

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

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

**29Q036**

**School Name:**

**P.S. 036 SAINT ALBANS SCHOOL**

**Principal:**

**LYNN STATON**

## Comprehensive Educational Plan (CEP) Outline

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**Section 1: School Information Page**

**School Information**

School Name: The St. Albans School School Number (DBN): 29Q036  
Grades Served: K-5  
School Address: 187-01 Foch Blvd, St. Albans, N.Y. 11412  
Phone Number: 718-528-1862 Fax: 718-723-6928  
School Contact Person: Lynn M. Staton Email Address: lstaton@schools.nyc.gov  
Principal: Lynn M. Staton  
UFT Chapter Leader: Kara Jamison  
Parents' Association President: Adrienne Bond  
SLT Chairperson: Brian Sultzer  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): \_\_\_\_\_  
Student Representative(s): \_\_\_\_\_  
\_\_\_\_\_

**District Information**

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

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilkes  
Director's Office Address: 82-10 Rockaway Blvd, Ozone Park, N.Y.  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 917-520-6743 Fax: \_\_\_\_\_

## Section 2: School Leadership Team (SLT) Signature Page

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

### Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Lynn M. Staton	*Principal or Designee	
Kara Jamison	*UFT Chapter Leader or Designee	
Adrienne Bond	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Willard Price	Member/ Parent	
Audrey Borland	Member/ UFT	
Lorraine Loftman	Member/ Parent	
Brian Sultzer	Member/ UFT	
Diana Thomas	Member/ UFT	
Beverly Olanipekun	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Kiamesha Pryor	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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> 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.
<b>Supportive Environment:</b> 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.

In the 2015-2016 school year, P.S.36Q intends on growing as a school community. We will build strong family and community ties as we provide a comprehensive education to our scholars. As we advance into the twenty first century, the mission of P.S.36Q continues to be to prepare our students to meet higher academic standards of achievement for success. In order to ensure success a partnership has been formed with the school, parents, community organizations and civic groups. Performance standards will be achieved and exceeded in grades K-5. We plan to meet the needs of all of our students at risk, on and above grade level, talented and gifted, newly arrived and special education....through an interdisciplinary approach to curriculum and the standards driven instruction. Through enhancement of our instructional strategies and enrichment activities, it will be our goal to prepare our students to meet the intellectual, emotional, physical and social challenges that await them in the future. Our scholars are presented with a variety of tasks to help make them college and career ready.

P.S. 36Q is a collaborative community school that embraces students, staff and families. We strive for "Excellence for All". We view ourselves as lifelong learners on a pursuit of excellence. Our daily mission is to make sure all children are safe and receive an exemplary sound education. Our intent is to nurture the whole child. We thrive on providing our children with a vast variety of experiences connected to learning. Everyone is a stakeholder at P.S.36Q and we strive to build scholars who are smart, responsible, respectful, strong and lifelong learners. This is echoed in our daily affirmation that the scholars repeat. P.S.36Q, The St. Albans School "The Jewel of St. Albans" is located in the St. Albans section of Queens, New York. The community is a cultural magnet known for the many jazz legends that lived in the area. The school community is comprised of single home families, multi-dwelling homes extended families, foster families, traditional families and grandparents raising students. The school has a transient population where we register and discharge students throughout the year. We provide workshops for parents and we will be continuing the seasonal conversation sessions with our parents. We host monthly open houses for parents to come in and visit. Our goal is to enhance student achievement through parental supports and partnerships.

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

Our process for reporting is by the attendance sheets from PTA workshops, meeting and activities, Parent Coordinators logs attendance and volunteer lists.

We have 22 classes comprised of 4 Kindergarten (2 GE, 1 ICT and 1 K/1 SPED), 3 First Grade (2 GE, 1 ICT, 1 K/1 SPED), 3 Second Grade (2 GE, 1 ICT), 4 Third Grade (2 GE, 1 ICT, 1 SPED), 4 Fourth Grade(3 GE, 1 SPED) and 4 Fifth Grade (2 GE, 1 SPED, 1 ICT). The average number of students is 25-30 students in each GE and ICT class and 12 in each SPED Class. We

have a variety of support staff such as paraprofessionals, psychologist, social worker, family worker, guidance counselor, volunteers, speech, ESL and resource room teachers, Technology, Adapted Physical Education, Physical Education and Science Teacher to support our students. Our students continue to make progress as shown by our most recent cut scores for ELA and Mathematics. We have less scholars who have to attend summer school this year.

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

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

As a school our 2015-2016 Citywide Instructional Expectation focus is on ensuring the knowledge of students and their work to drive instruction and supports. We want to learn to know our scholars and use this as a starting point for planning to be able to:

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

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

## 29Q036 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 02,03, 04,05	Total Enrollment	491	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
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
				N/A
School Composition (2013-14)				
% Title I Population	64.8%	% Attendance Rate	92.9%	
% Free Lunch	60.5%	% Reduced Lunch	1.8%	
% Limited English Proficient	3.4%	% Students with Disabilities	21.5%	
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	1.0%	% Black or African American	89.7%	
% Hispanic or Latino	8.5%	% Asian or Native Hawaiian/Pacific Islander	0.4%	
% White	0.4%	% Multi-Racial	N/A	
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.93	# of Assistant Principals (2014-15)	2	
# 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)	6.9%	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)	7.77	
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	21.7%	Mathematics Performance at levels 3 & 4	19.0%	
Science Performance at levels 3 & 4 (4th Grade)	93.2%	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	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American	YES	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A	
White	N/A	Multi-Racial	N/A	
Students with Disabilities	YES	Limited English Proficient	N/A	
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	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	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.

After looking at data (cut scores from the state assessments, running records, MOSL assessment, Teacher team notes, Quality Review results, informal assessments, conference notes, reviewing materials and conversations with pedagogy, it was decided that we needed to look at both ELA and Mathematics.

- We concentrated on mathematics in the 2014-15 school year and we saw a small difference in the number of schools who met the cut scores as well as the teachers keep unit tracking sheets on each scholar and we could see that more scholars reached the level of mastery in math.
- We worked hard in learning how to do guided reading and through scheduling we ensured our teachers saw each guided reading group 3-4 times a week.
- We were able to track scholar reading levels and there was an increase across the school.
- Our scholars were engaged in small group instruction, did more presenting of their materials, increased articulation and teachers assessed more to ensure we would drive the instruction.
- We will continue these practices for the 2015-2016 school year and observe the growth over 2 years.,

We will look at the mid year assessments in Go Math,, I-Ready mid year assessments and the running records to determine what growth has been made and where we have gaps..

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

### Part 3 – Action Plan

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
<ul style="list-style-type: none"> <li>• Curriculum planning teams will refine, revise and align current curriculum maps to include more Social Studies and Science lessons to support the school-wide STEM initiative.</li> </ul>	All pedagogy	June 2015- June 2016	Teachers and Administrators
<ul style="list-style-type: none"> <li>• Rubicon Atlas and Google docs will be used as a universal system for teachers to make continuous updates and revisions of the lessons that can be shared across the school.</li> </ul>	All pedagogy	June 2015- June 2016	Teachers and Administrators
<ul style="list-style-type: none"> <li>• Teachers will meet in teacher teams, common preps and grade conferences to discuss monthly events, concepts and connect them to their curriculum to support extended scholar learning and exposure.</li> </ul>	All pedagogy	June 2015- June 2016	Teachers and Administrators
<ul style="list-style-type: none"> <li>• Teachers will develop common rubrics, benchmarks, grade assessments, analyze and provide next steps for their scholars.</li> </ul>	All pedagogy	June 2015- June 2016	Teachers and Administrators

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<b>Programs and systems:</b> I-Ready, Mathletics, Wilson Foundation, Go Math, Think Central, Classdojo and The Master Teacher.										
<b>Personnel:</b> Teachers, paraprofessionals, ESL, Resource Room Teacher, Speech Teacher										
<b>Instructional Materials and Resources :</b> Expeditionary Learning, Core Knowledge, Go Math, EngageNY, Guided Reading and Classroom Technology.										
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind	Other

**Part 5 – Progress Monitoring**

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

- Walkthroughs, Observations, ADVANCE ratings, TC running records(4x a year), assessments-units, beginning , middle and final, report cards, portfolios, data from i-Ready, Mathletics, Clasdojo, teacher conversations and observations of scholars.

**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.

Analyzing the current school climate and results from the Principal’s Performance Observation document the school needs to improve in 1.2 and 2.2 Quality Review indicators. We are addressing the needs by:

- Continuing to analyze scholar work during teacher team and improve the level of assessment to make sure it is aligned and challenging.
- The teachers have provided different entry points and provided more activities to engage the scholars. We made some curriculum changes that provide more beginning, middle and final assessments to monitor scholar progress.
- Structures have been implemented in the school to improve instructional outcomes. The school continues to embed the ELA/Math shifts in instruction. Guided reading instruction is part of the daily schedule to target literacy skills in a small group environment.
- In ELA, an area of weakness is reading informational text, word attack skills and incorporating textual evidence within written responses. Students are engaged in differentiated instruction, cooperative flexible learning opportunities where they are leading discussions, questioning their peers thinking and justifying opinions using textual evidence. As a result, students are questioning their peers when they peer assess. They assist in the creation of rubrics that are used to assess their work. Students are reading more complex text closely. Teachers construct high-level thinking questions, explicitly model and scaffold instruction.
- Teachers are engaged in collaborative inquiry by analyzing student work to identify trends, strengths and weaknesses in the class and across grades.
- Teachers utilize Rubicon Atlas and Goggle docs. This is an online database to create their curriculum maps and refine them as needed. This affords us an opportunity to be transparent across the school.

Based on the 2013-2014 School Quality Review Snapshot, the NYS ELA/Math tests, the area in need of improvement is Mathematics. In the 3<sup>rd</sup> Grade, 19% of students met the NYS standard which was a 12% increase from 2013, in 4<sup>th</sup> Grade 30 % of students met the NYS standard, a 1% increase from 2013. In the 5<sup>th</sup> grade, 12% of the students met the NYS standard, a 2% increase from 2013. On the fall baseline assessment math was also a weak area for the school and required us to make some adjustments. We invested in the GoMath program and we can track each unit to see how our scholars are progressing. The standards of weakness in K-2 is Number-Base Ten and in 3-5 Operations/Algebraic Thinking. We will analyze the 2014-2015 state assessments and refine our goals based on the results.

- We will continue to provide challenging exemplar task to our scholars.
- PS 36 staff is focused on ensuring that the whole-child is being supported in our school community, not just academically but social and emotionally. Students receive the needed services from the support staff such as speech, occupational/physical therapy, adaptive physical education and counseling.

- Teachers will identify 5 students in their classroom that they will closely monitor to give them the additional support they may need. This is done through attendance monitoring, keeping in daily communication with parents or being a mentor for the child.

### **Part 2 – Annual Goal**

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

By June 2016, the use of summative and formative assessments including screening, progress monitoring, interim measures and outcome assessments will be implemented, monitored and refined to develop action plans that are based on needs and strengths for 100% of students as measured by improvements in student achievement on the MOSL, I-Ready, Go Math Assessments and the State Assessments..

### **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Students will take the baseline assessment in ELA/Math using the I-Ready computer program. Based on the data students will use the program for remediation and enrichment to strengthen academic areas. Students will have user names and passwords that will allow them to access the program outside of school.</p>	<p>K-5 Students</p>	<p>September 2015-June 2016</p>	<p>K-5 Teachers and administrators</p>
<p>Teachers will incorporate guided reading instruction 3xs per week and homogenous small group math instruction in their daily instruction lessons. Grade 3-5 students will participate in Personalized Instruction Academy (P.I. Academy). Students are grouped by academic levels and receive level based instruction. 8 weeks for 1.5 hours 2x’s per week the focus will be on math concepts and will then transition to ELA for another 8 weeks. Teachers will monitor progress via classroom assessments and make adjustments as needed.</p>	<p>K-5 Students</p>	<p>September 2015-June 2016</p>	<p>K-5 Teachers and administrators</p>
<p>Students and parents will have access to the MYON and Go Math-Think Central computer programs that will be used in the classroom and outside of school to reinforce and enrich literacy and math skills.</p>	<p>K-5 Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, Parents and Administrators</p>

The school will facilitate common core workshops for parents and engage in more training in CCLS to become an expert. Support staff will concentrate on the social and emotional wellness of children for parents to bridge the home-school partnership. They will also help teachers develop a toolkit of strategies to employ on students to monitor and correct behavior and increase academic productivity. Teachers will be able to articulate data to all constituents through the use of report cards, progress reports, class dojo and weekly parent outreach conference time.	K-5 Students	September 2015-June 2016	Teachers and Administrators
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**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Technology upgrade</b> -laptops, desktops, I-Pads, Smartboards expansion in the building											
<b>Library Upgrade</b> -received a grant to redo which would include technology, furniture and books											
<b>Classroom library upgrades</b> -add new books to classrooms libraries											
School support team will continue to provide mandated services and at risk services to the scholars at P.S.36Q.											
Expeditionary Learning(3-5), Core Knowledge (K-2), GoMath and Guided Reading will be our instructional core with other supplemental strategies and programs.											
<b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
<ul style="list-style-type: none"> <li>• Running records (4X a year)</li> <li>• Teacher and scholar observations, conversations, conference notes, portfolios, beginning, midterm and final assessments for units of study, report cards, teacher team protocols, exit tickets, incident reports, monthly attendance and punctuality rates.</li> <li>• Analysis of assessments to drive instruction frequently, MOSL mid year in February and running records 4x a year.</li> </ul>
<b>Part 5b.</b> In <b>February 2016</b> , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

**Section 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.

We implemented several new things and continued with some existing practices such as:

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

As a school, data analysis is a weak area that is being addressed this school year. Based on the City-Wide Expectations, the school-wide focus for the school is Knowledge of Students.

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The school is working on improving analyzing various data sources and classroom performance assessments to make better instructional decisions to close the achievement gap.

- We will continue to use exemplars and have scholars validate their answers and work.

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

PS 36 staff completed a professional development needs assessment in September to determine the workshop topics that would best serve our teachers. We have issued that survey in June to help us get a kick start on our planning.

A Professional Development team comprised of 6 teachers in various grades and positions. The function of the team is to plan, evaluate and facilitate workshops for colleagues based on the topics from the assessment. Workshops occur weekly for 80 minutes and best practice teachers are sometimes asked to present..

The school is working on refining our needs assessment at PS 36 to include opportunities for improvement regarding students who scored level of 3s and 4s on NY State ELA/Math Exams.

- Discussions with teachers at grade level meetings (50 minutes, 2x month), feedback from members of the MOSL Leadership Team, discussions at meetings, Administrative Cabinet Meetings and input from AP Data Specialist has resulted in a the development of the PI Academy which works in homogeneous groups.

- We used the beginning of year Benchmark Performance Tasks administered by classroom teachers and the state exams to identify those students.

P.S. 36 continues to strengthen building capacity with effective systems for monitoring teaching practices to create differentiated professional support to increase student outcomes.

- The ADVANCE system has helped to monitor areas of weakness and need for teachers and we address that through inter-visitations, videos, modelling and planning. This year we did not have any developing or ineffective teachers as rated by the ADVANCE system.

- Ongoing needs assessments include opportunities for teachers to improve their planning and systemically gather any data needed to accurately reflect teaching practices. Informal inter-class visitations to share best practices and incorporate new instructional strategies to improve teacher and student growth.

- Teachers use Math benchmark assessments and performance tasks given at the beginning of the year to identify students who need additional support as well as running records levels. Types of support are determined by working collaboratively on grade teams, in consultation with the Speech teachers and administrators.

- Students who need additional support are provided with small group work with classroom teachers and learning specialists. We have bi-weekly meetings on the progress of students to modify instructional supports.

- After analyzing the 2014 New York State Exams and Benchmark Performance Tasks we recognized we need to build capacity by improving instruction and teacher effectiveness. Looking at student performance and progress on the school quality snapshot report indicate there is a need in developing teacher capacity and instruction to support ELA and Mathematics. This goal has evolved from the need to ensure teachers are immersed in the Citywide Instructional Expectations and Framework for Teaching to improve instruction.

- Teacher effectiveness in the classroom practices is guided by working with our support staff and administrators on a monthly basis in this area.

- We have decided to do a longitudinal study on reading and writing in the building and we will utilize our training.

We will look at the GO Math mid year assessment, running records, I-Ready mid year assessments and student work to determine growth and gaps.

## **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, the school will implement a plan to identify and develop systems for students in all tiers and provide them with appropriate social and emotional supports that meet their individual needs and ensure success in academic

performance and well-being as measured by student work productivity and a 5% increase in performance in ELA and Mathematics State Exams and final MOSL results .

**Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Teachers will use data (NYS exams, I-Ready, Mathletics, MYON, Teachers College running records, attendance, and classroom performance assessments) to analyze and monitor student work for enrichment and remediation as well as the attendance patterns.</p>	<p>K-5 scholars</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>Support staff will continue to articulate with teachers and administration and provide strategies and resources to support our scholars.</p>	<p>K-5 ELL's and SWD</p>	<p>September 2015-June 2016</p>	<p>Administrators, SIT, SBST, SETTS and ESL teachers</p>
<p>The school will build capacity on knowing students in the school community. P.S. 36 is working on getting to know the whole-child (academically, socially and emotionally) by using multiple data sources to drill down to identify the gaps and make adjustments to improve deficient areas</p>	<p>K-5 Scholars</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</p>
<p>We will continue to use running records to inform us in ELA and other resources like I-Ready diagnostic assessment. We regularly assess and adjust student supports to increase student achievement</p>	<p>K-5 Scholars</p>	<p>September 2015-June 2016</p>	<p>Administrators and Teachers</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.

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

Data from various sources; NYS ELA and Math exams, MOSL baseline assessment, I-Ready, Mathletics, MYON, classroom assessments, Teacher’s College running records, conference notes/checklists, On Demand writing and attendance will assist us in evaluating our scholars to provide supports.

Support (ESL and SETTS) and enrichment teachers will engage in inquiry study in their discipline and content teams will work to improve curricula and instruction in those areas.

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

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

**Part 5 – Progress Monitoring**

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

We will look at data from attendance, MOSL, informal assessments, NYS exams in ELA, Science and Mathematics to help us inform and improve instruction.

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

### **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, 100% of key personnel will have goals and responsibilities and demonstrate evidence that aligns with the school’s instructional focus as directed by the NYC Citywide Expectations for 2014-2015 ,and the Framework for Great Schools as measured by improvements in ADVANCE and MOSL results. We are working on every teacher

increasing their 3b-Using Questioning and Discussion Techniques component by 5% as measured by the ADVANCE system.

**Part 3 – Action Plan**

<b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<b>Target Group(s) Who will be targeted?</b>	<b>Timeline What is the start and end date?</b>	<b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b>
Providing focused professional development in the CCLS. Some of the PD is in-house and some opportunities are outside of the school provided by private organizations or the district. Professional development plan is based upon teachers' deficiencies and needs. Collaboration with other schools to share expertise.	K-5 Teachers in four tiered groups	September 2015-June 2016	Administration and Teachers
Dig deeper in the Core Knowledge K-2, Expeditionary Learning 3-5 TC Writing Units, Guided Reading Skills based strategy lessons to hone in on specific skills for mastery.	All teachers	September 2015-June 2016	Administration and Teachers
Use more complex text and expose students to more read alouds to develop discussion techniques.	All teachers	September 2015-June 2016	Administration and Teachers
Use more technology to engage students	All teachers	September 2015-June 2016	Administration and Teachers

**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.

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

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

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

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

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

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

**Part 5 – Progress Monitoring**

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

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

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

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

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

**Part 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.

We aim to provide a safe and sound nurturing environment for our students and their families. This environment is built on trust and transparency. After reviewing the most recent School Quality Snapshot, NYC School Survey and Quality Review it is determined that we need to improve in our communication to parents.

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

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

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

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

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

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

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

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

Cookshop –for families and scholars to learn healthy foods and how to cook.

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

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

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

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

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

## **Part 2 – Annual Goal**

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

## **Part 3 – Action Plan**

<p><b>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>Dedicated parent conference times on Tuesdays, Open door policy, Open classroom workshops monthly in AM and PM</p>	<p>Parents and scholars</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators and Parent Coordinator</p>
<p>Newsletter, telephone messenger, email blast, coffee &amp; conversations, SLT, PTA, classdojo, website, parent coordinator and pupil accounting secretary outreach.</p>	<p>Parents and scholars</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators and Parent Coordinator</p>
<p>Cookshop for parents and scholars</p>	<p>Parents and scholars</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators and Parent Coordinator</p>
<p>Collaborate events with the PTA, SLT, staff, parents and community partners</p>	<p>Parents and scholars</p>	<p>September 2015-June 2016</p>	<p>Teachers, Administrators and Parent Coordinator</p>

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Technology, Personnel, Curriculum Materials, Common Planning, Grade Conferences, Professional Development Time, Parent Outreach Tuesdays, Flexible Scheduling, SLT and PTA training and incentives for students, parents and staff.</p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<p><b>Part 5a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Bi-monthly grade meetings, inter-class visitations, formal/informal observations with feedback, weekly professional development to modify instructional support, PTA meetings, events, attendance sheets, student progress as indicated on the I-Ready, MYON and Running Records data.</p>

Our midpoint benchmark for the success of the above will be looking at Advance teacher ratings, scholar attendance and punctuality and mastery of CCLS as observed with exit tickets, MOSL midyear assessments and GOMath midyear assessments.

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

**Section 6: Academic Intervention Services (AIS)**

**(Required for All Schools)**

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

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

	assessment and State Assessments as a measure for providing support services. Teacher observation and recommendations are also considered.	Elementary-K-5, Skills and strategy lessons  Core knowledge and Expeditionary Learning.		
<b>At-risk services</b> (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i> )	Teacher recommendation and observation of the student.	Counselors follow the ASCA standards and practices providing students with real world situations	Small group, one to one, after-school, pull out and push in, peer tutoring	During school day or after-school

## Section 7: Title I Program Information

### Directions:

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

### Part 1: Title I Status

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

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

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

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

- Professional Development is ongoing and we utilize the in-house PD as well as the Network resources
- We provide teachers with quality materials, resources and support
- The Administrative Team conducts walkthroughs and daily instructional rounds to look for strategies put into practice

We are constantly monitoring, refining, assessing, and revising our professional practices to meet the needs of all the staff

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. TA Coordination with the Regular Program**

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

### **Part 4: SWP Schools Only**

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

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

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

#### **4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

There are various teams such as the Professional Development team, Teacher Teams and MOSL teams that regularly make decisions to measure what is going on in the building. These teams survey teachers, analyze results, plan for professional development.

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

#### 4c. “Conceptual” Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			<b>Column A</b> Verify with an (X)	<b>Column B</b> Section Reference(s)
Title I Part A (Basic)	Federal	205,651.00	X	
Title II, Part A	Federal	79,451.00	X	
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	2,785,061.00		

#### <sup>1</sup>Explanation/Background:

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

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

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

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

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

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

**Important Note:** The following funds may not be consolidated:

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

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

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

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

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

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### **Parent Involvement Policy (PIP)**

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

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

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

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

P.S. 36Q Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our

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

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

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

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

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

### **P.S. 36Q School-Parent Compact**

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

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

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

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

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

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

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

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

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

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

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- ensure that my child is dressed appropriately in uniform daily and has all the tools they need to learn.
- Ensure that my child is accessing the MYON and I-Ready programs for practice and assistance.
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;

- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

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

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

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based Language Allocation Policy (LAP) that describes high quality programs for English language learners (ELL). This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. When preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, refer to the *English Language Learner Policy & Reference Guide*.

## Part I: School ELL Profile

### A. School Information

District <b>29</b>	Borough <b>Queens</b>	School Number <b>036</b>
School Name <b>The St. Albans School</b>		

### B. Language Allocation Policy Team Composition

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

Principal <b>Ms. Lynn M. Staton</b>	Assistant Principal <b>Ms. Haigler &amp; Ms. McShane</b>
Coach <b>N/A</b>	Coach <b>N/A</b>
ENL (English as a New Language)/Bilingual Teacher <b>Ms. Tanya K. Hampton</b>	School Counselor <b>Ms. Siah Hagin</b>
Teacher/Subject Area <b>Ms. Sharon Ring, SETSS</b>	Parent <b>Ms. Kara Jamison</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Carol Rajaram</b>
Related-Service Provider <b>type here</b>	Borough Field Support Center Staff Member <b>type here</b>
Superintendent <b>Mr. Lenon Murray</b>	Other (Name and Title) <b>type here</b>

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (excluding pre-K)	511	Total number of ELLs	20	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	K <input 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 checked="" 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"/>

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

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

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

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

## B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	20	<b>Newcomers</b> (ELLs receiving service 0-3 years)	13	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	7	<b>Long-Term</b> (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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	13	0	0	7	0	4				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 4

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

**Dual Language (ELLs/EPs\*)  
K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL		
	ELL	EP	ELL	EP																	
SELECT ONE																				0	0
SELECT ONE																				0	0
SELECT ONE																				0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\* EP=English proficient student

**Dual Language (ELLs/EPs)  
9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

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

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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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	2	0	2	4		1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	4	2	2		1	1								0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					1									0
<b>TOTAL</b>	<b>0</b>													

## Part III: Assessment Analysis

### Assessment Breakdown

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

#### OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
<b>Entering</b> (Beginning)	1			2	2									0
<b>Emerging</b> (Low Intermediate)				1										0
<b>Transitioning</b> (High Intermediate)	3		1											0
<b>Expanding</b> (Advanced)	2	2	1			2								0
<b>Commanding</b> (Proficient)			2	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 AND TEST AT LEVEL 3 OR 4 ON THE ELA  
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

#### FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total			2	1										0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	1				0
4	1				0
5					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	1	0							0
4			2	0					0
5									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					3				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.  
 The assessment tools that are used to assess early literacy skills of ELLs in our building in TCRWP. Throughout the year, our ELLs are assessed using TCRWP four times during the following months: November, January, March and June. This allows for us to monitor student progress. Each child is tested independently. At the end of the assessment the child is given an independent reading level. This data allows for us to see the next steps of where students need to improve in terms of reading, fluency, and comprehension. This reading assessment drives our instruction in the proper places. It allows us to see different patterns and trends in their fluency along with their comprehension. Data attained by the running records allows teachers to see areas of strengths/weaknesses and areas that need improvement when concerning basic literacy skills of our ELL students. We also use the MOSL assessment in grades K-5. This tool measures student learning, with the aim that schools and teachers use the data to drive instructional-decision making, while preparing all students for college and career.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
 Reviewing the data for both the NYSITELL and NYSESLAT exam, there is a mixture of students who are at the Transitioning/Expanding level and at the Entering/Emerging level. Out of our 20 ELL students present at P.S. 36, 5 are at the intermediate levels of proficiency. A trend noticed in the results of both the NYSITELL and the NYSESLAT results are that the transitioning levels fall only in the following two grades: kindergarten and 2<sup>nd</sup> (3 transitioning in K and 1 transitioning in 2<sup>nd</sup>). The data states that we only have 6 expanding students. Instruction needs to be rigorous in every grade but especially in the grades lacking advanced proficiency. We must make sure that building background knowledge is incorporated into instruction along with best practices in order to achieve ELL success in all grades especially in 3<sup>rd</sup> and 4<sup>th</sup> grade. Over the years, another trend noticed is that the majority of our entering level students show that they are receiving special education services. As students progress to the next band of the NYSESLAT, ELLs find the higher level of skills assessed much more difficult (ex: 2<sup>nd</sup> graders take the same test as the 3<sup>rd</sup> graders). Overall, student progress is shown as they are promoted to the next grade level.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

NOT APPLICABLE DUE TO THE SCORES NOT BEING RELEASED TO NYC SCHOOLS IN COMBINED MODALITIES.

4. 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?
- The periodic assessment is given twice a year. This assessment allows for administrators along with other service providers of ELL students (general education teachers and the ENL teacher) to hone in on the results of the assessment and drive their instruction. As a team, we study the data and create an action plan in order to help each child become stronger in that particular area. Based on these assessments, we create long and short term goals for our students. Goals drive and motivate students to do better and make room for improvement. Through data, our ELL students are lacking progress specifically in ELA, both reading and writing. Out of our 20 ELL students, 4 students have special needs which indicate that they have additional learning issues. Having the results from the periodic assessment, we can analyze the assessment and hone in on the areas we need to. Therefore, as a whole we feel it is imperative to make our goals reasonable along with measurable. ELL native language becomes secondary to the acquisition of English language skills. In our ENL program, English only is emphasized. Native language is only used when translation from native language to English language is absolutely necessary.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] Looking at data not only amongst ELLs in our school but across all grades in the building we are aware that the RTI framework is something that must be implemented in the regular schedule for our students. In order to better support our ELLs and focus on improving their academics, we use various interventions. Our main focus is to make student success happen on his/her grade level. RTI is a researched based intervention system. When using the following interventions our children seem to grasp concepts better.
- Small Group Instruction
  - Differentiated Instruction
  - Extra instruction in the Wilson/Fundations Program (Phonics Program)
  - Guided/support practice
  - Use of graphic organizers to help aid in note taking and writing
  - Hands on learning with manipulatives and realia
  - Technology/visual learning styles
6. How do you make sure that a student's new language development is considered in instructional decisions? We make sure that second language development is targeted in order for our ELL students to succeed. We have a strong foundation for our children in literacy instruction which is aligned to the Common Core Learning Standards. This instruction is delivered through rigorous lesson plans which align themselves to the Common Core. Daily, children receive approximately over 200 minutes of direct literacy instruction through phonics, reading, and writing. However, literacy is taught across all content areas (math, science, and social studies) every day. This allows for students to transition smoothly into acquiring a second language (English) fluently.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
  - What is the level of language proficiency in the target language for EPs?
  - How are EPs performing on State and other assessments?
- Non Applicable
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs). We evaluate the success of the ESL program for ELLs at P.S. 36 by how children score on both the ELA and Math exam. We take into consideration the progress they make on their TCRWP running records. The results of the assessments determine their reading level from the beginning of September until June. This allows for teachers to see their progress in all areas of reading throughout the school year.

## Part IV: ELL Identification Process

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

- 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.

P.S.36 has a total of 511 students with 20 being ELL students who speak one of four languages (Spanish, Haitian-Creole, French-Creole and Yoruba). When parents register students they are given an informal interview upon their arrival. A trained pedagogue (ENL teacher or Principal or Assistant Principal) conducts an oral interview by talking with parents to indicate if there is another language other than English spoken at home. This determines the appropriate language in which the HLIS is given to the parents. Through the informal interview, pedagogues will know if translation is necessary in the native language in regards to help during registration. If parents indicate that another language is spoken in the home (evident from informal observation and data collected on the HLIS) and this is confirmed after speaking with the child during the informal interview, the child is then classified as being eligible for NYSITELL testing. After the child is identified as and ELL as per the informal interview, within 10 days the NYSITELL is administered by the ENL teacher, Ms. Hampton. The test is hand scored to determine eligibility for receiving entitlement. If the child is eligible for services, he/she will get an entitlement letter which gives a brief description of the 3 programs offered by the NYC DOE. If the child is Spanish speaking, the Spanish lab is administered to determine the literacy level in their native language. Trained Spanish speaking staff members, Ms. Isaac Harper/ Ms. Santos, administer the Spanish lab. Students are read specific directions in their native language, Spanish. Students are directed to answer/respond to all questions in Spanish only. Students are given their own student booklet. If a parent is having difficulty registering, we enlist or staff to assist with translation when deemed necessary. Ms. Hampton (ENL teacher), Ms. Rachele Bearak (School Pupil Accounting Secretary), Ms. Sharon Ring (SETSS teacher), Ms. Sol Reyeds- Spanish (Social Worker), Ms. Isaac Harper-Spanish (Bilingual paraprofessional), and Ms. Suzie Dorsanvil- Haitian and French Creole (Occupational Therapist) all provide assistance when a parent is registering and needs translation services. The Language Translation Unit is also utilized to assist the parents with any questions that may not be understood.

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).

If a student is identified as a newly identified ELL and they are in grades 3 to 9, and are the beginning/ entering or low intermediate/emerging level of proficiency after reviewing their NYSITELL results the SIFE oral interview questionnaire must be administered. At P.S. 36 our population consists of Haitian-Creole and Spanish, therefore they would be administered the Literacy Evaluation for Newcomer SIFE (LENS). This is done to inform the ENL teacher of the literacy and mathematical skills the student brings with them to the school. In other words, the results of the LENS will offer a detailed description of the student's skills and abilities in reading, vocabulary and math. The Spanish LENS will test phonics, single word reading, and sentence reading. The ENL teacher will determine the initial SIFE status into the NYC DOE data collection systems no later than 30 days from the student's initial enrollment. At that time P.S. 36 will have up to one year to make a final determination of SIFE status. Presently, we do not have any SIFE students.

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).

Presently, at P.S. 36 we do not have any newly enrolled students with IEPs. However, if a new student with an IEP and a home language other than English the Language Proficiency Team which consists of the Principal - Ms. Lynn Staton, the ENL Teacher - Tanya Hampton, the SETSS teacher - Sharon Ring, and the student's parent or guardian. If the parent needed a Spanish Translator, Ms. Isaac Harper or Ms. Santos, Haitian-Creole and French Haitian Ms. Suzie Dorsainvil would be present at the meeting. The Language Proficiency Team would then review the student's English language development. The LPT would recommend whether or not the student should take the NYSITELL. If the student takes the NYSITELL to determine ELL status then the ENL teacher would continue with the ELL Identification Process. However, if the LPT does not feel the student should take the NYSITELL, then the Principal would review it and make her determination. If Ms. Staton feels the student should be given the NYSITELL then the ELL Identification Process would continue. If the Principal reviews the documentation and feel the student should not take the NYSITELL then her review will be sent to the Superintendent, Mr. Lenon Murray. Mr. Murray would make the final determination. If the Superintendent determines the student should not take the NYSITELL, the parent is notified, and the 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.

Immediately after the NYSITELL is hand scored, scanned and scored the ENL teacher sends out the entitlement letter or non-entitlement letter to the parent via mail and back packed by the student. The parents are also telephoned. If they are identified through the NYSITELL assessment as an ELL student the letter informs the parent that their child has been identified as an ELL student and will be receiving additional services. A parent orientation is then set up. Each parent is given the opportunity to view the Orientation Video for Parents of Newly Enrolled English Language Learners in their choice of spoke language. Then the parent is informed about all 3 programs and must make a choice with what program they wish to place their child in. The Program Selection Form is then completed along with a Parent Survey. The letters and surveys are secured in the P.S. 36 ENL Information binder which is locked and secured in the ENL office.

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).

At P.S. 36 parents are informed by the ENL teacher that they have the right to appeal ELL status within 45 days of enrollment during the Parent Orientation meeting. They will also be contacted in writing through backpacked letters home, mailings, and by telephone. The ENL teacher will explain to the parents that the re-identification process allows schools and parents who believe their child may

have been misidentified as an ELL or non-ELL to request that the ELL Identification Process be administered a second time. It will be explained that the school has to initiate a review of the ELL status determination upon receipt of a written request from either a student's parent or guardian, and a student's teacher with written consent from the parent or guardian. P.S. 36 will then review all of the documents related to the initial and reentry identification process, review the student's work in English and in their home language. Then we will administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. The principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be mailed out and backpacked home by the student. If the ELL status has to be changed, then all of the documents will be sent to Mr. Lenon Murray (Superintendent) for review and final decision. Lastly, written notification of the decision will be sent to Ms. Lynn Staton, and the parent or guardian in their preferred language within 10 school days. All notifications and relevant documents will be kept in the student's cumulative folder.

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.

As per the HLIS trained staff (ESL teacher, trained translators, secretary and parent coordinator) are fully aware of all families where English is the new language spoken in the home. As a team, we make sure to provide these families with all documentation pertaining to the school as well as the success of their child to be translated into their native language. Before choosing the appropriate program for their child, parents are given and distributed the DOE website which gives ample information concerning all 3 programs explicitly. After the student is identified as an ELL student, every parent is given an entitlement letter which explains thoroughly that their child will be given additional services in order for their child to become more proficient with the English language. The letter is given in both English and their native language. The entitlement letter gives a brief description of the 3 different programs offered by NYC DOE. A meeting is set up with the ENL teacher and a translator if necessary. When the parent comes to the school, he/she is given the opportunity to view the parent orientation video which thoroughly explains the 3 programs for ELL students provided by the NYCDOE. When this meeting is scheduled, we make sure that there is a translator in the parents' native language available (Ms. Dorsanvil, Ms. Isaac-Harper, Ms. Sol Reyes). We make sure that translators are provided by our school in case the parent needs any help with interpretation of the information being given. During the meeting the teacher discusses the various programs offered with the aid of the translator if needed. This information that is given helps the parent make the most beneficial program choice for their child. We encourage parents to ask questions about each program to make sure they understand fully what choices are available to their child as per program choices. Due to our school having such a small population of ELL students (4.05%), each parent has a one to one meeting with the ENL teacher when viewing the parent orientation video. They are able to view the video and ask any questions or concerns they may have about the programs and the best placement decision for their child. The parent must submit their "Program Selection" letter within

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.

Immediately, after the NYSITELL is scored, the ENL teacher sends out the entitlement letter to the parent via mail and backpacked if they are identified through NYSITELL as an ELL student. Also, the parents are telephoned. This letter informs the parent that their child has been identified as an ELL student and will be receiving additional services. The parents are then given a specific date and time to come in to meet the ENL teacher in an ENL/ELL Orientation. During that orientation the Parent Surveys and Program Selection forms are completed in the language of choice by the parent. The school monitors the parent program choice by explaining the 3 choices that are offered by the NYC DOE to the parent. Ms. Hampton the ENL teacher will also explain that P.S.36 only offers Freestanding ENL, and will provide a list of Dual Language and Bilingual Programs if the parent does not want Freestanding ENL. The ENL teacher will make a copy of the forms. The parent will receive a copy and the original will be placed in an ENL/ELL Informational Binder and locked in the ENL office. Through this process we are able to monitor that all of the Parent Surveys and Program Selection forms are on file, and the school has all documentation on the parents program choice.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. The school monitors the Parent Survey and Program Selection forms by having the parents come in for an ENL/ELL Orientation. During that orientation the parents are able to view the Orientation Video for Parents for Newly Enrolled English Language Learners. Parents are also given a Guide for Parents of English Language Learners, and the three ELL programs that are offered in NYC schools. The parent will be informed that P.S. 36 only offers the Freestanding ENL program. So far by following this process we have all of our Parent Survey and Program Selection Forms. If a parent cannot come into the orientation then the ENL teacher will schedule a telephone conference explaining the Parent Survey and Program Selection Form, all entitlement letters, non-entitlement letters/transition letters, the 3 ELL programs offered in NYC schools, the Freestanding ENL program at P.S. 36. If the parent needs an interpreter in Spanish, Haitian-Creole or French-Creole one will be provided. The Parent Survey and Program Selection Form will then be mailed and backpacked home, so that the parent can complete and return to school the next day.

9. Describe how your school ensures that placement parent notification letters are distributed.

P.S. 36 is very serious about education. We want to make sure that the parents are constantly informed about their child's education, progression, and entitlement to ELL services. Therefore, we always make copies of all placement parent notification letters. We mail

the original, backpack a copy to the student, and keep a copy in the ENL/ELL Information Binder. The ENL teacher writes the dates on the copies that each letter was sent out.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).  
P.S. 36 retains all ELL documentation for each child with a yearly ENL/ELL Informational Binder. All HLISs, entitlement letters, non-entitlement letters, NYSITELL, NYSESLAT, ELA, Math and Science scores, ENL Agendas, Parent-Teacher Attendance sheet, and Parent Survey and Program Selection Forms are stored safely in the binder and locked in the ENL office. Each year a new binder is created and the previous year's information is saved. The binders are never tossed away.
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.

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

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

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

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

Due to the restrictions on the grading procedures of the NYSESLAT, we have 2 trained staff members who administered and graded portions of the 2015 NYSESLAT test. Mrs. Sharon Ring and Mrs. Jacqueline Rose aided in the administration and scoring of the 2015 NYSESLAT.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.  
Paste response to question here:
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).

As per the Parent Surveys that are given at P.S.36, parents seem to be very aware and pleased with the information about the programs that are offered. Last year, the 4 new ELL admits chose the Freestanding ENL program for their child. They were given the appropriate information on all 3 programs, however, felt that the program we offered at P.S. 36 was just right for their child. This year we have 6 new admits all on the Kindergarten level. Again, all program choices were Freestanding ENL. All families seem to feel confident with all the information that they provided with through the feedback, which is seen within the return of the parent surveys. As per the Program Selection forms, all of our parent requests are for Freestanding ENL in order for their child to become more proficient in the English language. A trend that is seen over the past few years indicates that 100% of our parents requests the Freestanding ENL program for their child. In P.S. 36, programming revolves around fre standing ENL which is determined by the completion of parent choice forms. Through the data that is received from parents (parent choice/selection forms) it is evident that we plan our programs based upon that specific data. Due to our population of ELL students only being 3.91% of our entire school's population we are unable to offer transitional or the dual language program at the current moment. If our population grows and we have a need for either the transitional bilingual or the dual language program, we will implement it to fit the needs of our students. Each parent is informed that those 2 programs do exist within NYCDOE and are available. We inform parents at the orientation that if they feel 1 of those 2 programs seem to fit their childs needs we can locate a school to accommodate their choice so that their child can be placed in the appropriate program of choice. However, all of our parents feel comfortable thus far in placement fo their child in the Freestanding program that is currently offered at our 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]).
  - a. Freestanding ENL program.

P.S.36 provides freestanding ENL to 20 students across grades K-5. These children are grouped in English proficiency levels and they receive the allocated instructional minutes that are required. The ENL teacher groups the ELL students based on their level in English which is provided either by the NYSITELL (new admits) or the NYSESLAT. The push in/push out method of delivery of instruction are used as program models. When deemed necessary, co-teaching does take place under certain circumstances pertaining to ELL classroom instruction.
  - b. TBE program. *If applicable.*

NON APPLICABLE
  - c. DL program. *If applicable.*

NON APPLICABLE
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
  - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

Entering and Emerging students are grouped together and seen 2 to 3 times a day based on pull out/push in services. Both groups are given 360 minutes of instruction. Children at the Entering level receive a minimum of 180 minutes of standalone ENL services and a minimum of 180 integrated ENL/ELA services. However, ELLs at the Emerging level receive a minimum of 90 minutes standalone ENL services, a minimum of 180 minutes of integrated ENL/ELA, and the flexibility of 90 minutes of standalone or integrated ENL (with ELA or any other content area). ELLs at the Expanding level receive 180 minutes a week in ENL/ELA or other content area based on the same pull out/push in service. Currently, we have 3 students at the Proficient/Commanding level who receives 90 minutes of service a week of integrated ENL/ELA or other content areas.
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.

With the demands of the intense Common Core Learning Standards, content areas are delivered through literacy instruction on a day to day basis. We are using Engage NY for our ELA and Math subjects. With these 2 programs being used in our school by staff, content is delivered through literacy everyday. Both curriculums are Common Core aligned. The lesson plans that fall within this curriculum are extremely rigorous and allow for children to become engrossed with academic vocabulary and engaging activities to allow for learning in modalities to take place.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

We have staff members that speak both native languages at P.S. 36 (Spanish and Haitian-Creole). They aid in translation to help us properly evaluate students when necessary.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

Through the results of both the periodic assessment and the NYSESLAT we can tell that our ELL students are appropriately evaluated throughout the entirety of the year. The results/data give us a clear picture as to where our ELL students stand in the progress they are making.
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

Differentiation and multiple entry points are vital when it comes to the learning process that takes place amongst our ELL students. They come from different backgrounds as well as different grade levels. Therefore, it is imperative for all staff members who come in contact with ELL students to take into consideration that they are an ELL. At the current moment we do not have any SIFE students. However, if there were any SIFE students we would make sure that we offer the appropriate learning tools in the classrooms to help them understand different components of the English language to the best of their ability. Some things that are in place for students are:

  1. Spanish/Haitian - Creole dictionaries
  2. Glossaries

3. MYON Computer Program
4. I-Ready Computer Program
5. Educational Videos
6. Picture cards/Cues
7. Hands-On Learning
8. School trips
9. Jamaica Reads - (one to one tutorial 4 days a week)
10. Support Staff

Out of our 20 ELL students only 1 student came from another country (Dominican Republic). This year will be the beginning of her 2<sup>nd</sup> year in the ENL program. She has acquired the language and can communicate very well with her peers and teachers pertaining to the English language. However, she is still weak in areas of writing, reading and math. Out of our 20 ELL students, 13 of them fall into the category of receiving services between 0-3 years. The other 7 students fall in the category of 4 to 6 years of service. We have no students that have had 6+ years of services. This data is based on last year's assessments. We are currently using the Engage NY curriculum. Engage NY is Common Core aligned and is geared to prepare these students to succeed to the best of their ability. The curriculum promotes the use of English for information and understanding in order for them to communicate effectively in social and academic settings. The ENL teacher provides comprehensive literacy instruction utilizing the balanced literacy approach which includes read alouds and shared independent reading and writing. The ENL teacher accesses the CCLS by means of best practices such as: review, engagement, identifying explicitly the language and content objectives, input and modeling, checking for understanding, guided practice, and independent practice. Core subjects are also covered in mathematics, social studies, and science. As stated earlier, content is addressed through literacy also in our ELA literacy block.

7. 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.
 

P.S. 36 ensures that the student's academic progress has not been adversely affected by the re-identification of ELL or non-ELL students by making sure that we differentiate our curriculum. We must change certain lessons in specific areas in order to reach the needs of our students. One to one conferring and conferences occur in order to assess whether a child needs more instruction in that particular subject area. As previously stated we also have a Saturday Academy for extra support. In the latter part of the year, closer to the state ELA and Math exams, we offer after school programs that prepare our students for the Common Core aligned state exams. Technology is available through computers and SMART Boards which are located in every classroom through out the two main buildings. Furthermore, at P.S. 36 the libraries are all leveled and there are collaborative learning centers in every classroom, which relate to all content areas . This allows students to use manipulatives and have a hands-on learning environment in all content areas. Therefore, we can continue to ensure that the student's progress has not been adversely affected by the re-identification process.
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?
 

Pertaining to ELLs with disabilities we use many instructional strategies in order to provide access to content areas which helps accelerate English language development. Test preparation, word-picture association, vocabulary building and comprehension are taught within subject areas. Literacy is taught across content areas, which helps significantly in English language development amongst students with disabilities. With the help of bilingual dictionaries and bilingual glossaries, students are able to have additional comprehension resources and inputs in their subject areas. Students with disabilities are often paired with other ENL students of the same native language to help them partner off one another with gaining collaborative learning through peers. Academic intervention services include the Wilson/Fundations Program for K-3 in special education classrooms. Grades 4 and 5 ELL students are heavily immersed in computer activities to help them with comprehension of certain subject areas. Cognitive mapping in classrooms and visuals which are presented through the computer allow for ELL students to gain understanding. The use of intervention strategies begins by identifying where the students are having difficulty and then finding ways to help them overcome their problems. We introduce the new students to new language slowly and in context. If necessary, students may respond in non verbal ways to show comprehension of the instructional material. Phonics instruction is on going, along with pictures, gestures, and most importantly repetition. Working

Chart on skills such as sequencing, comparing and contrasting, cause and effect, and academic vocabulary development is what children need more of in order to master the reading and writing component. Providing more writing opportunities to compose letters, invitations, cards, paragraphs, and daily notes help develop these skills on a daily basis. In order to help ELLs who have disabilities construct meaning and understanding, the teacher encourages students to draw upon their own personal knowledge along with building background/prior knowledge in which they can make connections in real life. Allowing for personal knowledge and tapping into their prior background in their native language is a strategy that is implemented daily. Utilizing educational games, pictures, objects, big books, and story images creates time to share experiences and explicit details and simplified English takes place.

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?

When necessary we differentiate our curriculum for ELL students with disabilities. We must adapt certain lessons in specific areas in order to reach the needs of our students. At times, we must go back and re-teach certain objectives so that our students who do have disabilities grasp the concept being taught. One to one conferring and conferences occur in order to assess whether a child needs more instruction in that particular subject area.

**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*
Chart					
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 DUALY 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.

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

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

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

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

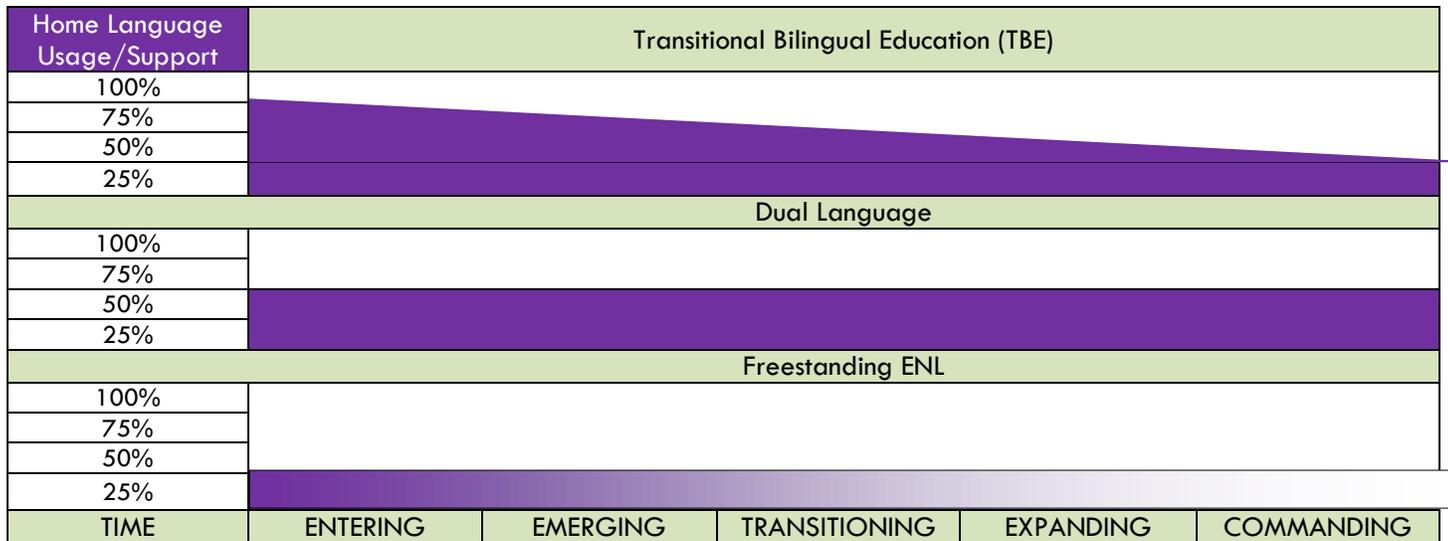


\*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

**Home Language Usage and Supports**

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



## A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.  
As stated above there are many intervention programs put into place in our school building throughout the year in order for our children to succeed to the best of their ability. We use the push in/pull out interventions, which consists of small group instruction.
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 content areas are delivered in each program model to encourage students to develop cognition and complex language. The scaffolding strategies are implemented to organize instruction that introduces rigorous and academic vocabulary/language and concepts which are to simplify the language for better understanding. Strategies such as speaking slowly, using picture cards, cognitive mapping, labeling, word association, facial expressions, hand gestures, and body language provide children with the necessary steps in order to become proficient. Through these strategies students progress and achieve their instructional goals.
12. What new programs or improvements will be considered for the upcoming school year?  
This is our second year using the ELA curriculum and a new Math curriculum. We are using Engage NY and Go Math!, these are aligned to the Common Core Learning Standards. We will also be offering additional workshops for the parents of ELL students in order to help the parents have a better understanding on how to help their child succeed both in school and at home. Parents are the key to their child's success. Topics of concern that will be presented through these workshops are:
  1. Homework: Helpful skills on how to help your children complete homework
  2. IReady-Diagnostic & Instruction
  3. Technology: How to use technology to aid in your child's academics?
  4. Phonics/Reading Strategies: What can you do at home to help your child succeed?
13. What programs/services for ELLs will be discontinued and why?  
All programs that are in place for ELL students will continue for the 2015-2016 school year.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELL students are treated just like the regular education population at P.S. 36. The same curriculum is taught, however if there is need for extra assistance in certain areas they will be provided with additional help, resources, and tools needed. Additionally, we offer Academic Intervention Services through the school day for children who are struggling in both ELA and Math. Our ELL students are part of this program in order to help strengthen their skills in these areas. We also have a Saturday Academy for extra support. In the latter part of the year, closer to the state ELA and Math exams, we offer after school programs that prepare our students for the new Common Core aligned state exams.
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.  
Students are constantly given instructional materials that meet their needs. Technology is always available through computers and SMART Boards which are located in all classrooms throughout the two main buildings at P.S. 36. We have leveled libraries and collaborative learning centers in classrooms, which relate to all content areas (math center, reading/library center, science center, social studies center). This allows students to use manipulatives and have a hands-on learning environment in all content areas. This creates an engaging learning experience for all ELL students.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Whenever we notice confusion amongst our ELL students pertaining to components of the English language and they need support in their native language we have on site translators. These on site translators are present in the school building and we contact them for any support necessary. Our translators are always will to help aid in translation of languages under any circumstances in order to make any skill/objective clear for the student. The main focus for the ELL students at P.S. 36 is to help students acquire the English language as fast as they can so that they can function independently in their classrooms. The native language is not used in the ENL setting, however we have ample resources in place for our ELL students. Various reference materials are available in the ENL office. We have bilingual Spanish and Haitian-Creole dictionaries readily accessible for our students. Another tool we frequently use for support is the computer in order to help with translation/communication needs. Teachers also provide buddies/partners who may speak the same language for newly enrolled ELL students. Also, our staff members who speak another language besides English always aid in translations within the classroom setting when necessary. This allows for an ELL student to comprehend things in their native language along with feeling more comfortable in their learning environment. We currently have two Spanish speaking para-professionals who aid ELL students in classrooms. This allows for students to have language support of content being taught in those classrooms.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Throughout the school building there are ample resources that are easily accessible for our ELL students. Also, in the ENL classroom there are grade appropriate materials in Spanish/Haitian-Creole languages. This offers support to ELL children in their native language. Students requiring more language support are provided with an alternate placement paraprofessional to modify lessons and activities in the students native languages.

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).

If Ell students enroll before the school year starts they are given the summer packet that was created by a team of teachers. The summer packets consist of engaging activities that are Common Core aligned and help the children keep abreast of their academics while on summer vacation. During the year we have many activities that allow for ELL students to socialize amongst peers while supporting instruction in all subject areas: Some of those activites are:

1. Pajama Rama: K-2
2. Robotix: Grades 3 and 4
3. Art Institute: K and 1
4. Project Boost: 4 and 5
5. Clubs: K-5
6. Tennis: Grades 3 and 4
7. Swimming: Grade 2
8. Ballroom Dancing: Grades 4 and 5
9. Multicultural Day: K-5
10. Jump Rope for Heart: K-5
11. Jamaica Reads: K and 1

19. What language electives are offered to ELLs?

**Non-Applicable**

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)?

**Non-Applicable**

## 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.)  
**See paragraph below.**
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?  
**See paragraph below.**
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?  
**See paragraph below.**
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.

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

### 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?

P.S. 36 provides 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 by arranging a schedule per grade for parents. All meetings are set up K-5 individually. Therefore, the ENL teacher is able to address all of the standards and requirements for that grade. These meetings are done in conjunction with parent-teacher conferences, initial parent orientations, and quarterly progress meetings. All of the necessary school staff attend the meetings. If translation is needed Ms. Suzie Dorsevil will be present to translate in Haitian- Creole, Ms. Isacc-Harper and Ms. Santos are present for Spanish speaking parents. If parents need further translations services, the ENL teacher will also utilized the Language and Translation Interpretation Unit. All of the parents are invited through telephone contacts, back packed letters by students and mailings. All participants sign in and attendance is kept in the ENL teacher's ENL Binder. Each child's progress and successes are documented, any struggles and difficulties are discussed. Lastly, parents are informed of any goals that their child has mastered or displaying difficulty in attaining those goals. Parents are given a copy of all information that was discussed and a copy is placed in the ENL binder. All records and letters mailed out or given out are kept in an ENL Binder.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. At the St. Albans School there are various activities that foster parental involvement for parents of our ELLs. We offer monthly school, social, and instructional workshops, in order to keep parents abreast of the various support services that are offered in school and in the community to their families.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
5. How do you evaluate the needs of the parents?
6. How do your parental involvement activities address the needs of the parents?

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

### 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.

Paste response here:

## Part VI: LAP Assurances

School Name: **The Saint Albans School**

School DBN: **29Q036**

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)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ENL/Bilingual Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	School Counselor		1/1/01
	Superintendent		1/1/01
	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: **29Q036** School Name: **036**  
Superintendent: **Lenon Murray**

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

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

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

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

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

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

At P.S. 36 the Home Language Survey is a useful piece of data, because it ensures that all parents are provided with the appropriate language in which they can speak and understand. ATS reports are used also to identify parents preferred language of choice. All Student Emergency Contact cards are written in the parents/guardians native language. The school distributes Parent Surveys to continuously update language preferences. The ESL teacher and LAP team ensure that all parents feel comfortable both receiving and giving information in their native language pertaining to both the school and their child's/children's academic development. We try extremely hard to create a positive parental partnership with our English Language Learner parents. One of our goals is to make them feel comfortable with the school and the environment that their child is going to be learning in. P.S.36 has on-site teachers/para-professionals and an occupational therapist as translators in Spanish and Haitian/French-Creole languages. We ensure that all of the school information/memos and monthly calendars/newsletters are translated in their native languages so that the information is easily accessible to them. One of our main priorities is enhancing communication with the ELL parents at P.S. 36.

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.

Based on the information provided on the Home Language Survey, Parent Survey, orientation interviews, PTA meetings, Parent Teacher Conferences and the Student Emergency Contact Cards the

preferred languages are Spanish, Haitian-Creole and French-Creole. Presently, P.S. 36 has 9 Haitian-Creole speaking students, 10 Spanish speaking students and 1 French-Creole speaking student.

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

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

P.S. 36 prides its self in working rigorously to keep our ELL family population abreast of current, on-going and future activities that will be occurring inside and outside of the community. Therefore, various documents such as monthly school-wide calendars, grade-wide newsletters, updates from PTA meetings, Parent-Teacher Conference dates, announcements, alerts, after-school and weekend programs, NYS ELA and Math/NYSESLAT testing dates, K-5 syllabus and school leadership notices are translated and disseminated to parents. Some of these notices are mailed out and some are back packed home with children. We take pride in supporting our parents. These documents are distributed on a monthly/weekly/quarterly and annual basis. Numerous copies are always available. This information is always present in the main office for secondary distribution. Class Dojo is also used as a daily technological communication device to inform parents of any upcoming trips, assemblies, workshops, presentations, community events, behavior, academic updates, administrative meetings, and fall/spring gatherings.

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.

Typically face-to-face meetings occur on-going throughout the year with ELL parents. Meet the Teacher is held in September, Parent-Teacher Conferences are held in November and March, parent workshops are held in January and May, and monthly PTA meetings. Parents also receive training in technology, I-Ready, MYON. Every Tuesday after school P.S. 36 has an open door policy for parents to meet with teachers to discuss their child's emotional, academic, and social development. This is also an opportunity for parents to be informally updated about school-wide and community workshops and events.

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

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

As stated in Part B, we have on site translators that are present for NYC DOE students. Our staff speaks Spanish, French-Creole and Haitian-Creole. Whenever translation is needed, these staff members are called upon to aid in proper translation for the parent/guardian. Our translators make sure that all information is clear, coherent, and they fully understand our school's vision, academics, school-wide events, and monthly calendars/newsletters. We encourage our ESL/ELL parents as well as all parents to take an active role in their student's academic journey. We highlight various cultures in our school-wide activities all through the school year. We translate many of the documents and reach out via telephone to parents. P.S. 36 is a language friendly school.

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.

The ESL teacher, principal, assistant principal, Parent Coordinator and the School Based Support Team have the proper documentation on each ELL student to verify and meet their interpretation needs. When necessary we are able to provide over the phone and on-site interpreters, because we have an on-site occupational therapist who speaks French-Creole and Haitian-Creole. There are also bilingual teachers and paraprofessionals who speak Spanish fluently. P.S. 36 also sends home notifications via mail and back packed by the child for on-going interpretation assistance. The ELL Coordinator verifies that any information sent home is current and will be in the ELL family's language of choice. Our parents are an integral part of our school. Various signs are translated in our lobby and we always translators available for events at our school. During open school day and night we have translation services available for our parents. We keep an open dialogue with our parents and continue to try to improve. New students are partnered with students who speak the same language to help for an easy transition. We set up a buddy system and the ESL teacher and classroom teacher assesses the student so services can be designed to meet the student's needs. The classroom teacher and ESL teacher articulate with each other, and then the principal and assistant principal to provide ongoing support to our ESL students and families. Support services are provided with the proper personnel and the progress of the students are discussed in grade level meetings and pupil personnel meetings.

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

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

School personnel who work with ELL students are encouraged to exhibit patience and understanding with the many everyday ELL challenges. Every effort is made to provide additional support to families in need. Explaining and demonstrating the school's rules and regulations is an on-going requirement. This needs to occur in order to fully intergrate these students into our school culture. At P.S. 36 we have 1 ESL teacher. She receives on-going professional development, which is provided by the network/district. In turn, the ESL teacher turns-key with staff members various differentiated instructional strategies she has learned at professional development sessions. Many of these professional development sessions allow for necessary learning on how to use the Common Core Learning Standards with our ELL students. She views webinars to keep abreast of all the new trends that are commonly seen amongst ELL students. The ESL teacher also works with the the Guidance Counselor

as students are transitioning to Middle School. They try to find the best placement for each child based on their individualized needs. ELL students are given ample support where needed as they transition from one school level to another. Parents are encouraged to meet with school personnel to deal with any problems that may arise. Professional development is provided for staff members of P.S. 36 during specific teacher team meetings. Assigned dates are given to the ESL teacher throughout the entirety of the academic school year. She helps provide teachers with important teaching practices/resources to help aid regular and special education teachers in instruction that will reach our ELL students. Topics that have discussed amongst staff focus on differentiation of instruction, which include useful strategies specifically geared for ELL's and ELL's with special needs. Some other topics of ELL training include: the process of second language acquisition, content area strategies for ELL students, cognitive mapping/visual tools that aid instruction pertaining to the ELL, content and language objectives, assessment, and accessing the Common Core Learning Standards - best practices for ELL students.

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

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

<http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

### Checklist of Notification Requirements

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

Parental notifications are always fulfilled for translation and interpretation services. We strive upon excellence to keep parents updated on their rights and services. Keeping the lines of communication open is an on-going commitment to servicing the community. Posters are on the main entrance walls in order to keep parents enlightened. Literature and follow-up information is given via telephone, back packed by students and mailed home. The ESL teacher and Parent Coordinator will also host meetings with ESL parents to discuss the various services available in the school. Literature is also readily available in the multipurpose area of the school and on the second floor in the General Office.

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

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

At P.S. 36 gathering feedback from parents on the quality and the availability of school wide and community services is a top priority. Parents are invited and included in all school functions such as PTA meetings, parent teacher conferences, assembly programs, school social and instructional workshops. The ESL teacher, occupational therapist, SETSS teacher, and administration engage parents in all activities and provide translation services. We also offer workshops for ELL parents. During these workshops we ask for feedback. We ask for them to provide areas that they need help on or that they may be struggling with either pertaining to their child or themselves. During workshops, a translator is present to help present the information to the ESL teacher. Also, we make parents aware of the NYC DOE website, which provides an abundance of information about the school system and programs in place in their native language. Feedback from parents is crucial, because it drives us as educators to help parents aid in making their child successful. During all functions at our

school we make sure that we have a staff member on-site to help translate for parents who speak Spanish, Haitian or French. We send information via telephone, back pack by students, and mailings. Posters and newsletters are on all main entrance walls in order to alert parents to the ongoing activities, workshops, and meetings in the school, in the district, and within and throughout the entire city. We partner with several agencies such as Zen Masters, Department of Parks - Learn to Swim Program/Tennis Program, Resident Art Institute and Cook Shop just to name a few. Furthermore, we provide mental health services with outside agencies. Lastly, children are provided with dental and vision screening services.