotates the second hour and works with each one hour per day.

The program will be held on Wednesday and Thursdays from 2:41 PM to 4:41 PM. The language of instruction is English and the instruction is provided by a certified bilingual teacher, ESL teacher, and one common branch teacher. After analyzing our latest data, including last year's NYSESLAT results, we have concluded that many of our students need additional support in reading, writing, and math. These students receive targeted instruction during this after school program to meet their needs.

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

The materials used for the Title III After school program are as follows:

Grade 3: Literacy: Comprehensive Assessment - Options Publishing and Math: Exploring Math - Problem Solver's Journal- Teacher Created Materials

Grade 4 and 5: Literacy: Reading Intervention - Teacher Created Materials - Level 4 and 5; Math; NYS Workout Empire Edition Skills, Review, and Practice - Grade 4 and 5.

Part C: Professional Development

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

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

Begin description here: At no cost to Title III, our teachers regularly attend professional developments as offered by Network and the Office of English Language Learners - Department of Education. Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. A newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops within the school and outside of the building. At no cost to Title III, on November 4, 2014, our Title III teachers participated in a vocabulary building workshop. During this workshop, teachers were given strategy on building prior knowledge, making connections with vocabulary words, and using vocabulary to promote reading fluency. These strategies will be implemented during afterschool to promote academic growth for ELL students.

Our ESL teachers also conducts ESL training during faculty and grade conferences. We have an ELL professional library that teachers may borrow books/literature on the learning issues of English Language Learners. The titles include: Authentic Assessment for ELLs, The CALLA Handbook, Mirror of Languages, How to Teach ELLs, Principles of Language Learning and Teaching, Teaching the World's Children, Making Content Comprehensible for ELLs - The SIOP Model, and New Language Arts Progressions Standards.

Part D: Parental Engagement Activities

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

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

Begin description here: The Parent Coordinator, Norma Martinez and our ESL teacher, Ms. Almanza, will conduct the following workshops for our ELL parent: Stars Parent Workshop (on going) and Early Literacy and Second Language Learning. Ms. Martinez also offers resources for citizenship classes for those ELL newcomer parents who are in need of obtaining their citizenship. Ms. Martinez is also involved in the Parent Orientation Meetings for our ELLs, as well as Pre-Kgn. and Kgn. orientation meetings. In the Kgn. parent meetings she specifically addresses the need to develop a second language and how parents can help their child read at home. ELL Parents are also invited to attend the New York State ELA and Math seminars for parents. These seminars are conducted so that parents are aware of what is expected of their children in grades 3, 4, and 5. Ms. Martinez translates all workshops

Part D: Parental Engagement Activities

in Spanish. If our ELL Bengali or Arabic parents are in need of translation, we provide these services as well. Parents will be notified of these events via a flyer that will be sent home, by global connect, our school's website, and/or a poster displayed in the lobby of the school's main entrances.

Beginning October 21st our TESOL teachers and speech teacher also began adult and student ESL workshops every Tuesday from 2:41 PM to 3:20 PM. These classes are available to our Title III students and their parents in efforts to bridge communication between the school and parents. In these workshops, parents are given the opportunity to learn basic English and understand the school routines, expectations, and community. Parents were notified of this workshop via a flyer that was sent home, our school's website, and a poster displayed in the lobby of the school's main entrances

A NYSESLAT workshops will be held to discuss the upcoming NYSESLAT (New York State English as a Second Language Achievement Test). At the workshop parents will be familiarized with how the test is scored and what the results mean. Parents will get an opportunity to view the materials used in school to help prepare the students for the exam. Interpreters will be available in Spanish, Bengali, and Arabic to clarify information when necessary. Parents were notified of this workshop via a flyer that was sent home, our school's website, and a poster displayed in the lobby of the school's main entrances

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(Object Code 199)		
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____