

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

05M036

School Name:

P.S. 036 MARGARET DOUGLAS

Principal:

HEATHER JNBAPTIST

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Margaret Douglas School School Number (DBN): 05M036
Grades Served: PK-5
School Address: 123 Morningside Drive
Phone Number: 212-690-5808 Fax: 212-690-5811
School Contact Person: Heather JnBaptist Email Address: HJnBapt@schools.nyc.gov
Principal: Heather JnBaptist
UFT Chapter Leader: Faiza Khalid
Parents' Association President: Deborah Shand
SLT Chairperson: Keisha Roberts
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Ayishah Irving
Student Representative(s): _____

District Information

District: 05 Superintendent: Gale Reeves
Superintendent's Office Address: 425 West 123rd Street
Superintendent's Email Address: GR Reeves@schools.nyc.gov
Phone Number: 212 -769 -7500 Fax: _____

Borough Field Support Center (BFSC)

BFSC: Manhattan Director: Yuet Chu
Director's Office Address: 333 Seventh Avenue, 8th Floor
Director's Email Address: ychu@schools.nyc.gov
Phone Number: 646-470-0721 Fax: 917-339-1765

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)
Heather JnBaptist	*Principal or Designee	
Faiza Khalid	*UFT Chapter Leader or Designee	
Deborah Shand	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Ayishah Irvin	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>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Monique Greene	Member/	
Keisha Roberts	Member/	
Monique Watts Harouna	Member/	
Mary Outlaw	Member/ Parent	
Ayishah Irvin	Member/ Parent	
Victoria Popoola	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Charmaine Frith	Member/ Parent	
	Member/	

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.

At P.S. 36M, The Margaret Douglas School, we envision a multicultural, state of the art elementary school providing world-class excellence in education. Our enthusiastic educational environment fosters creativity, critical thinking and problem solving skills. Our team-oriented approach is focused on developing the whole child, while inspiring them to become life-long learners to reach their greatest potential in school and life.

Our Mission is to provide a safe and nurturing learning community that advances the academic, social, emotional and physical development of all students.

Our values are centered around E's of Excellence:

- **Engage** – We believe that inclusive participation from parents, teachers, staff, administration and community enhances the educational outcomes for our students.
- **Enrich** – We believe in adding value to our students by improving their academic, social and emotional competencies.
- **Encourage** – We believe all children have the ability to learn and that through support and nurturing, we can help them reach their full potential.
- **Empower** – We believe that an empowered student will be one who believes in his/herself and demonstrates honesty, integrity, nobility and humility in their actions.

During the past school year, P.S. 36 made progress in some areas as identified in the New York City Department of Education – Elementary School Quality Snapshot. The noted progress /accomplishments include:

Improvement in Some Components of School Environment (School Survey)

- 89% of parents are satisfied with the education that their child has received.
- 85% of parents feel that the school offers a wide enough variety of courses, extracurricular activities and services.
- 94% of teachers agree that leaders of this school place a high priority on the quality of teaching.

Student Progress (Determined by comparing each student's test score in 2014 to the test scores of other students with the same test score in 2013 to see how much the student has grown).

- Rated Excellent – Improvement on the State English Test (All Students)
- Rated Good – Improvement on the State English Test (Lowest Performing Students)
- Rated Excellent – Improvement on the State Math Test (All Students)
- Rated Good – Improvement on the State Math Test (Lowest Performing Students)

Student Achievement (Determined by the number of students scoring at Proficiency Levels 3 and 4).

- Improvement in the percentage of students meeting State Standards on State English Test
- Improvement in the percentage of students meeting State Standards on State Math Test.

State Accountability

- The school's current status: Good Standing

Major Challenges:

- The school has not made consistent progress in closing the achievement gap as it relates to English Language Learners and Students with Disabilities. During, the 2015-16 school year, there will be a continued and concentrated effort in looking at the data for these specific subgroups, pinpointing areas of need and providing the intervention needed to maximize opportunities for student progress.
- Although there has been some progress in some of the Components of the School Survey, P.S.36 must continue the process of providing support to parents and pedagogues to improve overall school environment as it relates to the instructional core, school culture and strong structures for student improvement.

The school continues to put structures and programs in place to support families and students to increase the current attendance rate. As indicated in the latest Elementary School Quality Snapshot, our attendance rate (90.0%) is slightly lower than that of our peer average (91.9%) and the city's average (93.3%).

^[1] NYSED Accountability Status for District and Schools for 2014-15: <http://www.p12.nysed.gov/accountability/ESEADesignations.html>

^[2] NYC DOE School Quality Guide 2013-14: Available at <http://schools.nyc.gov/Accountability/tools/report/default.htm>

^[3] NYC DOE Elementary School Quality Snapshot 2014-15: http://schools.nyc.gov/OA/SchoolReports/2013-14/School_Quality_Snapshot_2014_EMS_M036.pdf

^[4] NYC DOE Quality Review Report 2014-15: http://schools.nyc.gov/OA/SchoolReports/2014-15/Quality_Review_2015_M036.pdf

^[5] P.S. 36 School Website: <http://schools.nyc.gov/SchoolPortals/05/M036/AboutUs/Overview/Our+Mission.htm>

05M036 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	539	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	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	81.4%	% Attendance Rate		88.9%	
% Free Lunch	83.3%	% Reduced Lunch		4.6%	
% Limited English Proficient	9.9%	% Students with Disabilities		22.4%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.6%	% Black or African American		48.5%	
% Hispanic or Latino	47.2%	% Asian or Native Hawaiian/Pacific Islander		0.6%	
% White	1.7%	% Multi-Racial		0.9%	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	2.34	# of Assistant Principals (2014-15)		1	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1	
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)		6.49	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	17.4%	Mathematics Performance at levels 3 & 4		23.5%	
Science Performance at levels 3 & 4 (4th Grade)	81.0%	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		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
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		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	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	YES				
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.

During the 2015-2016 school year, P.S. 36 will continue to concentrate our efforts and commitment to using data to drive instruction and providing pedagogues with meaningful and quality professional development. Review of data sources including (NYSED Data, School-net, Baseline Assessments in ELA and Math) and school documents (the Elementary School Quality Snapshot, New York City School Survey and New York State Report Card) will be examined to identify academic/school-wide areas in need of improvement, students to prioritize for intervention, and topics to be addressed during weekly professional development sessions. Based on the 2014-15 NYS assessment results, 10% are on proficiency levels in ELA and 18 % in Math. There is a need to reduce the number of level 1 students and increase the levels of our SWDs and ELLs towards meeting standards. This fiscal year, funds have been allocated to hire a Generation Ready Consultant, who works closely with teachers providing additional support, and a math consultant who will provide support with the math practices. In addition , the consultants will provide support and training to pedagogues who need to improve overall teaching and learning. In addition, with support of Teacher’s College, designated Instructional Lead Teachers receive training through the Columbia University Office of School & Community Partnerships. This training will assist Lead Teacher with the ongoing process of assessing, analyzing data, determining school and grade level goals, and the planning and implementation of instruction that is aligned to Common Core Learning Standards and fosters critical thinking skills across all disciplines. In addition, the school has been selected by the Chancellor to be a part of the Teacher’s College Writing Project. These opportunity will provide additional professional development to pedagogues across all grade levels in order to increase student performance.

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 a 10 % increase in ELA and Math based on the NY State ELA and Math Assessments.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Development of 2015-16 P.S. 36 Comprehensive Professional Development Calendar. Provide opportunities for differentiated Professional Development Sessions to assist teachers in the implementation of Common Core Standards/Curriculum and strengthening competencies in Planning and Preparation, Classroom Environment and Instruction in order to increase student performance.</p>	<p>All Pedagogues</p>	<p>Sept. 2015 – Nov 2015</p>	<p>School Administration, REACH Team, Math Consultant, Generation Ready Consultants, Teachers attending TC,</p>
<p>Continuation of refining curriculum map, Data talks with Administration, Professional development focusing on inquiry statements based on student data and focused standards.</p>	<p>All Pedagogues</p>	<p>Dec. 2015 - Mar. . 2016</p>	<p>School Administration, REACH Team, Math Consultant, Generation Ready Consultants, Teachers attending TC,</p>
<p>Teacher teams will continue to focus on “Shifting Classroom Practice,” which is essential in ensuring that all students are making progress towards meeting higher standards. On a consistent basis, teacher teams will analyze student work to determine the continued needs of all pupils across every curriculum areas and accountability group. This process will also assist the school in prioritizing areas for professional development and support.</p>	<p>All Pedagogues</p>	<p>Sept. 2015 – June 2016</p>	<p>School Administration, REACH Team, Math Consultant, Generation Ready Consultant, Teachers attending TC,</p>
<p>School administration will conduct frequent walk-through and provide immediate feedback to pedagogues focusing on Danielson Domain 1 – Planning and Preparation, Domain 2 – Classroom Environment and Domain 3 – Instruction.</p> <p>Parental Involvement Include:</p> <ul style="list-style-type: none"> • In the beginning of the school year, encourage parents to attend Open House • Monthly parent workshops focusing on attendance, asthma, focus standards. will be held by 	<p>All Pedagogues</p> <p>All Parents</p>	<p>Sept. 2015 – June 2016</p> <p>Sept. 2015 - June 2016</p>	<p>School Administration</p> <p>School Administration, parent coordinator, Children Health Fund coordinator & teachers</p>

<ul style="list-style-type: none"> Provide opportunities for parents to attend grade specific "Curriculum Night," where parents receive information about Common Core Learning Standards, city-wide curriculum and academic expectations. Principal disseminates important information through P.S. 36 Monthly Newsletters and during the Parent's Association monthly meeting. Notifying parents about student progress/academic expectations 	All Parents	Spring/Fall Terms	School Administration Pedagogues
	All Parents	Sept. 2015 – June 2016	School Administration
	Specific Students	Weekly	Pedagogues

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.										
Human Resources: Principal, Assistant Principal, Classroom Teachers, Academic Intervention Teachers, Data/Test Coordinator, Generation Ready Consultant, Community School District Personnel. Instructional Resources: Read yGen, Go Math Curriculum's, other Common Core Aligned Instructional Resources/Data Systems										
Part 4b. 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 st 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.
There will be a 5% increase in ELA and Math from the September baseline to January's midpoint benchmark as measured by NYC Periodic Assessment.
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.

The most recent NYC School Quality Snapshot shows 87% of parents are satisfied with the teachers helping their child learn. 75% of teachers agree that the school sets high standards for academic performance.

As mentioned earlier, our school mission remains focused on providing a safe and nurturing learning community that advances the academic, social, emotional and physical development of all students. Many of our students are faced with outside challenges that can impede teaching and learning. Our OORs report indicated an increase in principals' suspensions compared to the school year 2013-14. In conjunction with The Morning-side Center for Teaching Social Responsibility, we are committed to supporting Capacity Framework Element Supportive Environment by exposing students to and implementing the 4Rs Curriculum (Reading/Writing/Respect and Resolution) Curriculum. This course of study focuses on the following:

- Building community and developing a vision
- Understanding and dealing with feelings
- Understanding and respecting others: becoming a better listener
- Standing up for yourself while respecting others: learning to be assertive
- Understanding and dealing well with conflict
- Celebrating diversity and countering prejudice
- Sustaining the caring community: making the differences

In addition to the continuation of the The Four R curriculum, the following supports are available to support this area of need:

- Respect For All Assemblies will be provided by the guidance counselor and parent coordinator every three months beginning in November.
- Achievement Initiative social worker from Schools for Counseling meets with individual students and small groups to focus on conflict resolution. The social worker also meets with parents to provide outside support for the families.
- Children Health Fund Health Coordinator provides monthly workshops to staff and parents in regards to improving attendance and also provides supports to families.
- Teachers continue to communicate to parents daily via the use of the KInVolve app.

To strengthen the school's academic supportive environment during 2015-2016, we will work to bring all ELO partners together to increase the coordination and complementary nature of the programming; and increase the use of data to identify and recruit students for ELO programs so that we can increase the supports for students in particular subgroups.

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.

Some of the more specific needs around improving the school's non-academic or social-emotional supportive environment include the fact that a lot of the students are dealing with issues and often the depth of those issues is not fully understood by the adults; greater mental health and social emotional development supports (i.e. trauma, oppositional defiance disorders, attention deficit hyperactivity disorders, mild Asberger's/Autism and depression) for students, families and staff; the use of a research-based social-emotional assessment system, will assist us to determine where students are on their SEL development in order to respond in a more meaningful and timely manner through the use of a tiered intervention system. A focus on these aspects of the environment also should positively impact the school's absenteeism rate which is another significant need.

By June 2016 90% of students will become problem solvers, and skilled in understanding and handling feelings as teachers continue to engage them in an interactive curriculum (4 R curriculum) which focusing on Reading, Writing, Respect and Resolution, in conjunction with the Morning-side Center for Teaching Social Responsibility . Measures of monitoring and goal setting will include: reduction in specific Oors incidents, increase in positive parent responses to survey on school survey.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
Teachers will continue to provide in depth lessons on conflict resolution every Tuesday guided by the Morning-side Alliance consultant	All Pedagogues	Sept. 2015- April 2016	Morning side Alliance consultant
Provide monthly parent workshops on attendance, health barriers to student learning, student behavior, medical concerns,	Parents	Sept. 2015 – June 2016	Parent Coordinator, Health Coordinator, Social Worker, Guidance Counselor
Provide Respect For All assemblies focusing on Anti bullying, conflict resolution	Students	October 2015 – April 2016	Guidance Counselor, Parent Coordinator
Provide Tuesday parent workshops focusing on specific focus standards,	Parents	November 2015- May 2016	Teachers

Provide professional development focusing on de-escalation, dealing with student behaviors	All Pedagogues	October 2015- April 2016	Guidance Counselor, Social worker
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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.											
Human Resources: Classroom Teachers, Administration, Personnel from the Morningside Center for Teaching and Social Responsibility. Instructional Resources: The 4Rs Curriculum for Pre-K through Grade 5 and accompanying books focusing grade level themes.											
Part 4b. 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 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
By February 2106, there will be a decrease of 10% in the OORs reports due to the the students' engagement in the 4 R curriculum and the Respect For All assemblies. Administration and Personnel from the Morningside Center for Teaching Social Responsibility will conduct walk-through during the continued implementation of the curriculum.
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.

According to the 2014-2015 Quality Review, collaborative work amongst teachers yielded a rating of proficient. Over the past year, the school has worked to develop a new vision and culture focused on collaboration using the Elmore strategies shared at a PD for school leaders; and there has been greater collaboration and more shared understandings of instructional expectations. According to an end-of-year teacher survey, teachers felt they were often able to prepare for their meetings; were clear about the next steps; and suggested a majority of their team time was spent on instructional talk.

While there has been improvement in the attitudes and practices related to collaboration, there are ongoing concerns about the focus and the consistency of the collaboration. AS stated in the Framework for Great School Report 2015, 66% of teachers were satisfied with the quality of professional development received. Survey results also revealed that some teachers do not want to share information or that they know everything being shared.

Efforts to improve the school's practices around collaborative teachers will focus on helping teachers to better use their common preps and professional development time to engage with each other around the key instructional foci (designing coherent instruction and data-driven inquiry) for the year.

Through professional development provided by the REACH Team, the math consultant and the Generation Ready consultant, teachers will strengthen the instructional leadership and practices to consequently improve student learning outcomes through research based interventions designed to build the capacity of teachers and teacher teams through the use of teacher leaders and turnkey learning in the areas of collaborative inquiry, data driven instruction, rigorous curriculum, and pedagogical content knowledge.

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 an increase in teacher response to the category of “Inclusive classroom instruction” from 84 to 90 as measured by the Framework for Great Schools Report 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Data Driven Instruction - Support the implementation and monitoring of systems for data driven instruction in grades K - 5 that will provide more robust and timely feedback to teachers around student mastery of common core ELA and Math skills in order to deepen teacher analysis and instructional response to the data</p>	<p>All pedagogues</p>	<p>October 2015 - May 2016</p>	<p>REACH Team, Generation Ready consultant, Math consultant</p>
<p>Quality Instruction - Strengthen instructional practices of teachers based on math practices and math content</p>	<p>All pedagogues</p>	<p>October 2015 - June 2016</p>	<p>Math Consultant District Math Team</p>
<p>Quality instruction - Support the implementation and unpacking of the Writing Projects Units of Study so that teachers consistently implement the units and student writing improves</p>	<p>All pedagogues</p>	<p>September 2015 - May 2016</p>	<p>TC Consultant, Millman Fellows, Generation Ready consultant</p>
<p>Rigorous Curriculum - Curriculum Mapping & Units of Study : Support the tuning and revision of units of study and curriculum maps for coherence, vertical alignment and cross content opportunities</p>	<p>K - 2 staff 3 - 5 staff</p>	<p>Every other Monday in the month October 2015 - June 2016</p>	<p>Administration REACH Team</p>
<p>Collaborative Teachers: Support the use of collaborative inquiry through the use of monthly cohort professional development sessions</p>	<p>K - 2 staff 3 - 5 staff</p>	<p>November 2015 - May 2016</p>	<p>Administration REACH Team</p>
<p>To support teacher teams to modify instructional materials using Universal Design for Learning (UDL) strategies so that they can design instruction to support all learners</p>	<p>Teachers</p>	<p>Monthly</p>	<p>Administration Consultants</p>
<p>SETTS Teacher will support teachers and paraprofessionals in developing appropriate IEPs and monitoring student progress</p>	<p>Teachers Paraprofessionals</p>	<p>Monthly</p>	<p>SETTS Teacher</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.

Math consultant, Generation Ready Consultant, REACH Team, school administration,

Part 4b. 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	X	21 st 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.

By February 2016, teacher teams will adjust 3 units that engage ELLs/SWDs as evidenced by completed unit of study. Administration will be able to observe the improvement in teachers' practices through the use of formal and informal observations. The Instructional cabinet will on an ongoing basis monitor the effectiveness of the professional development plan and the extent to which it addresses the priority needs of the school, grades and individual teachers.

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 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.

Quality Review data from school year 2014-15 stated that teachers are proficient as "they align assessments to the curriculum and use the data to determine student progress towards established goals." Through professional development provided by the REACH Team, the math consultant and the Generation Ready consultant, teachers will strengthen the instructional leadership and practices to consequently improve student learning outcomes through research based interventions designed to build the capacity of teachers and teacher teams through the use of teacher leaders and turnkey learning in the areas of collaborative inquiry, data driven instruction, rigorous curriculum, and pedagogical content knowledge.

Based on this data teachers will be :

- developing a tool that will support teacher analysis and re teach action planning based on the data from interim assessments.
- Reviewing and adjusting interim/periodic assessments to ensure alignment with common core standards.
- Addressing focus standards during skills periods, small group 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–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 school leaders will provide targeted professional development and ongoing support to which will result in a 10% increase from 72% to 82% in teachers' responses in the School Survey response to "opportunities to work productively with colleagues," as they analyze student data in grade teams as evidenced by the 2016 survey.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Principal and Assistant Principal receiving support from District instructional Team in the areas of data, feedback, curriculum planning, inquiry</p>	<p>Principal Assistant Principal</p>	<p>Monthly September 2015 - May 2016</p>	<p>District Support Staff</p>
<p>Assist teachers in analyzing student data (State ELA and Math, Fountas & Piinnell, MOSL) to identify focus standards</p>	<p>All pedagogues</p>	<p>Sept. – Oct. 2015</p>	<p>School Administration Data Specialist</p>
<p>Provide opportunities for teachers to engage in data talks focusing on data used to identify student's needs, next steps and checks for understanding</p>	<p>Teachers</p>	<p>November 2015 January 2016 March 2016 May 2016</p>	<p>Administration</p>
<p>Guide teachers through the analyses of baseline data, School-net Benchmark Assessments, and all available data (formal/informal assessments, conference notes, student's portfolios etc.) to identify and prioritize instructional needs and to group students for differentiation. Encourage grade level teams to use information as a gap analysis to make revisions to the current curriculum.</p>	<p>Teachers</p>	<p>Monthly (November 2015 -June 2016)</p>	<p>School Administration, REACH Team, Math Consultant, Generation Ready Consultant Pedagogues</p>
<p>Design and develop rigorous lessons and unit plans including student discussions on math practices; and ELA standards in order to move students from acquisition and meaning to transfer of knowledge and skills</p>	<p>students</p>	<p>weekly common planning periods</p>	<p>Teachers Administration Consultants</p>
<p>Through professional development provided by the REACH Team, the math consultant and the Generation Ready consultant, teachers will strengthen the instructional leadership and practices to consequently improve student learning outcomes through research based interventions</p>	<p>Teachers</p>	<p>Monthly</p>	<p>Administration Consultants</p>

designed to build the capacity of teachers and teacher teams through the use of teacher leaders and turnkey learning in the areas of collaborative inquiry, data driven instruction, rigorous curriculum, and pedagogical content knowledge.			
Administration along with the Instructional cabinet will monitor the effectiveness of the professional development plan and the extent to which it addresses the priority needs of the school, grades and individual teachers.	Teachers	Monthly	Administration Consultants
To support teacher teams to modify instructional materials using Universal Design for Learning (UDL) strategies so that they can design instruction to support all learners	Teachers	Monthly	Administration Consultants
SETTS Teacher will support teachers and paraprofessionals in developing appropriate IEPs and monitoring student progress	Teachers Paraprofessionals	Monthly	SETTS Teacher

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.										
District Team, School Administration, Data Specialist/Testing Coordinator, Math Consultant, Generation Ready Consultant, Teachers, REACH Team										
Part 4b. 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	X	21 st 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.
By February 2016 school leaders will provide targeted professional development and ongoing support to which will result in an 85% positive responses regarding opportunities to work productively with colleagues on a school created survey.
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

- 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.
- 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.

There is a strong correlation between attendance rate and student achievement. It is difficult for students to make consistent progress if they are absent from school on a regular basis. The school will engage parents of chronic absent students and students with excessive lateness in dialogue to improve student attendance. Based on the 2015 Framework for Great School's Report, teacher outreach to parents was 89% and parent involvement in the school received a score of 74%. P.S. 36 attendance committee is committed to improving student attendance to maximize all opportunities for student achievement and progress through:

- Invite families PS 36 Family Fridays
- Invite families to Tuesday parent workshops as well as attending meetings related to attendance.
- monthly attendance meetings with attendance teacher, Administration , Guidance Counselor, Parent Coordinator, Family worker, Social Worker, Health Coordinator to identify students with a pattern of absences and lateness. Families are contacted via telephone calls and letters to address concerns
- Teachers are encouraged to contact families with chronic absences and lateness's
- Attendance breakfasts and celebrations are planned every three months for students with good attendance.

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–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–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, the school the overall attendance will increase from 90 % to 93% as measured by the ATS attendance reports and the percentage of parents involvement in the school from 74% to 78% as measured by the Framework for Great Schools Report 2016.

Part 3 – Action Plan

<p>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:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
Identify students with chronic absences and lateness from school year 2014-15	Students with Attendance Problems	Monthly 2015-2016	Attendance Team Achievement Initiative Social Worker
Teachers communicate with parents through KinVolve app.	Students with Attendance Problems Students with Attendance Problems	Daily	Teacher
Attendance Team communicates via letters and phone calls to specific parents.	Students with Attendance Problems	Bi weekly	Family Worker Children Health Fund Coordinator Attendance Teacher
Plan meetings and support to families with attendance concerns.	Parents	As needed	Administration, Health Coordinator, Guidance Counselor
Support families in various workshops including topics such as homework help, social emotional, math, writing and other common core learning standards	Parents	Tuesdays	Classroom teachers, Children Health Fund Coordinator, Parent Coordinator, Guidance Counselor
Principal will work with SLT and PA to support families and encourage parents to take on leadership roles.	Parents	Monthly PA Meetings and SLT Meetings	Principal
Plan celebrations, incentives and breakfast to commend students with great attendance.	Students with Great Attendance	Monthly	Administration, Pedagogues and Personnel for the Children's Health Fund.

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.											
Children Health Fund Health Coordinator, Achievement Initiative Social Worker, Guidance Counselor, Attendance Teacher, Administration, Parent Coordinator, Family Worker, Classroom Teachers											
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	X	Title III, Part A		Title III, Immigrant
	C4E	X	21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	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.
By February 2016, the school;s attendance average will be 91.5% as evidenced by Automate Schools Report.
By February 2016, there will be an increase of 3% of parents attending workshops as evidence by attendance sheets.
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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	K-5– Hold-overs and Students not meeting NYS Standards in ELA/Math on assessments	<p>Response to Intervention (RTI) – Pull out</p> <p>The Reading Team – Early Literacy Intervention</p> <p>Harlem Dowling – After School</p> <p>Grades 3-5 Academic Intervention Support – After School Program</p>	<p>Response to Intervention (RTI) - Pull out - Small group 3 to 5 students</p> <p>The Reading Team – Whole Class/Differentiated</p> <p>Harlem Dowling – After School Reading, Math and Recreation – small group setting</p> <p>Grades 3-5 Academic Intervention Support – After School Reading/Math instruction.</p>	<p>Response to Intervention (RTI) Pull out – 1 to 2 times per week – 45 minutes each period.</p> <p>Reading Team – Twice each week – 45 minutes each session. After School – Monday through Friday 2:30 – 5:45 p.m.</p> <p>Harlem Dowling – After School, Monday-Friday 2:30 – 5:30 p.m.</p> <p>Grades 3-5 Academic Intervention Support – After School, Wednesday and Thursday – 2:30 p.m. – 4:30 p.m.</p>
Mathematics	K-5– Hold-overs and Students not meeting NYS Standards in ELA/Math on assessments	<p>Response to Intervention (RTI) – Pull out</p> <p>Harlem Dowling – After School</p>	<p>Response to Intervention (RTI) - Pull out - Small group 3 to 5 students</p> <p>Harlem Dowling – After School Reading, Math and Recreation – small group setting</p>	<p>Response to Intervention (RTI) Pull out – 1 to 2 times per week – 45 minutes each period.</p> <p>Harlem Dowling – After School,</p>

		Grades 3-5 Academic Intervention Support – After School Program	Grades 3-5 Academic Intervention Support – After School Reading/Math instruction.	Monday-Friday 2:30 – 5:30 p.m. Grades 3-5 Academic Intervention Support – After School, Wednesday and Thursday – 2:30 p.m. – 4:30 p.m.
Science	All students in Pre K - 5	In everyday lessons teachers are engaging students in non fiction text aligned to Science Scope and Sequence	Small group instruction Science Cluster	During the school day
Social Studies	All students in Pre K - 5	In everyday lessons teachers are engaging students in non fiction text aligned to Science Scope and Sequence	Small Group Instruction	During the school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)		The P.S. 36 Counseling Program focuses on three domains: Academic, Social/Emotional and College/Career (Self Esteem, Motivation, Character Education, Conflict Resolution, Friendship/Peer Relations, Goal Setting, Middle School Articulation, Referral to Community Based Organizations, Referrals to Special Education Services) The School Psychologist provides individual and small group counseling focused on the following areas: conflict resolution, anger management, peer relationships, identity development, emotional/social and/or academic	Individual, small/large group counseling, role playing, group activities (written and oral), and counselor made activities.	Services provided during designated parts of the school day (typically during student lunch periods)

		<p>challenges. In addition, the psychologist coordinates and connects parents and students to appropriate outside referrals.</p> <p>The school based Social Workers provide services during the academic school day. Depending on the needs of the child, intervention takes place on a one to one or small group setting.</p>		
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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.			
X	Schoolwide Program (SWP)	Targeted Assistance (TA) Schools	Non-Title I

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
More than 95% of the staff are Highly Qualified Teachers (HQT). Those who are not, are partnered with an experienced mentor who meets with the teacher on a consistent basis to plan across all academic areas. There is a concentrated focus on the Danielson Framework for teaching (Planning and Preparation, Classroom Environment, Instruction and Professional Responsibilities). Teachers who are not HQT are provided with many off site Professional Development opportunities offered by the Manhattan Field Support center, District office and New York City Department of Education.

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).
During the 2015-2016 school year P.S. 36 will continue efforts and commitment to using the data to drive instruction and providing teachers with meaningful and quality professional development. Many data sources, (School-net, Baseline Assessments, New York City Performance tasks) and school documents (The Quality Review, Developing Quality Review Report, New York State School Report Card/Item Analysis Report, and the New York City – Department of Education – Elementary School Quality Snapshot), are examined to identify areas to prioritize for AIS and topics to address during Professional Development. Structures are in place to ensure teachers are able to meet on a consistent basis to plan and participate in grade level/school-wide professional development and academic planning opportunities. The school develops a comprehensive Professional Development Calendar that reflects the needs of teachers and students across all subject areas and accountability groups (ELA, Mathematics, English Language Learners, and Special Needs). This fiscal year, funds have been allocated to hire an Generation Ready Consultant, and Math consultant who plays a vital role in providing the ongoing training for pedagogues in order to improve teaching and learning. In addition, the assistant principal and designated Instructional Lead Teachers receive training through Teachers College – Columbia University Office of School & Community Partnerships. This training assists administration and lead teachers with the ongoing process of assessing, analyzing data and determining grade level/school-wide priorities and next instructional steps.

Part 3: TA Schools Only

3a. Use of Program Resources

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

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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.).
<p>In order Pre K students transitioning in our schools, we arrange classroom visits from Pre K to Kindergarten classes beginning in the Spring. Pre K student begin to eat in the lunchroom in June so that they can become acclimated to the routines of the cafeteria . In addition, orientations for new Pre K students and parents are held in September before the school year begins. Students have shortened sessions in September to adjust to the classroom environment.</p>

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.
MOSL Team choose assessments based on school data. Instructional cabinet which includes grade leaders, Administration, Data specialist, SETTS teacher meet monthly to discuss professional development, school data, assessments, and school goals.

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

<p>Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 <u>that it has met the intent and purposes of each program whose funds are consolidated</u>². 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.</p>			
Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	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	275,573.00	X	Section 7 Part 1 Section 5C 4B
Title II, Part A	Federal	208,315.00		
Title III, Part A	Federal	11,200.00		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,483,308.00	X	Section 5A 4B Section 5B 4A Section 5D 4B Section 5E 4A

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

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. **[The Margaret Douglas School, P.S. 36]**, 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. **[The Margaret Douglas School, P.S. 36]** 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

School-Parent Compact (SPC) Template

[The Margaret Douglas School, P.S. 36], 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 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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>Margaret Douglas</u>	DBN: <u>05M36</u>
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</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 checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>24</u>

Part B: Direct Instruction Supplemental Program Information

-
-
-

Part C: Professional Development

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

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

Begin description here: At P.S.36M, Title 111 Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge on the teaching of reading and writing to all ELL students. Additionally teachers will receive professional development on E.S.L strategies in the content area, particularly to grade specific content that is aligned to the Common Core Learning Standards. Teachers will also attend professional development sessions offered by Network, and/or instructional consultants on learning how to use student data in order track and assess students' progress. Teachers will use all of the following data to track students' progress;looking at class students' writing / project, conferencing notes, baseline and post assessments in reading and writing. Teachers will also use formal data which includes all NYSESLAT & NYS ELA performance data in order to track students progress with English language proficiency.

- These assessments will be used in collaborative paid sessions where the teachers will meet once a month to plan purposeful lessons and activities that are differentiated, based on the ESL students' performance data and academic needs.

- Teachers will also collaborate on designing lessons that incorporate ESL strategies in preparation for the NYSESLAT and NYS ELA assessesment.

- Professional books will be purchased for these sessions. School administrators and ESL/ Bilingual teachers, will facilitate these professional development sessions.

- Participating teachers will receive 4 sessions 2 hours professional development workshops after school from 2:20 to 4:20 P.M. Teachers who service ELLs students will receive 7.5 hours of professional development. The following is projected format for staff development:

- 1) E.S.L strategies across the content areas
- 2) Analyzing data to drive instruction
- 3) Test sophistication-strategies to prepare students to meet City and State ESL Standards
- 4) Analyzing students' work
- 5) Scaffolding
- 6) Common Core Instructional Shifts and its implications for ELLs

-

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: Parents are encouraged to participate in various activities throughout the academic school year. The instructional team (Principal, Asst. Principal, ESL teacher and Test Coordinator) consistently analyze the available data of the school and specific subgroups (ELLs) to pinpoint and to prioritize areas in need of improvement. Parents are notified in writing about upcoming meetings and workshops., we provide additional support (translation services) for parents of ELL students.

In addition to the above, ESL parents will be provided with additional workshops. The workshop sessions will further encourage parents to become active participants in their child's educational experience. The workshops are scheduled based on the availability of the parents. The following outlines the workshop topics:

- 1) How to Prepare My Child for City/State Assessments (Nov.)
- 2) Components and Structure of the NYSESLAT (Dec.)
- 3) Using Technology as a Tool for Learning (Jan.)
- 4) Promotional Criteria for ELLs (Feb.)

The Asst. Principal, Testing Coordinator, ESL Teacher, Parent Coordinator and Computer Specialist will conduct the above workshops. At the end of the year, a culminating activity for all participating parents will be provided. Parents will be notified of these workshops via flyers, e-mail and phone calls.

Part E: Budget

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

Allocation Amount: \$ _____

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

Part E: Budget

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

Allocation Amount: \$ _____

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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 05	Borough Manhattan	School Number 036
School Name Margaret Douglas		

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 Heather JnBaptist	Assistant Principal Myra Green-Toulon
Coach n/a	Coach n/a
ENL (English as a New Language)/Bilingual Teacher	School Counselor Alison Mathurin
Teacher/Subject Area Raisa Duran, Bil. Teacher (K)	Parent Guadalupe Osorio
Teacher/Subject Area n/a	Parent Coordinator Lisa Flores
Related-Service Provider Darlene Thompson-Ross	Borough Field Support Center Staff Member type here
Superintendent Gale Reeves	Other (Name and Title) type here

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 not currently teaching in a bilingual program	2	Number of teachers who hold both content area/common branch and TESOL certification	0
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	1
Number of certified ENL teachers not 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)	532	Total number of ELLs	37	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): SP
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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	8
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	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	
TBE	12	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	25	0	8	1	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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 NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	2	2	0	1	0	1								0
Emerging (Low Intermediate)	2	1	0	0	0	0								0
Transitioning (High Intermediate)	2	2	2	0	0	0								0
Expanding (Advanced)	9	4	2	2	1	1								0
Commanding (Proficient)		2	2	2	0	2								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 NYSESLAT <u>AND</u> TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT <u>AND</u> 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	0	0	0
4	4	1	0	0	0
5	6	0	0	0	0
6					0
7					0
8					0
NYSAA					0

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		0		5		0		0
8									0
NYSAA Bilingual (SWD)									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.
P.S. 36 is currently using the Fountas and Pinnell Assessment System Grades K-2/3-5., El SOL (Series of activities to measure literacy skills of Spanish and bilingual students) and New York City Performance Tasks to assess the literacy skills of our ELLs. The data compiled from these sources are periodically analyzed and reviewed and are used to prioritize areas in need of improvement. Teachers are provided with appropriate resources and professional development and support to ensure students needs are being addressed and ultimately met across all discipline areas. The teachers also create their own assessments to determine students reading and writing strengths and weaknesses. The data is also used to differentiate instruction and to provide the students with additional academic support.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
Based on NYSISTEL Data (indicated for kindergarten students in Part III: Assessment Analysis) most of the students entering P.S. 36 are in the Expanding/Commanding Levels. Based on NSESLAT data (indicated in Part III: Assessment Analysis), most of the tested students in grades 1-5 are in the Transitioning/Expanding/Commanding Levels.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
P.S. 36 uses the information about the Measurable Achievement Objectives to have a concentrated focus on the extent to which ELL students are progressing to achieve a level of proficiency. The information is further used to set academic priorities and to assess the effectiveness of the various instructional programs and academic intervention techniques implemented across all discipline areas.
- 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?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
During the 2014-15 school year, P.S. 36 ELLs in Grades 3-5 were in mono-lingual classes, receiving ENL services from the ESL Teacher. The data shows that ELLs are experiencing similar academic challenges (Reading/Writing) as that of the general

education/special needs populations. Our continued primary goal is to assist our students in developing the essential skills needed to effectively read, write, speak and think critically and to communicate effectively. To facilitate this process, we analyze all data sources (including the ELL periodic assessment) to inform pedagogues of the progress students are making towards mastery of skills specified in the Common Core Standards. These skills are continuously addressed during the Early Morning Skills period and throughout the instructional day.

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](#).]

Data is continuously reviewed to identify students who are failing to meet standards. Each case is examined on an individual basis and appropriate steps are taken to ensure that students are receiving the appropriate TIER of intervention. When necessary, ELLs receive targeted academic support. Teachers are encouraged to use components of the Standards Based Curriculum (READYGen and Go Math) that are designed specifically for addressing the needs of ELLs. As we examine the data gathered on our ELLs, we will consider the techniques and strategies outlined in the RTI models from New York City and New York State. We will examine the model especially as it relates to tiering and goal setting, with short teaching cycles and frequent formative and summative assessments to inform further instruction. The RTI through tiering allows teachers to better serve students' needs and more readily identify those ELLs that may be designated for special education. Response to Intervention also allows teachers to assist special education students ELLs in need of more intensive instruction. Instruction is guided and based on specific modalities for learning, or strategies that have been designated effective.

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

The students' second language (English) ability levels: Entering, Emerging, Transitioning, Expanding and Commanding will inform instruction. Visuals, hands-on experiences, language experience approaches, contextual clues, or prior knowledge can be utilized to varying degrees based on students levels and will make learning more effective. Our instruction will be modified through our knowledge of the students' learning abilities. The child's English proficiency level in the new language is considered when planning instruction, always giving native language support when necessary, to make content comprehensible. Our overall goals in teaching the new language include:

- Improving the literacy and academic skills
- Incorporating current researched and proven strategies used in the teaching of ELLs.
- Developing the skills students need to perform at city and state grade level in all subjects
- Providing language development in the four modalities with an emphasis on building reading comprehension and writing skills.

In addition, our ENL instruction utilizes scaffolding strategies such as modeling, bridging, schema building, text representation, and contextualization. Teachers are also encouraged to use components of the Standards Based Curriculum (READYGen and Go Math) that are designed specifically for ELLs.

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?

N/A

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

In the beginning of the school year, academic goals are established for all students and subgroups. These goals are aligned to expectations set forth by the New York State/City Departments of Education. The school has a weekly period dedicated to analyzing data (formal/informal), looking at student's work and evaluating the effectiveness of instructional programs. This critical structure is in place to monitor progress and to make changes when necessary. The success of our programs are evaluated by the number of students reaching proficiency annually on the NYSESLAT and how much time students spend in bilingual and ENL classes.

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.

At registration, parents are given a Home Language Identification Survey (HLIS) and registration materials in their native Language, which includes an informal oral interview in English and in the native language and the formal initial assessment. An ENL teacher will assist the parent(s) in completing the (HLIS), when necessary, in order to identify the child's language proficiency. After the initial screening, informal interview, and HLIS completion, if the child is identified as a possible candidate for E.S.L instructional services, the ENL teacher will administer to the student, the NYSITELL. The test is given within ten days of enrollment. This test identifies the student as an English Language Learner or English Proficient. If the student is identified as an English Language Learner and the language spoken at home is Spanish; the student is also given the Spanish Lab. When the student scores at beginning, intermediate or advanced, the student will receive ESL services. Students who scored proficient, will be determined not to be an ELL and will not receive ENL services. Parents who are not interested in a Freestanding ENL Program, are given the option to place students in a bilingual program or Dual Language program outside of our school. Students that obtain a proficient on the exam will be determined not to be an ELL and will not receive ENL services. ELL students wishing to attend P.S.36 have only the option of receiving services which is a Freestanding ENL Program or a Bilingual Program. P.S. 36 administers the NYSESLAT to our ELL population every Spring. The NYSESLAT determines if the student is "commanding" or if they continue to be eligible for an ENL and or a Bilingual instructional program.

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).

After reviewing the Home Language Survey and conducting an oral interview at the time of registration, and it is determined that the students had an interruption in his/her education, we use the SIFE Oral Interview Questionnaire to determine if there is a gap of two or more years of formal education. We will also have a conversation with the teacher pertaining to the student performance in the class. Based on the students responses on the survey, and the teachers feedback, a determination is made of students literacy status. Students who are identified as SIFE will receive rigorous support in all academic subjects through technology, as well as ESL instruction. During regular school hours, students are scheduled to receive intervention at least two periods a week. Teachers include in their lessons differentiation of instruction, use age and grade level appropriate materials for the students, meet with the ESL/NLA teacher during common preparation periods to discuss and articulate plans for the designated student(s). We also meet with parents to discuss ways in which they can help their children at home.

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).

If a student has an IEP and the Home Language is other than English, the Language Proficiency Team LPT -(School Psychologist, Social Worker, IEP and/or Special Education Teacher, ENL/Certified Bilingual Teacher, Guidance Counselor, Principal Representative) reviews evidence of the student's English language development. If the LPT recommends the student takes the NYSISTELL, the ELL identification Process continues as with all students. If the LPT recommends the student not take the NYSISTEL, such recommendation is sent to the principal for review. Upon review, the principal will make a final decision. If the principal determines the student should take the NYSISTEL to determine ELL status, the Identification Process continues as with all students. If the principal determines the student should not take the NYSISTEL, the determination is sent to the superintendent or designee for review Parent or guardian is notified within 3 days of the decision. Upon review, if superintendend or designee determines the student should take the NYSISTEL, to determine ELL Status, the Identification process continues as with all students. Upon review, if the superintendent or deisgnee determines the student should not take the NYSISTEL, the parent is notified and the ELL identification process terminates.

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.

After administering the NYSITELL, within the time frame, a determination is made if the student is entitled to receive ENL instruction. This information is forwarded to the parent in his/her preferred language. If student is entitled, he/she is placed in an ENL or Bilingual class as per the parents' preference. Parents are immediately notified in writing (Entitlement /Non-Entitlement Letter) as to whether or not the child is entitled to receive services. If student scored proficient on the NYSITELL, parents are also notified that student is not entitled to receive ENL services. After the administration and scoring of the NYSISTELL, results are analyzed to determine the students who scored below the designated cut score. (These students are entitled to bilingual services). As stated earlier, the school makes sure that parents of entitled students are actively involved in the program selection process. At the end of the orientation session, parents are strongly encouraged to complete and submit the survey and program selection form to the ENL teacher. All documents (entitlement, non-entitlement, surveys and program selection forms) are maintained in a binder which is filed in the office. In rare cases, parents who do not attend the orientation session, receive the information at another time and are encouraged to complete and return the form to the ENL teacher. Immediately after receiving the parent's program choice, the school administration ensures that the child is placed in accordance with the parent's selection.

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).

Parent will be informed (in his/her preferred language) of the process the school will take to determine if the students is an ELL at the time of registration. If, however, the parent disagrees with the identification status and placement of the student, we inform the

parents that they have 45 days to appeal the decision and ask for a Re-identification. Parents will be informed that this process allows schools and parents who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 days of enrollment only) that the ELL Identification Process be administered a second time. The Re-Identification Process will be utilized for students who have a home language other than English and are ELLs or non-ELLs. The school will initiate a review of ELL status determination upon receipt of a written request from any of the following: a student's parent/guardian, a student's teacher, and a student of 18 years of age or older. The Re-Identification Process will be completed within 10 school calendar days of receipt of written notice; however, if CSE must be consulted, the process will be completed within 20 calendar days. The school will review all documents related to the initial or re-entry identification process. The school will further review the student's work in English and in the home language. The school will consult with parent or guardian regarding final decisions.

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.

When a new ELL enrolls, parents are immediately informed of the three instructional models available in New York City. Parents are invited to a parent orientation where they can view the Parent Orientation video (which explains the three program options and is available in thirteen languages). Attendance records, staff members present and languages used other than English are recorded. During the orientation, information on standards, curriculum, and assessments is provided. After parents are informed of all three program models, the school provides a Parent Survey & Program Selection Form (in the parents' preferred language). At this time parents are encouraged to indicate their 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 parent is informed that the form must be completed, signed and returned to the school within 5 calendar days. Per regulations, if the parent does not return the form within 5 school calendar days, the student will be placed in a bilingual program if one exists; otherwise, he/she will be placed in ENL. The school enters parent choice as indicated on the Parent Survey & Program Selection form in the designated screen in ATS (ELPC). Documentation of all parent outreach is maintained in a file in the main office.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Every effort is made to ensure that parents complete the Parent Survey & Program selection Form. Outreach attempts are tracked and maintained by the ENL teacher. If the school is waiting for a parent to complete the form, the school will place the student in a bilingual program if available, or at a minimum, provide mandated ENL services based on the student's proficiency level. Parent choice is indicated in ATS. The school will not select "Parent did not return the survey" until the eighteenth school calendar day after initial enrollment. Once the student's program has been determined, the school will send the parent a placement letter (in the parents' preferred language) indicating the program in which their child has been placed. All ELL-related documentation is kept in a file as a part of the student's records.
9. Describe how your school ensures that placement parent notification letters are distributed. Once the student's program has been determined, the ENL teacher sends parents a placement letter (in the parents' preferred language) indicating the program in which their child has been placed.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). All ELL-related documents (Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter, Continued Entitlement Letter) are maintained by the ENL teacher and filed in the ELL Binder of Critical Documents located in the main office.
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.

The New York State English as a Second Language Achievement Test (NYSESLAT) is administered to all ELLs. The school generates a report in ATS that identifies all students eligible to take the assessment. The NYSESLAT consists of 4 sections (speaking, listening, reading, and writing), all of which must be administered in order to generate a valid score and proficiency level/result. Administration of the NYSESLAT runs from mid-April to mid-May. The first several weeks are devoted solely to administration of speaking section. The last 2 weeks are devoted to the other 3 sections as well as to those students who were not administered the speaking section. In the event that a NYSISTEL-eligible student enters the school during the NYSESLAT administration window, the student will be administered the NYSISTEL to determine ELL status. If the student is determined to be an ELL, the student will be administered the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. All information regarding continued entitlement and transitional support is forwarded to the parent in his/her preferred language. Parents are encouraged to speak to the ENL teacher (at any time) if he/she has additional questions or concerns..

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).

After reviewing the Parent Survey and Program Selection forms for the past few years, the trend in program choices is towards Freestanding E.S.L (90%) and (10%) Bilingual Education. We find that the majority of the parents, whose children have attended Pre-K, are interested in the Freestanding E.S.L program. Parents of newly arriving ELLs are interested in the Bilingual Education Program.

Our program models are currently aligned with parent choices. As stated earlier, parents are requesting either Transitional Bilingual or Freestanding E.S.L. Currently, we do not have any parents requesting the Dual Language Model. Parents are also informed that Dual Language programs are available at other schools in other New York City Districts. If families are interested in this option, we we will assist them in locating a school.

Part V: ELL Programming

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]).
- Freestanding ENL program.
In our Freestanding ENL program, we provide instruction in English with home language support. As per CR Part 154, we incorporate the two types of ENL: Stand-alone ENL instruction to develop English Language Skills so that students can succeed in core content courses and Integrated ENL to build English language skills through content area instructions. Generally, students are group by grade and proficiency level.
 - TBE program. *If applicable.*
Our Transitional Bilingual Education program, (which is common core aligned) and is desigend to teach the bilingual students in their native language, assisting students in becoming dominate in the language which is taught in class (English). When an ELL reaches commanding/proficiency levels on the NYSESLAT, he or she willl be placed in a monolingual class in English with an additional two years of ENL support.
 - DL program. *If applicable.*
Not Applicable
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
- How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?
The following are the instructional minutes delivered to students: Students who scored Beginner/Entering receive 180 minutes of
-Stand-Alone ENL and 180 minutes integrated ENL/ELA. Low Intermediate/Emerging students receive 90 minutes of Stand-Alone ENL, 180 minutes Integrated ENL/ELA and 90 minutes Integrated ENL in Social Studies. Students that are Intermediate/Transitioning receive 90 minutes of ENL/ELA and 90 minutes in Science. Students that are Advanced or Expanding receive 180 minutes in ENL/ELA. Students that a Proficient/Commanding receive 180 minutes in Science.
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.

Articulation is expected between the classroom teacher and the Freestanding ENL teachers. Since research shows that the classroom environment provides limited opportunities for ELLs to produce Academic language in English, one of our primary missions in our Freestanding ENL program is for our students to be given ample opportunities to produce oral language through activities and group work using the push-in or pull-out model to maximize students' acquisition of the English language. In Transitional Bilingual Education programs, (depending on student/subject area), students transfer home language skills to English by spending instructional time primarily in the home language before steadily transitioning to English. At the beginning and entering level, TBE students are expected to receive 75% of instruction in their home language and 25% in English. As a student's English proficiency increases, more of his or her instructional day is spent learning in English. In TBE programs, teachers must make several considerations when determining which language is best to teach certain concepts. Teachers must consider carefully the intellectual demands of concepts, students familiarity with concepts in the home language and English, and the academic language required for using and mastering concepts. Our Transitional Bilingual teachers also provide language scaffolds and use techniques such as preview-review, language experience approach, and hands on learning approaches in the content areas of math, science and social studies. Teachers have an opportunity to modify to accommodate student's needs.

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

Teachers evaluate our emergent bilingual students' abilities in their native language daily through literacy activities across all content areas. Emergent bilingual students, who also take Spanish class, are also evaluated by the teacher. Upon admittance to school, students are evaluated using both the Spanish Lab and English on the NYSISTELL. This ensures that we find a good baseline for students in both languages. At P.S. 36, ELLs are evaluated in their native language using the following: The EDL2 - Evaluacion del Desarrollo de la Lectura, End of NLA Unit of Study Assessments, and EL Sol (used to assess early literacy development).

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

Teachers of ELLs ensure that all four modalities of English acquisition are addressed throughout the year by providing instruction that incorporates each. Evaluations/assessments are developed (units of study, performance tasks, and teacher created test) based on the skills taught across all modalities. In addition, students are assessed (Spring and Fall) using the ELL Periodic Assessments. These tests represent a supplemental component of the Periodic Assessment portfolio. These assessments are designed to provide teachers with detailed information about their students' strengths and needs in English language development and to serve as a resource to help plan individual and group instruction.

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 status

P.S. 36 - Plans for Students with Interrupted Formal Education (SIFE) /Newcomers /Long Term ELLs/ former ELLs

Plan For SIFE

- Assessment of the student to identify the strengths and weaknesses
 - Encourage student to participate in the ESL Afterschool Academy
 - Effective communication between home and school
 - Students work with a buddy to assist in the daily activities
 - Instruct using grade/ level appropriate materials
 - Provide differentiated instruction by incorporating visual/oral/auditory technological aides and manipulatives
- Native Language Support (used to clarify instructional content)

Plan For Newcomers Include:

- Assessment of students to identify academic strengths and weaknesses
- Buddy system to assist newcomers in the classroom
- Encourage students to attend ESL After-School Academy
- Provide differentiated instruction by incorporating visual/oral/auditory technological aids and manipulatives
- Native Language Support (used to clarify instructional content)

Plan For ELLs receiving 4-6 years of service and Long Terms ELLs include:

- Provide academic Intervention Services/ Encourage students to participate in
- ESL After-School Academy.
- Differentiate Instruction/focus on vocabulary development, reading comprehension and writing
- Encourage effective communication between home and school
- Using visual/oral/auditory technological aids and manipulatives to drive instructions

Plan for former ELLs: - For at least two years (following the school year in which a student is exited from ELL status), former ELLs receive at least one half of one unity of study of ENL (90 minutes per week) and are eligible for certain specified testing accommodations.

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 and 12 months, the principal, must review the Re-identification Process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal will consult with a qualified staff member in the school, the parent/guardian, and the student. if the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154.

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?

The instructional programs used in the school are modified to meet the needs of ELLs who are also SWD. These strategies include simplifying language, using speech that is appropriate for students' language ability and using oral/visual/auditory and technological aides. School-wide instructional blocks are also modified to meet the needs of these students.

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?

As indicated in the New York City Department of Education Flexible Programming Guide, P.S. 36 uses the following models (instructional/scheduling) to enable ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment:

General Education with Special Education Teacher Services (SETTS) - Flexible services provided by a special education teacher designed to help students remain in the general education classroom and utilize the combined expertise of the general and special education teacher. The school provides direct SETTS services in a separate location.

Integrated Co-Teaching (ICT) - An integrated program that allows for students with disabilities to be educated with ageappropriate peers without disabilities in the general education classroom with the support of a special education teacher accommodating and modifying instruction. When the general education and special education teachers team teach, they meet in advance to co-plan and prepare lessons, activities, and projects that incorporate all learning modalities. The school provides ICT programs for students on a full-time basis.

Response to Intervention - The school provides intervention using the three-tiered model. As per the English Language Policy and Reference Guide, Response to Intervention approaches are applied to ELL students who enter with lower level proficiency in their home language.

Chart

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)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 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/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.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*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(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. 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.

Chart

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	STAND-ALONE ENL Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		INTEGRATED ENL Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL Teacher		INTEGRATED ENL – 1 Dually Certified Teacher ESOL or Content Area (7-12) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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.

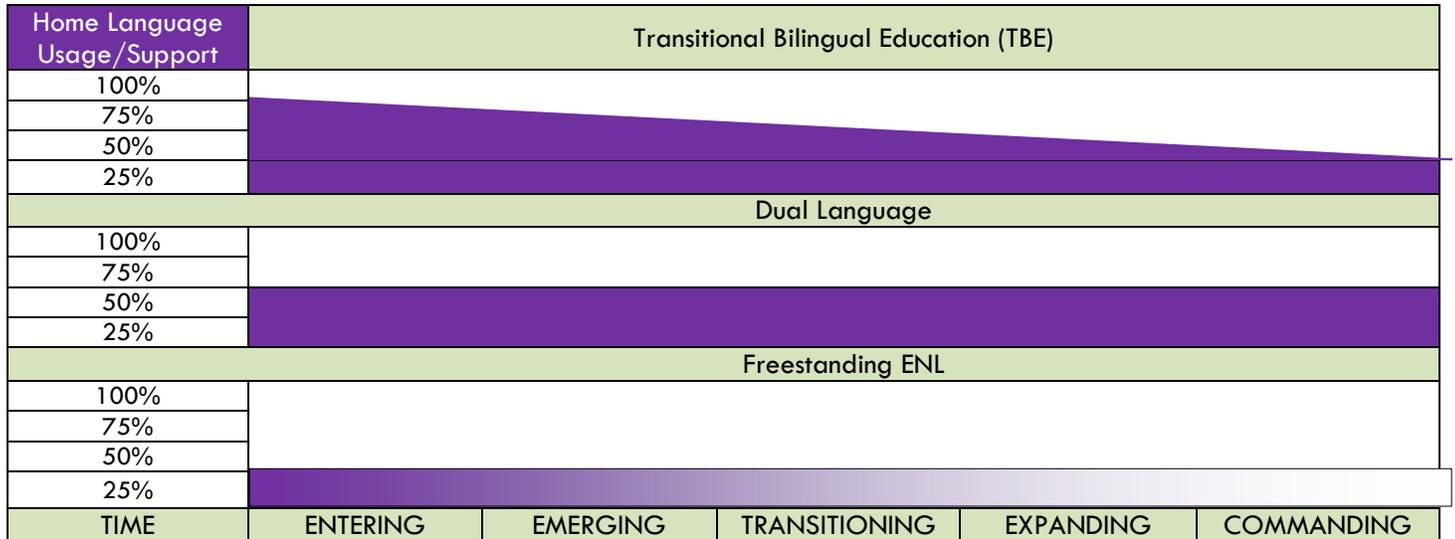


*Note “other approved services” does not apply to New York City at this time.

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. In the beginning of the year, all ELLs who did not meet state standards in ELA and/or math are identified for Academic Intervention Services (AIS). In addition, all ELLs who failed to reach a level of proficiency on the NYSESLAT are identified. The parents of these students are notified of their child's status. These students are prioritized for AIS support which includes: ESL Afterschool Academy, AIS Push In/Pull-out Models, Weekend/After School Remedial Programs, Columbia University Power Lunch, Adult Reading Buddies, Accelerated Reading Program, Star Fall, and Star Math. These programs offer support in English Language Arts and Mathematics development.

Below is a description of services provided for students identified as needing a level of RTI:

TIER I INTERVENTION – Universal Intervention Classroom Teachers

Definition:

High quality, rigorous reading/math instruction that occurs in the general education classroom. Instruction is delivered by the classroom teacher (ReadyGEN and Go Math).

Assessments:

Fountas&Pinnell Assessment System, STAR/STAR Early Literacy, ELA Baseline Assessment (Reading & Writing), ELA/Math Performance Tasks, New York State/New York City Performance Assessments, Test of Early Reading Ability.

Structure:

- Whole Group Instruction: Reading Reform, Wilson, Go Math, ReadyGEN, Teacher College Reading/Writing Workshop
- Small Group Instruction: Differentiated Grouping, Guided Reading/Targeted Math Groups
- Reading/Math Buddies
- Team Teaching
- Weekly Focused Grade Level Inquiry Meetings

Method/Materials:

Letter, word, picture, sight word cards, differentiated reading passages, math manipulative, graphic organizers, running records (Fountas and Pinnell), Literacy/Math word wall, conferencing, observation/anecdotal records, on – going baseline assessments, Ready Gen Unit Assessments, Go Math Unit assessments, Literacy/Math Portfolios, Literacy/Math Bundles, Inquiry/Analyzing Student Work

TIER II INTERVENTION – Targeted Intervention

ESL, SETTS, Everybody Wins Power Lunch, The Reading Team, Harlem Downling

Definition:

Small group instruction designed for students who are not making adequate progress in Tier 1.

Assessments for the Various Structures:

- Ready Reading/Math Unit Assessment
- Test of Early Reading Ability
- Wilson Diagnostic Assessment (SETTS)
- New York City Reading/Mathematics Assessments (Tiers I and II)
- NYSESLAT (ELLs)
- NYSITELL (ELLs)
- Portfolio Assessments

ESL:

- Home Language Surveys are given to parents if during enrollment students are identified as ELLs.
- NYSITELL is administered to determine the students who score below designated cut-score (these students are entitled to bilingual services)
- During September, NYSESLAT scores (and other available data) are analyzed to determine those students who are entitled to continued services. This information is also used to group students based on academic needs and skills essential to developing across the four modalities (reading, writing, speaking and listening)

- Student progress is consistently monitored through the analysis of the various assessments. Results of assessments are used to drive instruction and to modify academic needs and skill priorities.
- Support for classroom teachers working with ELLs

Reading Team/Harlem Dowling After School Programs:

- Both after school programs are in session 5 days a week
- Programs set high expectations for scholars and include elements that are proven to increase their time-on-task and accelerate learning,
- Consistent dialogue with RTI team to align curriculum to CCLS and student needs
- Academic tutoring is provided in both literacy and mathematics
- Mentorship from teachers and college students
- Experiential learning through cultural activities, field trips and community service
- Parental involvement; and ongoing training and professional development for staff.

SETTS: (Pull out/Push In):

- Students are grouped by academic needs, according to data and goals on their IEP
- Small group instruction – 3 to 5 students
- Instruction is provided three to five days a week : one forty – five minute period each day
- SETTS teacher works with classroom teachers to analyze data
- Diagnose and address the students' needs.
- Participates in the development of the Individualized Educational Plan (IEP) for each student.
- Tracks the instructional progress of SETTS students to ensure that academic needs are being met.
- Maintains a data binder documenting students progress
- Conferences with students, classroom teachers, School Based Support Team Members, and parents.

Everybody Wins Power Lunch:

- Students are chosen based on their reading level (Level Students)
- Consistent dialogue with RTI team to align curriculum to CCLS and student needs
- Instruction is a forty-five minute period 1-2 time each week
- Instruction is one on one reading

The Reading Team:

- Provides early literacy intervention (whole/small group instruction – (Grades Pre-K, Kindergarten, and First)
- Pre/Post Test – Test of Early Reading Ability to identify areas in need of remediation.
- Students are grouped according to reading levels
- Students receive instruction twice a week from September to June
- Students spend 90 minutes per session at the Reading Team: (30 minutes of reading and literacy activities in small reading groups, 30 minutes of the computer-based Waterford Early Reading Program and 30 minutes of large group creative dramatics activities.
- Sessions are facilitated by classroom teacher and Literacy Mentors (trained graduate students and experienced teachers).
- Instructional activities include but are not limited to: reading, letter, word games leading to writing, conversation and storytelling
- Skills are taught to enhance and strengthen oral language development, listening skills, reading readiness, comprehension, written language, and general attitudes towards literacy.

Method/Materials Used at Tier II:

- Foundations (SETTS)
- Wilson (SETTS)
- Rally Education – ELA/Mathematics (SETTS)
- Into English – (ELLs)
- STAR FALL – Computer Based Literacy Program (ELLs)

- English In A Flash (Renaissance) – Computer Based Literacy Program (ELLs)
- Grade Level Trade Books – Power Lunch

**TIER III INTERVENTION – Intensive Intervention
SETTS/ AIS (Pull – out)**

Definition:

Intensive, individualized rigorous reading/math instruction that is designed for students who are not responding to Tiers I and II. Instruction is delivered by highly trained, skilled, and knowledgeable school personnel.

Assessments:

Fountas & Pinnell, STAR/STAR Early Literacy, ELA Baseline Assessment (Reading & Writing), ELA/Math Performance Task, New York State/City Performance Assessments.

Structures:

A.I.S (Pull out):

- Analyze data to develop a personalized intervention plan
- Notification letters are sent to the parents.
- When applicable, students are grouped by academic needs
- Small group instruction - 3 to 5 students (Some cases 1 to 1)
- Three ½ hour sessions or two 45 minute sessions per week for 6 week cycles
- On-going assessments to monitor progress and to make adjustments to the students' intervention plan.
- Conferences with students, classroom teachers, RTI team members and parents.
- Strategy sessions with teachers
- Student progress reports

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

The school is currently using and implementing the city-wide Common Core Curriculum - READYGen and GoMath. Embedded within the curriculum are components specifically designed to address the needs of ELLs. As a part of this new implementation of Common Core Curriculum, the school will consistently analyze available data to ensure the needs of ELLs are being met. Across all curriculum areas (ELA, Math, Science and Social Studies), teachers plan and engage ELLs in instruction (reading, speaking, listening and writing) that fosters the following: the use of English to participate in classroom discussions geared toward understanding concept(s) being taught, the ability to listen to and follow directions, the ability to develop reasoning and creative thinking skills by generating own questions for class discussions and the use of content specific vocabulary to express themselves and understanding of the concept(s).

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

In addition to the implementation of new Common Core Curriculum, during the 2015-16 School Year, we plan to continue with the Achieve 3000, reading program. We will also use the Renaissance Learning and Getting Results with English in a Flash. The purpose of these programs is to assist ELLs in second-language acquisition and building reading comprehension.

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

At this time, the school does not plan to discontinue any previously implemented programs.

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

All ELLs are invited to participate in all supplemental services throughout the school. Parents are notified and given the opportunity to enroll students in all programs offered. Such programs include:

Title III - ESL Afterschool Academy - Common Core aligned academic support and instruction in Literacy and Mathematics. There is a concentrated focus on the four modalities tested on the NYSESLAT (Listening, Reading, Writing, and Speaking). In addition, students receive instruction in Mathematics. Pedagogues are licensed ENL and Bilingual Teachers. Classes meet twice a week after school.

Reading Team/Harlem Dowling After School Programs:

- Both after school programs are in session 5 days a week
- Programs set high expectations for scholars and include elements that are proven to increase their time-on-task and

accelerate learning,

- Consistent dialogue with RTI team to align curriculum to CCLS and student needs
- Academic tutoring is provided in both literacy and mathematics
- Mentorship from teachers and college students
- Experiential learning through cultural activities, field trips and community service
- Parental involvement; and ongoing training and professional development for teachers

Everybody Wins Power Lunch:

- Students are chosen based on their reading level (Level Students)
- Consistent dialogue with RTI team to align curriculum to CCLS and student needs
- Instruction is a forty-five minute period 1-2 times each week
- Instruction is one on one reading

The Reading Team (Day Program):

- Provides early literacy intervention (whole/small group instruction – (Grades Pre-K, Kindergarten, and First)
- Pre/Post Test – Test of Early Reading Ability to identify areas in need of remediation.
- Students are grouped according to reading levels
- Students receive instruction twice a week from September to June
- Students spend 90 minutes per session at the Reading Team: (30 minutes of reading and literacy activities in small reading groups, 30 minutes of the computer-based Waterford Early Reading Program and 30 minutes of large group creative dramatics activities.
- Sessions are facilitated by classroom teacher and Literacy Mentors (trained graduate students and experienced teachers).
- Instructional activities include but are not limited to: reading, letter, word games leading to writing, conversation and storytelling
- Skills are taught to enhance and strengthen oral language development, listening skills, reading readiness, comprehension, and written language.

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.

This year we are using the following instructional materials and technology to support our ELLs: Achieve 3000 reading program, Getting Ready for the NYSESLAT, Attanasio Reading/Writing/Mathematics workbooks for ELLs, Foundations - Phonics/Reading Program, RALLY Education - Essential Skills in Reading and Mathematics and Ready New York CCLS - ELA and Mathematics. In addition, ELLs are assessed and instructed using the following computer base software/programs: Star Fall/Accelerated Reader, English in a Flash and Star Math.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

When necessary, native language is used to support the students in all academic areas. All ELLs receive support based on grade expectations and level of academic proficiency. Specific instructional materials (Into English, Components from ReadyGen and GoMath specific to ELL instruction) are used to address these needs.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

The administration ensures that teachers are provided with appropriate materials to provide the differentiated instruction that is needed across all discipline areas and modalities. Materials are reviewed and aligned to grade level placement. All support service providers (Reading Team, Harlem Dowling, and ESL AfterSchool Academy) plan and implement instruction/activities aligned to Common Core Standards and expectations of the designated grade levels and ages of our students.

Support to ELLs-SWDs include:

- Grouping students by academic needs, according to data and goals on their IEP
- Small group instruction – 3 to 5 students
- Providing instruction three to five days a week : one forty – five minute period each day
- SETTS teacher working with classroom teachers to analyze data
- Diagnosing and addressing the students' needs.
- Participating in the development of the Individualized Educational Plan (IEP) for each student.

- Tracking the instructional progress of SETTS students to ensure that academic needs are being met.
- Maintaining a data binder documenting students progress
- Conferring with students, classroom teachers, School Based Support Team Members, and parents.

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).

In the beginning of the school year, an effort is made to ensure effective communication takes place between home and school. Parents are invited to tour the building and to share any concerns/questions they might have. Such tours are conducted by the School Administration, ENL Instructor, Parent Coordinator and Guidance Counselor. Students are encouraged to work with a buddy or partner to assist in daily activities and familiarize themselves with the school and basic routines.

19. What language electives are offered to ELLs?

At this level (elementary school) elective languages are not offered.

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)?

Paste response to question here: N/A

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 school is committed to providing on-site meaningful professional development across all content areas for all teachers of ELLs. The instructional initiatives for the year include: A Rigorous curriculum that supports more coherent instruction in Math, Reading and Writing and consistent inquiry and data analysis to ensure more accurate measures of student performance.

Professional development topics include:

Teachers' College Writing Initiative
Fountas & Pinnell Assessment System
Social/Emotional Learning Analyzing Benchmark Data (ELA/Math)
Introduction into the Inquiry Process (Targeted Population)
Differentiated instruction in the ESL classroom
Scaffolding in the content areas
Native Language Literacy Development
ESL in the Mathematics Classroom
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 school is committed to providing on-site meaningful professional development across all content areas for all teachers of ELLs. The instructional initiatives for the year include: Rigorous curriculum that support more coherent instruction in Math, Reading and Writing and consistent inquiry and data analysis to ensure more accurate measures of student performance.

Additional Professional Development topics include:

Differentiated Instruction in the ESL Classroom
Scaffolding in the Content Areas
Native Language Literacy Development
ESL in the Mathematics Classroom
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The Guidance Counselor and the Parent Coordinator play a vital role in communicating to the entire school community the process involved in selecting middle schools and completing applications for admission.
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.
P.S. 36 also provides professional development services in accordance with CR Part 154. The following is a projected format for staff development: Infusing ESL Strategies across all Content Area, Common Core Instructional Shifts and its Implications for ELLs, Test Sophistication - Strategies to Prepare Students for Meeting Rigorous State Standards and The New Language Arts Progressions and its Implications on ESL and ELLs.

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 school schedules meeting with the parents or guardians of English Language Learners at least once a year (in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians), to discuss the goals of the program, their child's language development progress, their child's English Language Proficiency Assessment Results, and language development needs in all content areas. The additional parent meeting will include school staff necessary to sufficiently inform the parents or guardians about the child's language (in the his/her home language) These meetings will be conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands.

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.

Attendance for all scheduled parent meetings will be recorded and maintained in the ELL Binder. Every effort will be made to ensure that parents attend the scheduled meeting(s).

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are always encouraged to be active participants in their child's learning experiences. The school will offer workshops/parental informational sessions focusing on some of the following topics: Understanding the Promotion Criteria for ELLS, Using Technology Based Programs to Support Student Learning, Understanding the Components and Structure of the NYSESLAT and Preparing for the City/State Assessments.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? The school has a strong partnership with the Children's Health Fund and Kininvolved.

With the support of Children's Health Fund/School Health Coordinator, we offer to our families the organizations documented commitment to:

The development and support of innovative, comprehensive primary care programs

Reducing the impact of public health crises on vulnerable children

Promoting the health and well-being of all children

Advocating for policies and programs that provide comprehensive and continuous health care for all children

Educating the general public about the needs and barriers to health care experienced by disadvantaged children.

Tracking attendance of students with asthma.

With the support of Kininvolved, we offer to our staff and families the organizations documented commitment to:

Provide an app to record and improve student attendance by sharing real-time information among families

Provide easy to understand reports/graphs to identify trends in attendance

Communicate with parents via text message, email or call.

5. How do you evaluate the needs of the parents?
The school-based Parent Coordinator meets with parents on a consistent basis to share information and to learn about their needs and concerns. Surveys are provided to parents to determine school/student related topics of importance and interest.
6. How do your parental involvement activities address the needs of the parents?
Parent activities are aligned to information provided on city and school-level parent survey forms.

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: Margaret Douglas

School DBN: 05M036

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)
Heather JnBaptist	Principal		7/23/15
Myra Green-Toulon	Assistant Principal		7/23/15
Lisa Flores	Parent Coordinator		7/23/15
Luisa Rios/Raisa Duran	ENL/Bilingual Teacher		1/1/01
Guadalupe Osorio	Parent		7/23/15
N/A	Teacher/Subject Area		
N/A	Teacher/Subject Area		
N/A	Coach		
N/A	Coach		
Allison Mathurin	School Counselor		07/23/15
Gale Reeves	Superintendent		7/23/15
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **05M036** School Name: **Margaret Douglas**
Superintendent: **Gale Reeves**

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) 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

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.

The data and methodologies used to assess P.S. 36's written translation and oral interpretation needs are based on the Home Language Survey completed by parents upon registering the student into the public school system, ATS generated reports (Report of Preferred Languages), Blue Emergency Card Data and Parent/Teacher Surveys.

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.

The majority of our non-English speaking parents are Spanish speakers. Therefore, the preferred language for written and oral communication is Spanish. Other languages spoken include: French, Vietnamese, Chinese, Haitian-Creole and Chinese. We also have staff members that are able to communicate with our parents in Chinese and French. If necessary, we will provide over-the-phone translation services to assist parents in receiving information.

Part B: Creating a Communications Calendar

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.)

The following are documents we disseminate to parents throughout the year: Information on school opening, parent-teacher conferences, special events, testing dates information, after-school programs, school leadership meetings, curriculum, school expectations, testing calendar and parents workshops. All communication is translated and sent to the parents in the language spoken at home.

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.

The following are formal and informal face to face interactions with the parents: Parent-Teacher Conferences, outreach community events, workshops for parents, PTA events and Assembly/Award Ceremonies. The Guidance counselor and Social Worker also conduct formal and informal meetings. These interactions provide a good vehicle to keep parents abreast of all information they must obtain.

Part C: Providing Language Assistance Services

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.

The written translations provided by PS 36 include Spanish language versions. Translations are provided by in house staff members (Parent Coordinator, ESL and Bilingual Teachers). This was determined after reviewing various data sources indicating languages spoken at home. In addition, the school will provide to parents whose vernacular language is other than English, a notification of their rights. Notices will be posted in the Parent's Coordinator's Office, in the lobby, in the Main Entrance and Main Office. We will also plan ahead to provide services offered through the Translation & Interpretation Unit. In addition, the school will utilize the templates for school holidays, parent-teacher conferences and other DOE notices that are available in translation at the Translation and Interpretation Unit's intranet web-site.

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.

We will provide interpretation services to all parents. The majority of our parents are Spanish speakers. Interpretations are provided by in house members (Parent Coordinator, ESL and Bilingual teachers). If we are unable to provide interpretation, over-the-phone interpreters via the Translation and Interpretation Unit, will be utilized. The school has funds that are allocated to hire a professional translator when needed.

Part D: Training Staff on Policies and Procedures

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.)

We will inform all staff during our monthly staff meetings, and on-site Professional Development of the the translation services we must provide. All related documents will be distributed at that time.

Part E: Providing Notice of Language Assistance Services

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

P.S. 36 goal is to communicate with non-English speaking parents in their home language in order to support and share accountability and to provide them with access to information about their children's education options and experiences. To this end, a team of individuals will be responsible for translating all documents in a timely manner. The translation and Interpretation Unit will be utilized to translate documents in languages other than the above mentioned language spoken at home. After reviewing the Home Language Survey for language Spoken at home, the school will display welcome posters in the languages as per the Home Language Surveys. In addition, the school will provide to parents whose vernacular language is other than English, a notification of their rights. Notices will also be posted in the Parents Coordinator's Office, in the lobby, Main Entrance, and Main Office. Parents will also be informed on their rights to obtain documentation or oral translation in their spoken language.

Part F: Monitoring and Quality Control

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

The goal of P.S. 36 is to communicate with non-English speaking parents. The following methods will be used to gather information from parents: During Parent-Teacher conference, teachers will receive feedback from parents on obtaining information in their vernacular language. We will also mail surveys in which the parents will fill out and return to the teacher. We will review the information and when necessary, make every attempt to implement positive change.