

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**DBN: (i.e. 01M001):**                    **75K036**

**School Name:**                         **P.S. 36**

**Principal:**                                **JOHANNA SCHNEIDER**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: Nathanael Greene School School Number (DBN): 75K036  
Grades Served: k-12  
School Address: 2045 Linden Blvd. Brooklyn, NY 11207  
Phone Number: 718 272-6483 Fax: 718 272-6287  
School Contact Person: Johanna Schneider Email Address: Jschnei@schools.nyc.gov  
Principal: Johanna Schneider  
Matthew Brown  
UFT Chapter Leader: Mandy Garcia  
Parents' Association President: Heidi Waithe  
SLT Chairperson: \_\_\_\_\_  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 75 Superintendent: Gary Hecht  
Superintendent's Office Address: 400 First Ave, New York, NY  
Superintendent's Email Address: GHecht@schools.nyc.gov  
Phone Number: 212 802-1503 Fax: 212 802-1678

**Borough Field Support Center (BFSC)**

BFSC: \_\_\_\_\_ Director: \_\_\_\_\_  
Director's Office Address: \_\_\_\_\_  
Director's Email Address: \_\_\_\_\_  
Phone Number: \_\_\_\_\_ Fax: \_\_\_\_\_

## 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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk\*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Johanna Schneider	*Principal or Designee	
Matthew Brown	*UFT Chapter Leader or Designee	
Mandy Garcia	*PA/PTA President or Designated Co-President	
Lenora Renfroe	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Elijah Goring Avalon Rios	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Heidi Waithe	Member/ Co-President/Parent	
Mandy Garcia	Member/ President/Parent	
Jessica Nunez	Member/ Treasurer/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Octavia Ishmael	Member/Recording Secretary/Parent	
Cheryl Johnson	Member/ Co-Secretary/Parent	
Maria Gonzalez	Member/ Co-Treasurer/Parent	
Lori Heffez	Member/ Assistant Principal	
Alyssa Wisneiwski	Member/ Psychologist	
Errol Wilson	Member/Teacher	
Georges Souffrant	Member/ Teacher	
Alyssa Scarola	Member/ Teacher	
Fredlet Patrice	Member/ Paraprofessional	
Matthew Brown	Teacher/UFT chapter Leader	

### 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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

#### **Strong Schools, Strong Communities**

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

#### **The Framework for Great Schools and CEP Development**



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

#### **The Six Elements of the Framework for Great Schools**

**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.

**Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

**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.

**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.

**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.

**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 administrators value each other.

## The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

### Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P36K is a District 75 school with three off-sites consisting of 5 different programs and a self-contained main site serving a total of 280 students and all receive free breakfast and lunch. The majority of our students come to P36K because previous school placements have been academically unsuccessful and the students require a more restrictive setting as a result of antisocial, aggressive, psychotic, suicidal behavior or being intellectually disabled. In order to meet the diverse needs of our students, a psycho-educational approach has proven to be most effective. Teachers, paraprofessionals, psychologists, social workers, occupational therapists, physical therapist and speech and language teachers and pathologists, along with administrators work as a team to provide a therapeutic environment, ensuring student success both academically and emotionally. The vision of P36K is to provide a challenging and inclusive educational environment with equity of opportunity and access that will enable all students, commensurate with their abilities to maximize their potential as educated, healthy, and productive and caring members of a multi-cultural society.

Mission of P36K

- Apply principles of learning with clear expectations set for all staff and students.
- Maintain a rigorous knowledge-based academic curriculum to engage students in authentic work and develop critical thinking with realistic and creative assignments.
- Encourage and reward high performance in attendance, positive behaviors and academic skills.
- Develop fair and credible evaluations to assess the acquisition of skills through effective problem solving.
- Provide a safe and secure environment for every member of the school community.
- Provide every teacher and paraprofessional with a high level of professional development opportunities and a rich variety of educational, technological and multicultural resources.
- Welcome and encourage parents/guardians to be full and active education partners in the school program.
- Promote diversified arenas that recognize and celebrate student accomplishments.
- Provide clear, goal-oriented paths for students, teachers, paraprofessionals and support staff in order to maximize opportunities for all students.

One of our greatest accomplishments has been our psycho-educational approach in dealing with low academic functioning students and preparing our students to use alternative solutions to problems. Our school-wide behavior program allows students to grow individually at their own pace. Each day, students earn points for positive behaviors and accomplishments. Systems are built in to provide opportunities for students to earn incentives and rewards on a daily, weekly and monthly basis. Incentives range from weekly visits to the school store, choosing activities from our "incentive" catalog or special events for super-achievers, best attendance or best travelers to name a few. The strong team approach provides consistency throughout the school and off-sites. Each site has their own unique incentives to

meet the growing wants and needs of our students. It is our belief that you cannot teach academics, if the emotional and behavioral needs of a student are not met or addressed.

P36K has grown academically over the past few years. Introduction of data driven assessments/programs have given us insights into publishing parties to celebrate the writing of our students. Theme based projects allow students to have experience in research, note-taking, interviews, collaborations with other classes and the opportunity to use the scientific method to research topics, carry out experiments and present findings to peers and adults. The interdisciplinary approach allows student to grow in all areas of the curriculum.

Our involvement in the SuperYou Curriculum from the SuperYou Foundation provides our students with opportunities to engage in a program that enables them to discover their own superhero qualities and feel empowered to positively impact the world around them. The program builds student character and positive behavioral outcomes and integrates Positive Behavior Interventions and Supports (PBIS). We can then identify what students are most proud of, what their fears and obstacles, what they feel most matters to them and who they aspire to be. The curriculum focuses on creating opportunities for students to develop strong interpersonal skills using a cooperative and collaborative approach to learning. Students use critical thinking skills, develop communication skills, vocabulary, how to gather information, observe the school and home community, use analytical thinking skills and improve writing and reading. The creation of one's superhero self helps students establish a deeper connections to one's most positive character traits and how to then utilize those traits to make improvements in daily interactions with students and adults. Through participation in this program, students will come to understand what different perspectives mean, use creative writing and journaling skills and become "empowered" to develop traits that will lead to a more positive "way of being" that will best serve themselves and others. This curriculum incorporates common core Learning Standards and promotes social and emotional learning in the context of school communities and home that involves students, teachers, parents/guardians into building a positive school climate and culture. This area will continue to be one of our main focuses for the 2015-2016 school years as it allows students to become empowered in such a way, that they want to work harder to overcome academic obstacles while at the same time becoming more positive about themselves and their ability to learn. When someone feels better about themselves, they can take on more challenges as presented in our supportive environment.

Our interdisciplinary approach allows students to grow in all areas of the curriculum and develop positive social skills. Activities, themes and projects are based on service learning, group activities to develop cooperation, working as a member of a team and personal goals.

Most significant barriers to continuous improvement is being held to the same expectations as general education schools whose students function on or near grade level, while our students who do not function in these community school due to severe emotional difficulties are often 2-5 years below grade level and are expected to perform on the same level as their general education peers. In addition, parent/guardian involvement is often limited.

## 75K036 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05, 06,07, 08,09, 10,11, 12	Total Enrollment	271	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	2	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	33	# Music	N/A	# Drama
# Foreign Language	13	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	N/A	% Attendance Rate		84.2%
% Free Lunch	83.2%	% Reduced Lunch		1.5%
% Limited English Proficient	12.6%	% Students with Disabilities		100.0 %
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.1%	% Black or African American		59.2%
% Hispanic or Latino	29.8%	% Asian or Native Hawaiian/Pacific Islander		4.6%
% White	3.4%	% Multi-Racial		1.1%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	12.18	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		4
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		9.3
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward	N/A	Recognition		N/A
In Good Standing	N/A	Local Assistance Plan		N/A
Focus District	N/A	Focus School Identified by a Focus District		N/A
Priority School	N/A			
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			



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

**Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In reviewing our data from state exam reports, in 2014, 28% of our students tested, met promotional criteria as outlined in the spring administration of the math exam. 2015 data reveals that 39% of students tested met promotional criteria as outlined in the spring administration of the math exam. This shows an 11% increase in number of students who met promotional criteria as outlined by NYS.

Our strengths are as follows: we conduct baseline assessment at the beginning of each school year, ongoing benchmark assessment (approximately three times per year) and teachers tailor instruction towards the individual needs of each student. Staff provides differentiated teaching to meet the needs of each student. Each classroom teacher and cluster teacher will continue to provide lessons and activities that include math and math vocabulary. Paraprofessionals and teachers work as a team to provide small group instruction in a small classroom environment. Throughout the school year, projects and activities will include a variety of math skills related to the CCLS. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate.

During small group teacher meetings, professional development and conference days, staff will participate in a variety of workshops that focus on reviewing student work, utilizing benchmark data will continue to drive instruction and adjust instructional practices based on baseline and benchmark assessment and how to use this data to drive instruction.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be improved student proficiency in Math for all standardized assessment students as evidenced by a 3% increase in students meeting promotional criteria on the corresponding NYS Math exam in May 2016.

### Part 3 – Action Plan

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Each homeroom class will be scheduled for at least one extra period of math per week with the cluster teacher to reinforce, re-teach and instruct students on the CCLS through a variety of hands-on, active learning activities to reinforce skills.</p>	<p>Special Education and ELL Students in grades 1 - 12</p>	<p>September 9, 2015 to June 29, 2016.</p>	<p>Classroom teachers, math cluster teachers, ESL teacher &amp; paraprofessionals.</p>
<p>Lessons &amp; learning activities will be differentiated to meet the learning needs of each group of students to meet their specialized learning needs.</p>	<p>Special Education and ELL Students in grades 1 - 12</p>	<p>September 9, 2015 to June 29, 2016.</p>	<p>Classroom teachers, math cluster teachers, ESL teacher &amp; paraprofessionals</p>
<p>At least 2 PTA meetings or an open- school night parent workshop will include a Math workshop on how to reinforce math skills at home.</p>	<p>Parents &amp; guardians</p>	<p>October 2015 through June 2016.</p>	<p>Cluster teachers and classroom teachers.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule adjustments will be made so that each class will be scheduled for at least one extra period of math per week with the math cluster teacher to reinforce, re-teach and instruction students on the CCLS as related to math. Math cluster teachers and classroom teachers will be provided with opportunities to work with a District 75 math coach when needed and attend professional development as needed.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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SCANTRON performance series will be utilized to outline suggested learning objectives to determine IEP goals and skills that need to be mastered to move from grade level to grade level. Continued monitoring will take place at each benchmark and teachers and paraprofessionals will participated in workshops and staff development to look at student work and determine next steps in the active learning of math skills necessary to meet the rigorous CCLS for each grade. SCANTRON performance series benchmarks will drive instruction towards meeting specified IEP and SCEP goals.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In reviewing our data from state exam reports, in 2014, 22% of our students tested, met promotional criteria as outlined in the spring administration of the ELA exam. 2015 data reveals that 30% of students tested met promotional criteria as outlined in the spring administration of the ELA exam. This shows an 8% increase in number of students who met promotional criteria as outlined by NYS.

Our strengths are as follows: we conduct baseline assessment at the beginning of each school year, ongoing benchmark assessment (approximately three times per year) and teachers tailor instruction towards the individual needs of each student. Staff provides differentiated teaching to meet the needs of each student. Each classroom teacher and cluster teacher will continue to provide lessons and activities that include lessons, activities and projects related to: writing skills across the curriculum, non-fiction, poetry, self-reflection, biography, persuasive letters, persuasive essays, memoirs, writing within the content areas – historical fiction, research and personal essays within and across a variety of curriculum areas. Paraprofessionals and teachers work as a team to provide small group instruction in a small classroom environment. Throughout the school year, projects and activities will include a variety of ELA skills related to the CCLS. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate.

During small group teacher meetings, professional development and conference days, staff will continue to participate in a variety of workshops that focus on reviewing student work and utilizing benchmark data to drive instruction and adjust instructional practices based on baseline and benchmark assessment and how to use this data to drive instruction so that students meet goals.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be improved student proficiency in ELA for all students as evidenced by a 2% increase in students meeting promotional criteria on the corresponding NYS ELA exam in May 2016 and 80% completion of ELA writing projects as outlined on teacher made rubrics for alternate assessment students.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>School-wide projects and themes will provide opportunities for teachers to teach, reinforce, re-teach and instruct students on the CCLS through a variety of hands-on, minds-on, active learning activities to reinforce ELA skills that provide rigorous instruction and critical thinking skills.</p>	<p>Special Education and ELL Students in grades 1 - 12</p>	<p>September 9, 2015 to June 29, 2016.</p>	<p>Classroom teachers, all cluster teachers, ESL teacher &amp; paraprofessionals</p>
<p>Classroom teachers, math cluster teachers, ESL teacher &amp; paraprofessionals</p>	<p>Special Education and ELL Students in grades 1 - 12</p>	<p>September 9, 2015 to June 29, 2016</p>	<p>Classroom teachers, all cluster teachers, ESL teacher &amp; paraprofessionals</p>
<p>At least 2 PTA meetings or an open-school night parent workshop will include an ELA workshop on how to reinforce ELA skills at home</p>	<p>Parents &amp; guardians</p>		

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Schedule adjustments will be made so that each class will be scheduled for at least one cluster period of reading and writing per week with the reading and writing cluster teachers to reinforce re-teach and instruction students on the CCLS as related to ELA. Reading and cluster teachers and classroom teachers will be provided with opportunities to work with a District 75 ELA coach when needed and attend professional development.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

SCANTRON performance series will be utilized to outline suggested learning objectives to determine IEP goals and skills that need to be mastered to move from grade level to grade level. Continued monitoring will take place at each benchmark and teachers and paraprofessionals will participated in workshops and staff development to look at student work and determine next steps in the active learning of reading and writing skills necessary to meet the rigorous CCLS for each grade. SCANTRON performance series benchmarks will drive instruction towards meeting specified IEP and SCEP goals. Students will be monitored for progress through use of rubrics after each project and theme based assignment – projects will include and incorporate various reading, speaking and writing aspects of ELA. All stakeholders will ensure that students make connections to the real world and become ready for career and college when appropriate.

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Each month, we review at cabinet meetings, our “BIG 5” reports on SWIS (School Wide Information System) which areas of social emotional needs are to be addressed in each classroom and how positive heavier support improve student performance and positive behavior throughout the school. Levels earned each week are reviewed from the school-wide point system and we actively look at which students require assistance in setting the behavior standards set forth by the school in a variety of areas around the school, including the school bus, trips and all classes and areas of the school. Counselors work collaboratively with teachers to identify students who require assistance and together develop behavior plans and if necessary the required FBA to determine a course of action.

One of our strengths in modifying and cultivating positive behaviors is our PBIS program and our involvement in the SuperYou Curriculum that provides our students with opportunities to engage in activities that enables them to discover their own superhero qualities and feel empowered to positively impact the world around them. The program builds student character and positive behavioral outcomes and integrates Positive Behavior Interventions and Supports (PBIS). We can then identify what students are most proud of, what their fears and obstacles, what they feel most matters to them and who they aspire to be. The curriculum focuses on creating opportunities for students to develop strong interpersonal skills using a cooperative and collaborative approach to learning. Students use critical thinking skills, develop communication skills, vocabulary, how to gather information, observe the school and home community, use analytical thinking skills and improve writing and reading. The creation of one’s superhero self helps students establish a deeper connections to one’s most positive character traits and how to then utilize those traits to make improvements in daily interactions with students and adults. Through participation in this program, students will come to understand what different perspectives mean, use creative writing and journaling skills and become “empowered” to develop traits that will lead to a more positive “way of being” that will best serve themselves and others. This curriculum incorporates common core Learning Standards and promotes social and emotional learning in the context of school communities and home that involves students, teachers, parents/guardians into building a positive school climate and culture. This area will continue to be one of our main focuses for the 2015-2016 school year as it allows students to become empowered in such a way, that they want to work harder to overcome academic obstacles while at the same time becoming more positive about themselves and their ability to learn. When someone feels better about themselves, they can take on more challenges as presented in our supportive environment.

### Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, there will be a decrease in inappropriate student behaviors/reactions by 5% as evidenced by SWIS data.

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Each month, cabinet members will review BIG 5 reports to identify students who require behavior plans to develop positive behavior support within the classroom and other areas of the school. We will collaborate to develop a mutually respectful environment for both staff and students.</p>	<p>All students in grades k - 12</p>	<p>September 2015 – June 2016</p>	<p>All Teachers, Crisis Intervention staff, Psychologists, Social Workers, Related Service Providers, Paraprofessionals, all school stakeholders and Administration</p>
<p>Classroom staff will “teach” behavioral expectations for all areas within the school and community.</p>	<p>All students in grades k - 12</p>	<p>September 2015 – June 2016</p>	<p>All Teachers, Crisis Intervention staff, Psychologists, Social Workers, Related Service Providers, Paraprofessionals, all school stakeholders and Administration</p>
<p>Students will participate in SuperYou curriculum to develop, reinforce and build student character and positive behavioral outcomes and integrates Positive Behavior Interventions and Supports (PBIS). Staff and students will identify what students are most proud of, what their fears and obstacles, what they feel most matters to them and who they aspire to be. The curriculum will focus on creating opportunities for students to develop strong interpersonal skills using a cooperative and collaborative approach to learning. Students will use critical thinking skills, develop communication skills, vocabulary, how to gather information, observe the school and home community, use analytical thinking skills and improve writing and reading. The creation of one’s superhero self helps students establish a deeper connections to one’s most positive character traits and how to then utilize those traits to make improvements in daily interactions with students and adults. Through participation in this program, students will come to understand what different perspectives mean, use creative writing and journaling skills and become “empowered” to develop traits that will</p>	<p>All students in grades k - 12</p>	<p>September 2015 – June 2016</p>	<p>All Teachers, Crisis Intervention staff, Psychologists, Social Workers, Related Service Providers, Paraprofessionals, all school stakeholders and Administration</p>

lead to a more positive “way of being” that will best serve themselves and others.			

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
All teachers, counselors, related services providers and support staff will work towards meeting the PBIS and Behavior Management system protocols. Crisis team will enter Office Discipline Referral Forms into the SWIS system to keep accurate data for the SWIS system.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
All teachers, counselors and the entire school community works daily, to utilize the school-wide Daily Behavioral Assessment and Data for Level I, II, & III weekly. Each week data is collected and graphed on a school-wide chart. Points are then transferred to the student “bank book” and students visit the school store once per week to choose a reward from both the store the incentive catalog. Points are tallied and graphed on a school-wide chart. SWIS data is reviewed monthly by the cabinet to identify students in need of intervention during specific times of the day, days of week or areas of the school. The Crisis team then will work with the counselor and staff to develop plans and implement and carry out plans to improve student behavior and ways to solve conflicts. All Teachers, Crisis Intervention staff, Psychologists, Social Workers, Related Service Providers, Paraprofessionals, all school stakeholders and Administration work collaboratively to improve students’ social, emotional goals.
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5D – Framework for Great Schools 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**

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

All students at P36K are classified with serious social, emotional and cognitive disabilities that interfere with the acquisition of skills necessary to conduct themselves in a controlled manner throughout the day. Often, emotions and misdirected anger and frustration prevent students from achieving in the school and home community. The purpose of training staff in TCIS – Therapeutic Crisis Intervention in Schools, is to enhance individual and organizational performance. The TCIS system assists schools in preventing crises from occurring, de-escalating potential crises, managing disruptive and acute physical behaviors, reducing potential and actual injury to students and staff in addition to teaching students adaptive coping skills and developing a learning organization.

### **Part 2 – Annual Goal**

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, P36K will train additional 25 staff members in TCIS to prevent crises from occurring and de-escalating potential crises as evidenced by a 2% decrease in level 2 infractions as outlined in the NYC Discipline Code.

### **Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Current staff trained in TCIS will participate “refresher” training when appropriate as outlined in the Cornell University program.</p>	<p>Staff members from all sites who are currently trained</p>	<p>Between September 2015 &amp; June 2016.</p>	<p>Trainers from District 75.</p>
<p>New staff will be chosen to participate in staff development for TCIS (4 day professional development) in various sites throughout NYC.</p>	<p>Selected staff members and those who volunteer</p>	<p>Between September 2015 &amp; June 2016.</p>	<p>Trainers from District 75.</p>
<p>During a PTA meeting, parents will be given an overview of the TCIS program by a TCIS trainer so that they have an understanding of the program and its importance to the students.</p>	<p>Parents &amp; Guardians</p>	<p>Between September 2015 &amp; June 2016.</p>	<p>Trainers from District 75.</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Ensure that all teacher schedules and staff schedules are covered to allow for transparent coverage of students so that they can participate in TCIS training.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Cabinet will continue to monitor SWIS and OORS data to determine a decrease in crises throughout the school.</p>

**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 5E – Framework for Great Schools 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**

<ul style="list-style-type: none"> <li>• Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.</li> <li>• Summarize your school’s strengths and needs relative to this 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 trends and sources.</li> </ul>

**Part 2 – Annual Goal**

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and 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.</p>

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• 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).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

**Part 4 – Budget and Resource Alignment**

**Part 4a.** Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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**Part 4b.** Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

**Part 5a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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**Part 5b.** In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

**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 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	NYS scores in ELA and SCANTRON benchmark scores, FAST, SANDI.	Units of study, project based themes, Balanced Literacy, Leveled Libraries, Expeditionary Learning, DISTAR, Words their Way, SANDI, Fast, Core Knowledge, Reading A-Z, RazKids.	<ul style="list-style-type: none"> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers</li> <li>• SETTS teacher – works with students who are at risk</li> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher</li> <li>• Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher.</li> </ul>	During school hours at various times throughout the day as determined by classroom team
<b>Mathematics</b>	NYS scores in ELA and SCANTRON benchmark scores, SANDI, FAST.	Go Math, Equals, Engage NY	<ul style="list-style-type: none"> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers</li> </ul>	During school hours at various times throughout the day as determined by classroom team

			<ul style="list-style-type: none"> <li>• SETTS teacher – works with students who are at risk</li> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher</li> <li>• Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher.</li> </ul>	
<b>Science</b>	Teacher made rubrics aligned with CCLS	FOSS, Glencoe and Science Core Curriculum	<ul style="list-style-type: none"> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers</li> <li>• SETTS teacher – works with students who are at risk</li> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher</li> <li>• Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher.</li> </ul>	During school hours at various times throughout the day as determined by classroom team

<p><b>Social Studies</b></p>	<p>Teacher made rubrics aligned with CCLS</p>	<p>NY State Core curriculum</p>	<ul style="list-style-type: none"> <li>• Small group differentiated instruction targeted to meet the specific needs of individual students by classroom teachers</li>   <li>• SETTS teacher – works with students who are at risk</li>   <li>• Small group differentiated instruction targeted to meet the specific needs of individual students and small groups by classroom teacher and cluster teacher</li>   <li>• Small group reinforcement of needed skills by classroom paraprofessional supervised by the teacher</li> </ul>	<p>During school hours at various times throughout the day as determined by classroom team</p>
<p><b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>As per the IEP mandated counseling based on disability</p>	<p>Individual and group counseling as outlined on IEP, counseling during crisis, family outreach and push-in classroom work</p>	<p>Small group and individual counseling based on IEP and need of student who is in crisis. Psychologist and Social Worker will determine extent of crisis and determine if outside assistance is necessary.</p>	<p>During school hours at various times throughout the day as determined by the Psychologist or Social Worker.</p>

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### 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.

#### **2b. High Quality and Ongoing Professional Development**

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

### 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.).

**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.

**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 codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated<sup>2</sup>. **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	0		

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

**Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)**  
***(Required for All Title I Schools)***

**Directions:** All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[School name]**, 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. **[School name]** 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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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) Template**

**P36K**, 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 on assessments.

#### **I. School Responsibilities:**

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by 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 to 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.

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: <u>36K</u>	DBN: <u>75K036</u>
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

P36K plans to implement a Title III after school supplemental instructional program for 12 ELLs located at the main site. This site was chosen because of the number of students and the close proximity of the school to the homes of these students. The program will consist of 24 instructional sessions held twice a week (Wednesdays and Thursdays) from 3:05 to 5:05 pm beginning in February 2015. Instruction will be delivered in English and aligned to Common Core Learning Standards, Alternate Grade Level Indicators for Science and Social Studies and Extensions for ELA and Math. All instruction will also be aligned to the students' IEP goals. Depth of Knowledge and higher order thinking skills will be utilized to improve language acquisition, promote ELA skills and provide a challenging learning experience for our ELLs. ESL methodologies and approaches including, but not limited to: TPR, Language Experience Approach, Direct Approach, and Communicative Language Approach will also be used. The participating students will include 12 students with a 12:1:1 ratio. These students were invited to participate in the program after analyzing 2014 NYSESLAT data, which reflects varying levels of language proficiency and a need for additional support in all four language modalities (Speaking, Reading, Listening, and Writing). The instructional sessions will focus on building listening, speaking, reading and writing skills in English as well as cultural awareness. The theme of our Title III program is "Fashion and Culture Around the World". The ESL teacher and a special education teacher, who possesses a teaching license in Fine Arts, will engage parents and students in a variety of lessons that will target literacy skills such as reading, writing, vocabulary acquisition, comparing and contrasting and word recognition. Through exploration of the different cultures represented by the students, the participants will also be exposed to photography, arts and crafts, fashion, music and folk art. Additional skills addressed will include following and repeating given verbal/visual directions. Teacher-made rubrics will be utilized to assess progress of targeted skills and acquisition of the content presented.

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

Material utilized during the program will include: books, a photo printer, digital cameras, glossy photo paper, SDHC memory cards, various arts and crafts materials (paint, glue guns, straw, craft paper, water colors, brushes, paint, glue, paper mache, report covers, fiction and non-fiction books, found and recycled objects, scrapbooks papers, stickers, various hole punchers, felt, stencils, fabric, laminating pouches, a laminator, music CD's from various countries, and clay)

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

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$9,707.60</u>	<u>Direct Instruction</u> <u>1 Special Education/Fine Arts teacher x 24 sessions x 2 hrs. x \$50.50 = \$2,424</u> <u>1 ESL teacher x 2 hrs. x 24 sessions x \$50.50 = \$2,424</u> <u>1 paraprofessional x 2hrs. x 24 sessions x 29.05 = \$1,394.40</u> <u>1 administrator x 1.5 hrs. X 24 x 52.84 = \$1,902.24</u> <u>Professional Development</u> <u>2 teachers x 1hr. x 8 days x \$50.50 = \$808.00</u> <u>1 Para x 1hr. x 8 days x \$29.05= \$232.40</u> <u>1 administrator x .5 hr. x 8 days x \$52.84 = \$211.36</u> <u>1 secretary x 10 hrs. x 31.12 = \$311.20</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	_____	_____
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>\$1,467.63</u>	<u>Digital cameras - Canon Powershot 4 x \$99.99 each = \$399.96</u> <u>1 ScanDisk (16GB) memory card = \$49.99</u> <u>1 portable CD player with AM/FM Stereo CD player and MP3 encoder player = \$89.99</u> <u>Photo Plus paper, 8 1/2 x 11 gloss 50/pack \$21.99 x 3 = \$65.97</u> <u>paper for scrapbooking 8 1/2 x 11 \$48.99 x 2 case = \$97.98</u> <u>Duracell AA coppertop alkaline x 8 at 14.29 each = \$114.32</u> <u>Duracell D alkaline batteries 4 x \$15.39 = \$61.56</u> <u>Special paper for creating scrapbooks assorted colors and textures 2 x 6.49 = \$12.98</u> <u>Arts &amp; Crafts materials - crayola water colors \$12.99 x 12 = \$155.88</u> <u>Assorted brushes 6.99 x 5 = \$34.95</u> <u>Laminating machine (XRX-LM191) =</u>

**Part E: Budget**

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>\$74.99</u> <u>Laminating paper (letter size pouches) \$5.76 x 8 = \$46.08</u> <u>Canon PIXMA photo Printer =\$199.99</u> <u>Canon BCI black and color Ink cartridge Photo Value pack 1 x \$62.99 = \$62.99</u>
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	<u>\$24.77</u>	<u>Refreshments for Parents</u>
<b>TOTAL</b>	<b><u>\$11,200.00</u></b>	_____

**DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT**  
**GRADES K-12 LANGUAGE ALLOCATION POLICY**  
**SUBMISSION FORM**

**2015-16 AND 2016-17 SCHOOL YEAR**

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

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

### B. Language Allocation Policy Team Composition

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

Principal <b>Johanna Schneider</b>	Assistant Principal <b>Lori Heffez</b>
Coach	Coach
ENL (English as a New Language)/Bilingual Teacher <b>Kristi Castillo</b>	School Counselor <b>Gwenn Levine-Miller</b>
Teacher/Subject Area <b>Katrina Farganis</b>	Parent <b>Mandy Garcia</b>
Teacher/Subject Area	Parent Coordinator <b>L. Renfroe</b>
Related-Service Provider <b>Susan Salner</b>	Borough Field Support Center Staff Member
Superintendent <b>Gary Hecht</b>	Other (Name and Title)

### C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	0	Number of special education teachers with bilingual extensions	0

### D. Student Demographics

Total number of students in school (excluding pre-K)	268	Total number of ELLs	26	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input checked="" type="checkbox"/>	7 <input checked="" type="checkbox"/>	8 <input checked="" type="checkbox"/>	9 <input type="checkbox"/>	10 <input checked="" type="checkbox"/>	11 <input type="checkbox"/>

### This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b>														0
<b>Dual Language</b>														0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	33	<b>Newcomers</b> (ELLs receiving service 0-3 years)	11	<b>ELL Students with Disabilities</b>	33
<b>SIFE</b>		<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	9	<b>Long-Term</b> (ELLs receiving service 7 or more years)	13

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>			13			7		1	6	0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 3

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**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
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section is for Dual Language Programs Only**

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
--	---

Freestanding English as a New 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		1		2	4	1	3	2	3		1		5	0
Chinese					1								0	0
Russian														0
Bengali														0
Urdu				1										0
Arabic													1	0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other MN		1												0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

OVERALL NYSESAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	2		1	4		5	2	5	6			3	1	0
<b>Emerging</b> (Low Intermediate)									1					0
<b>Transitioning</b> (High Intermediate)														0
<b>Expanding</b> (Advanced)														0
<b>Commanding</b> (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4					0
5	1				0
6					0
7					0
8	2				0
NYSAA		1	19		0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3			1						0
4									0
5			1						0
6									0
7	1								0
8	1								0
NYSAA			2		18				0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4									0
8	1								0
NYSAA Bilingual (SWD)			1		5		1		0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.  
PS 36's assessment tools are SANDI and FAST. The data collected from SANDI and FAST provides the ENL Teacher with a baseline for ELLs in the school. The data that is collected from these assessments helps form the schools instructional plan by allowing the ENL teacher to set goals for each student. Classroom teachers use Periodic Assessments to see how the students perform so they can create instruction and set IEP goals. Currently, all of our ELLs have tested at the Entering level on the NYSITELL. ENL levels help place students in appropriate classrooms as well as informs the classroom teacher of the students proficiency level.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
Analyzing student scores help identify trends within your class and across classes in your school. Dynamic reports help teachers facilitate grouping and other approaches to differentiated instruction. This information also provides an objective measure of student performance and growth to share with families. Using this data, you can work with the families to keep students on track for success through high school and after graduation. Based on the NYSITELL the vast majority of newly identified ELLs score at the Entering level and as of the NYSESLAT 2014-2015 our students have maintained their current Entering status.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
Teachers will use data to identify strengths and weakness that students have within the four modalities. The ENL teacher along with the classroom teachers will use the data to develop a central focus to address the needs of each individual ELL. After school, dministration and teachers analyze the data and discuss instructional practices that will be beneficial for ELLS. As a direct effect of students' performance in the four NYSESLAT modalities, teachers create lessons that focus on writing, listening and reading because they are the three modalities that ELLs struggled with across all grade levels. Our school also uses the information about Annual Measurable Achievement Objectives (AMAO) to design data-driven programs, identify differences between subgroups, and share best practices.
- For each program, answer the following:
  - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

PS 36 uses the guidelines in CR Part 154-2 for ENL instructional time. The students receive a combination of Stand-Alone ENL and Integrated ENL. ELLs in our school begin our program at the Entering level and achieve small, but valuable progress within the same level. English Language Learner (ELL) Periodic Assessments are designed to measure student progress in English language proficiency and to predict performance on NYSESLAT. The results provide teachers with detailed information about their students' strengths and weaknesses in English language development and serve as a resource to help plan individual and group instruction.

- 5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.]  
PS 36 is a district 75 school and each ELL that it services is an ELL with disabilities. The school utilizes RTI framework to provide instruction that meets the needs of the students.
- 6. How do you make sure that a student's new language development is considered in instructional decisions?  
Our school uses bilingual paraprofessionals to help ensure that directions, homework, and tasks can be translated for the students and parents.
- 7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

PS 36 offers Freestanding ENL.

- 8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).  
At PS 36, the ENL teacher keeps data on students' progress by using on-going assessment. ELLs also participate in district wide assessments.

## Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- 1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.

PS 36 follows the steps listed below for the initial identification of ELLs:

If the student is a new entrant or reentrant to the DOE after 2 continuous years not in a NY state school the Home Language Identification Survey (HLIS) is administered to the parents or guardian in their preferred language. The ENL teacher will also provide a qualified interpreter that is fluent in both English and the parent or guardian's home language.

If their home language is other than English the student is eligible to take the NYSITELL. The NYSITELL determines the student's current ENL level. If the student has an IEP the Language Proficiency Team (LPT) will conduct a formal interview to determine if the student should be NYSITELL tested. The LPT consists of one school administrator, the ENL teacher, a Speech teacher and the parent or guardian of the child.

If the LPT determines the student should take the NYSITELL the student will then be tested within the first 20 days of their start date. If the student's home language is Spanish, they will also be administered the LAB-R to determine their proficiency level in Spanish.

In the situation that the student is a new entrant to the DOE, but comes from a NYS school, PS 36 will request ELL status from student's previous school. If information is not sent the process described above will begin.

- 2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).  
During the administration of the HLIS the ENL teacher will also complete the oral interview questionnaire for SIFE identification. SIFE identification must be completed within the first 30 days of the students initial enrollment date. For students who have a home language or Arabic, Bengali, Chinese, Haitian, Creole or Spanish the ENL teacher will also have the student complete the Literacy Evaluation for Newcomer SIFE.
- 3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

PS 36 is a District 75 school and all of our newly enrolled and current ELLs have IEPs. As explained in question one's answer, all of our newly enrolled students are given a HLIS. After the HLIS is administered, the LPT team has 20 school days to meet and discuss if the student is eligible for NYSITELL testing. Our current LPT team consists of an Assistant Principal, the ENL teacher, a Speech teacher,

the student's parent or guardian, and if necessary a qualified interpreter. If the LPT decides that the student should be tested and identified as an ELL. If it is determine that the student should not take the NYSITELL then the school Principal will be asked to review the LPT's decision. If the principal approves the decision made by the LPT, it is then sent to the superintendent for review and parents are notified within 3 days of decision. After the parents are notified and the superintendent reviews the ELL identification process is complete.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.  
Before the testing windows open, PS 36 uses the RLER report in ATS to identify which students are eligible for testing and parents are notified via direct mail in their home language.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [\*ELL Policy and Reference Guide, Re-Identification of ELL Status\*](#) section).  
Parents are informed at intake that they have up to 45 days after the enrollment of their child to request a review if they feel that their child was misidentified. It is also explained to the parent or guardians that all requests must be submitted in writing.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.  
At the time of enrollment, the intake team informs the parents of the three program choices; Transitional Bilingual, Dual Language, and Freestanding ENL. The parents are then provided with a Parent Survey & Program Selection Form where they put down their program choice. Currently, PS 36 only offers Freestanding ENL and if a parent indicates that they prefer a Transitional Bilingual or Dual Language class our school will either keep the student enrolled in the current program provided or assist them in transferring to a school that does offer their preferred program choice.
7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.  
The ENL teacher along with the intake team reaches out to the parent via written letters in their home language or calls the parents to ensure that that Parent Surveys and Program Selection forms are returned to the school. After the forms have been returned to the school the parent's choice is recorded in to the ELPC screen of ATS.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.  
If a parent has not returned the Parent Survey and Program Selection form then in the ELPC screen the school will record that the parent did not complete the survey. The student will placed in Freestanding ENL.
9. Describe how your school ensures that placement parent notification letters are distributed.  
PS 36 is a district 75 school that informs the parents about student placement at IEP meetings.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
The ENL teacher is responsible for placing all ELL documentation in the student's cumulative record.
11. 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.  
To ensure that all ELLs at PS 36 take the NYSESLAT the ENL teacher along with the testing coordinator at the school meets regularly to compare the list of eligible students. The ENL teacher frequently checks the RELC report and RLAT report to keep up to date. The ENL teacher is responsible for making the testing schedule. The ENL teacher along with other pedagogies trained in ENL matters work as a team to administer and score the test within the testing window. The speaking portion of the test is given individual to the students by the ENL teacher and scored by a Speech. The other sessions of the test are given in small groups based on students' grade, class ratio and IEP modifications.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
The ENL teacher is responsible for sending out continued entitlement and transitional support letters to parents in their home language.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).  
PS 36 offers freestanding ENL.

## A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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. Freestanding ENL program.  
Students at PS 36 are placed in either 12:1:1 or 8:1:1 classes that are ungraded and heterogeneous. Specially trained and licensed teachers teach ELLS with cochlear implants with input from the ENL teacher. Due to the population of the school, instructional language is conducted at the Entering level. There is only one program offered at the school and the ENL teacher is responsible for creating a schedule that incorporates the mandated minutes for Standalone and Intergrade ENL instruction. During instructional time the ENL teacher uses object realia, manipulatives and TPR as ENL method of instruction.
  - b. TBE program. *If applicable.*  
N/A
  - c. DL program. *If applicable.*  
N/A
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?  
Our ENL teacher is dually certified in order to meet the mandate minutes required for Standalone and Integrated instruction. The ENL teacher also works closely with other staff members to ensure that her schedule is in compliance with the Unit and Staffing Requirements.
3. Describe how core content is delivered in each program model. 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.  
Content areas are delivered to our ELLS through integrated instruction. The classroom teacher and ENL teacher work together to delivery content that aligns with the Common Core standards as well as the New Language Arts Progression. If needed, clarification is provided by a bilingual paraprofessional. The ENL teacher uses the CALLA and SIOP methods during standalone and integrated minutes.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?  
With the help of bilingual teachers and paraprofessionals the students' home languages are assessed throughout the year.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
The ENL teacher co-teachers with classroom teachers to ensure that curriculum include reading, writing, listening and speaking activities in English for all ELLs. The ENL teacher and classroom teacher also conduct on going assessments through out the year.
6. How do you differentiate instruction for each of the following ELL subgroups?
  - a. SIFE
  - b. Newcomer
  - c. Developing
  - d. Long Term
  - e. Former ELLs up to two years after exiting ELL statusPS 36 is a district 75 school and differentiates instruction based the student's needs. The ENL teacher along with all core content teachers work together to ensure that; SIFE, Newcomers, Developing, and Long term ELLS receive appropriate differentiation based on not only their strengths and weakness, but also based on their IEP goals. Former ELLs receive support from the ENL teacher when they are struggling to access the language need to succeed in any core content area.
7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section.  
Between 6-12 months after the re-identification of an ELL student, the principal along with the ENL teacher, classroom teacher and parent will review student work and assessments to ensure the student's academic progress has not been adversely affected. The ENL teacher will provide support for any ELL who was re-identified within the past 6-12 months.
8. 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?

**Chart** ESL teacher is familiar with materials and strategies that modify a lesson to maximize consistency for the students. Students with cochlear implants are taught with phonics programs such as Sounds in Action, which is beneficial for students with implants, as well as ELLs. Intellectually Disabled students are taught phonics and sight –word recognition that allow them to access the Common Core standards. Students also participate in the Reading A-Z program. Emotional Disturbed students receive individualized instruction in math and are supported by the ENL teacher when reading grade-appropriate texts. ELLs take regularly scheduled dictation tests based on a passage at the student’s comprehension level. The dictation program is aimed at writing mechanics and requires proper use of capital letters, punctuation, and spelling. Instruction is in English and the native language is employed when a concept can’t be explained using English.

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

ELL- SWDs make up our entire ELL population. They receive a modified instructional and functional curriculum that is tailored to meet their needs. We adapt reading materials, TOBI’s, Mayer-Johnson symbols, and workbooks for every student. All students at PS 36 have an IEP and we create lessons to meet their IEP goals, as well as Common Core Standards. Some of ELL-SWDs do not take standardized test, but they do participate in New York State Alternate Assessment (NYSAA). Teachers are also required to use other assessment tools such as; SANDI and NYS Data folio assessment. Supplemental to the assessment listed above daily data is collected in all subject areas to mark progress.

**Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements**  
*All ENL classes, including Integrated and Stand-alone offer home language support.*

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
<b>ENL INSTRUCTIONAL TIME (MINIMUM)</b>	<b>2 units of study per week (360 min.)</b>	<b>2 units of study per week (360 min.)</b>	<b>1 unit of study per week (180 min.)</b>	<b>1 unit of study per week (180 min.)</b>	<i>Former ELLs must continue to receive services for an additional two years</i>
<b>STAND-ALONE ENL</b>	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
<b>INTEGRATED ENL</b>	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
<b>EFFICIENCY</b> <b>Chart</b>		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
<b>TOTAL</b>	<i>360 minutes per week</i>	<i>360 minutes per week</i>	<i>180 minutes per week</i>	<i>180 minutes per week</i>	
<b>STAFFING/ PERSONNEL</b>	<b>STAND-ALONE ENL</b> K-12 Certified ESOL teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(u) of this Title. All programs must be provided during the school day.					

*\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.*



\*Note “other approved services” does not apply to New York City at this time.

**CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements**

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

\*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

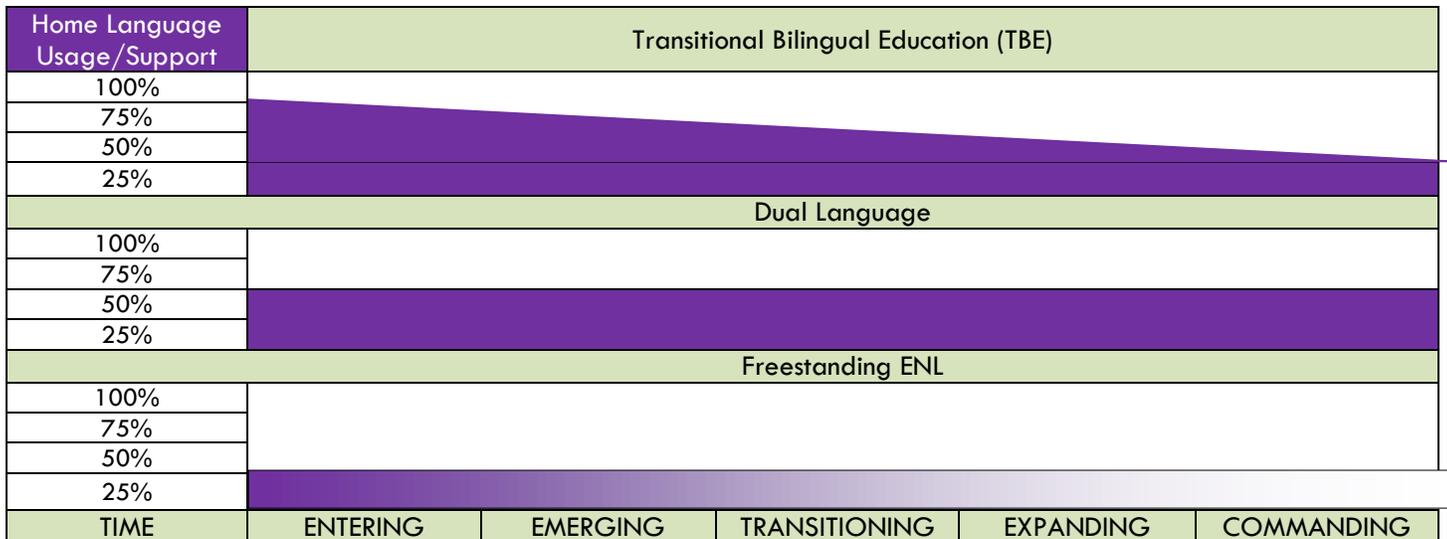


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.  
**Our school offers Freestanding ENL. In cases of Integrated sessions, the ENL teacher co-teaches with the classroom teacher. In cases of Standalone ENL the ENL teacher works on the IEP goals of the students in groups of 1 -5. All ENL groups are heterogeneous and ungraded.**
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.  
**Depending on each student's IEP, teachers modify content. The ENL teacher works very closely with the classroom teachers to ensure that instruction during standalone ENL matches the topic, skills, and vocabulary that is being used in the classroom. The ENL teacher co-teaches with the classroom teachers to create meaningful instruction for ELLs. Though this model, our ELLs have made progress with their second language acquisition based on the data collected by SANDI and FAST.**
12. What new programs or improvements will be considered for the upcoming school year?  
**The ENL teacher along with administration work together to improve parent involvement. Currently, the school is planning to invite all ELL parents in for an overview of the program model that is used at PS 36.**
13. What programs/services for ELLs will be discontinued and why?  
**None, the ENL program will remain the same.**
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
**PS 36 offers a variety of incentives and educational trips that ELLs can participate in during the school day. These supplemental services do not interfere with core content instruction. ELLs also have equal access to all learning activities and events that the school offers.**
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.  
**For reading, ELLs learn through music as well as adapted materials. For math, students use manipulatives and participate in a computer based math-programs. SMARTboard technology is used for Science and Social Studies. The ENL teacher often use object realia and TPR methods to help aid ELLs second language acquisition . The ENL teacher also uses iPads to help build communication skills.**
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
**Native language support is delivered with the help of bilingual paraprofessionals.**
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
**ENL instruction is differentiated based on IEPs and ELL subgroups. ELLs have access to materials in both English and in their native language. Materials are adapted to support their strengths and cultural background.**
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).  
**When needed administration, counselors, classroom teachers and the ENL teacher meet individually with newly enrolled ELLs to ensure a smooth transition.**
19. What language electives are offered to ELLs?  
**French is offered as a language elective to ELLs.**
20. For schools with dual language programs:
  - a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
  - b. In which language(s) is each core content area taught?
  - c. How is each language separated for instruction?
  - d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

**Currently, PS 36 offers Freestanding ENL.**

## B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)  
The ENL teacher attends all PDs that are given by the DELLS office for D75.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?  
The ENL teacher is a member of the National Organization of ENL teachers and actively participates in online forms. The ENL teacher is also encouraged to attend any PDs that are beneficial for her understanding of 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?  
All students, including ELLs at PS 36 are supported when transitioning into a new school. As a school we work on all communication and functional skills need to transition to a new school or grade level.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.  
All teachers are asked to attend the Jose P Trainings. The ENL teacher keeps a master list of teachers that have completed the training and reports it with her compliance documents. The ENL teacher is responsible to meet the total hours mandated by CR Part 154.2 and keeps records of her attendance.

## C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?  
The ENL teacher will contact the parents via mail or phone to set up meetings. If needed, the meetings will be held over the phone if the parent cannot be present. Also, the ENL teacher attends all ELLS IEP meetings. A qualified interpreter is always provided for the parent or guardian.
2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.  
Paste response here:
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.  
PS 36 conducts monthly Leadership Team and PTA meetings. There is an ongoing system to recruit parent volunteers. The ENL teacher actively tries to engage parent communication by inviting them on trips and up to the school for special events.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?  
The school partners with Heaven Hands and the New York Psychotherapy Counseling Center. The parents of ELLs are informed of these partnerships. A special invitation was extended to ELL parents.
5. How do you evaluate the needs of the parents?  
PS 36 evaluates the needs of the parents by having an open door policy. Many of our parents come to the school when they need assistance in any way and we welcome their concerns and proactively help find solutions that are within our means.
6. How do your parental involvement activities address the needs of the parents?  
Currently, PS36's open door policy has proven to be an effective way to communicate and provide parents with activities that address their needs.

## D. Additional Information

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



School Name: **Nathanael Greene**

School DBN: **75K036**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Johanna Schneider	Principal		
Lori Heffez	Assistant Principal		
L.Renfore	Parent Coordinator		
Kristi Castillo	ENL/Bilingual Teacher		
Mandy Garcia	Parent		
Katrina Farganis	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
Gwenn Levine-Miller	School Counselor		
Gary Hect	Superintendent		
	Borough Field Support Center Staff Member _____		
Susan Salner	Other <u>Related Service</u>		
	Other _____		
	Other _____		

## 2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

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

**DBN: PS 36**      **School Name: P36K/Nathaniel Greene School**  
**Superintendent: Gary Hecht**

### Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy**
- The LAC has attended an in-person or online training ([www.learnndoe.org/tiu/lac](http://www.learnndoe.org/tiu/lac)) by the Translation and Interpretation Unit**
- The LAC is involved in the development of this Translation and Interpretation Plan**

**School Goal:** To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

### Part A: Identification and Assessment of Limited-English-Proficient Parents

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1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

When a new student enters the school, a new admission packet is filled out by the parent/guardian and the intake meeting takes place. During the intake meeting staff (that may include, but limited to: social worker, guidance counselor, psychologist, parent coordinator, family worker, teacher, assistant principal) meets with the family to gather needed information. Translation and oral interpretation need are then noted. If needed, a Home Language Identification Survey is completed. The counselor, or parent coordinator keeps track of parents/guardians and families who require translation and oral interpretation services to ensure that services are available during meetings, conferences and special events. All stakeholders that have contact with the child know the language interpretation needs of the family. Centrally produced documents are kept on hand for the parents who require documents in their native language and students specific documents will be translated as need by school staff. This information is recorded and maintained by the school.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Parents preferred languages for both written and oral communication are as followed; English, Spanish, Mandarin and, Arabic.

## **Part B: Creating a Communications Calendar**

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1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Some documents that typically require translations are as followed; back to school night, parent-teacher conferences notifications, NYS testing dates, IEP notification, and Permission Slips.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Some face to face interactions that will typically occur through the school year are; back to school night, parent-teacher night, and IEP meetings. Other meetings include phone calls with teachers and counselors.

## **Part C: Providing Language Assistance Services**

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1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

When a parent/guardian is identified as needing translation services, we will utilize school staff to provide these services. Centrally produced documents are kept on hand for the parent who requires documents in their native language. When a parent requires a non-centrally produced document a staff member is provided with adequate time to complete the translation. If other documents are needed and cannot be provided by the school the school will contact the Translation and Interpretation Unit of the DOE.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

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

#### **Part D: Training Staff on Policies and Procedures**

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Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

At the start of the school year all school staff is informed on how to use translation services and over the phone interpretation service. Also, T&I Brochures will be given out when requested.

#### **Part E: Providing Notice of Language Assistance Services**

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Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

##### Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Through out the school year we ensure that we have the Bill of Rights and Responsibilities available for the parents in their native language. Appropriate signage will be requested through the Translation and Interpretation Unit of the DOE.

#### **Part F: Monitoring and Quality Control**

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Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

PS 36 will implement a new survey at the start of the year that will be provided in all Native Languages that allow for feedback.