

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R036

School Name:

P.S. 036 J. C. DRUMGOOLE

Principal:

BARBARA BELLAFATTO

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: John C. Drumgoole School Number (DBN): 31R036
Grades Served: Pre-K - 5
School Address: 255 Ionia Avenue
Phone Number: 718-984-1422 Fax: 718-227-6354
School Contact Person: Dawn Marie Hayes Email Address: hayesd@mail.montclair.edu
Principal: Barbara Bellafatto
UFT Chapter Leader: Merryl Applebaum
Parents' Association President: Jennifer Gravagna
SLT Chairperson: Dawn Marie Hayes
Title I Parent Representative (or
Parent Advisory Council
Chairperson): NA
Student Representative(s): NA
NA

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: (718) 420-5657 Fax: 718-420-5677

Borough Field Support Center (BFSC)

BFSC: Staten Island Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Staten Island, NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: 718-556-8367 Fax: 718-391-1609

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)
Barbara Bellafatto	*Principal or Designee	
Merryl Applebaum	*UFT Chapter Leader or Designee	
Jennifer Gravagna	*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	
Laura Garafalo	Member/ Staff	
Barbara Reilly	Member/Staff	
Joanna Falkenhainer	Member/ Staff	
Veronica Gonzalez	Member/Parent	
Dawn Hayes	Member/ Parent	
Ellen Ebrahim	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bernard Sanders	Member/Parent	
Annie Qureshi	Member/ Parent	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

Mission Statement

Our primary focus is academic achievement. Through individualized goal setting, teachers assist students in meeting their next academic challenge in an environment that respects their individual differences. We expect all children to learn and to meet content and performance benchmarks through high quality; standards based instruction with a strong emphasis on reading, writing and problem solving. By providing a curriculum that incorporates creativity, physical fitness, scientific exploration and the acquisition of technology skills we promote the development of a community of lifelong learners.

Contextual Information About the School's Community and its Unique/Important Characteristics

P. S. 36, The John C. Drumgoole School, is located in the community of Annadale on Staten Island's south shore. We are situated alongside the Korean War Veteran's Parkway.

P.S. 36 is housed in two adjacent buildings. Our main building services Pre-kindergarten through fifth grade. Many of our Arts programs are located in our annex. Our total student population, as of June 2015, is 905, including 21% IEP students and 1% ELL's. There are currently 32 general education classes including seven that follow the ICT model, as well two 12x1x1 classes. We will offer five full-day pre-K sessions for our youngest learners for the 2015-2016 school year. Attendance averaged 94% during the 2013-2014 school year. The student demographics include 84% White, 10% Hispanic, 4% Asian and 1% Black.

P.S. 36 students participate in a cluster program designed to complement and enhance classroom instruction. Emphasis is placed on the arts. This program provides P.S.36 students with access to the complete curriculum in visual and performing arts. The school program includes the following clusters: technology, physical education, youth development, visual arts, music, theatre arts, and dance. A band and dance program is offered to students in grades 4 and 5 culminating in a Spring Concert. We celebrate our students' fine arts efforts through our gallery display and Artsonia.

Technology instruction is designed to integrate the use of internet connected computers with classroom instruction. Integrated instructional activities include student created publications using Google Drive for Education via our @ps36techlab.com Google for Education domain. We are at the beginning stages of integrating Google Classroom under our @ps36techlab.com domain where teachers and students collaborate on collective curriculum based projects. Our school currently has a computer lab with 32 student workstations, two mobile Airbook laptop 32 student workstation labs. Grade 1, 2, 3, 4 and 5 classrooms have 1 interactive white board connected to either a desktop or laptop computer. All instructional computers are connected to the internet via the building wide network. Network printers are shared throughout the building by teachers and students. Use of the computers and laptops connected to the building wide network provides students an opportunity to access the Internet and work on research as well as publish projects via Google Docs. Slides and Sheets simultaneously and collaboratively in their classrooms. Because Google Drive is online students are able to connect to their work via Google Drive and Classroom by signing in under the @ps36techlab.com domain from their home or any internet connected device. With the wireless Project Connect initiative, students in both buildings continue to have access to the Internet.

P.S. 36 strives to maintain partnerships with local and cultural institutions. We have implemented a variety of programs that involve school and community partnerships. These include Staten Island Mental Health Reading Volunteers, Learning Leaders Artworks and Reading, Parents As Art Partners, Girl and Boy Scouts of America and through our Community and Health Fair each year we include all cultural organizations and local community businesses and Health Related Services on Staten Island. These partnerships have offered opportunities for students and parents to tap their creative talents while establishing stronger bonds within families. Our school has an academic partnership with Teachers College in which ongoing professional development is offered in school and at Teachers College.

In celebrating with our learning community, students participate in many class-based and school-wide activities designed to reinforce self-esteem, multiculturalism, school achievement, service and positive values. Activities include

special assemblies which include monthly Student and Citizen of the Month Award Ceremonies, community services such as NYC Police Dept., NYC Fire Dept., and performances.

We encourage parent involvement in the school through parent/child workshops including literacy, math, and science, after school programs, art exhibits, family Harvest Fair, School Spirit Week , family read aloud night, student concerts, field days, Community and Health Fairs, Book Fair, Holiday Fair, Plant Sale, etc. Parents are invited into classrooms throughout the year to assist their children with special classroom activities and to participate in classroom celebrations such as, sharing of students work e.g., writing, performances, student projects across the various curriculum areas including, literacy, math, social studies and science. There is a monthly parent support group for parents in addition to the monthly workshops in all curriculum areas.

Our PTA parents are very active in developing activities and programs for our children and with fundraising activities. In addition to the Parent Teacher Association we have a volunteer program for parents to help us in the classrooms through Learning Leaders and Parents As Arts Partners.

PS36 has made great progress in the past year in the element of “Supportive Environment” as outlined in the Framework for Great Schools. Our Youth Development program, Student Government and PBIS model establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. We have continued this growth during this school year with the “Leader in Me” grant in which it teaches 21st century leadership and life skills to students and creates a culture of student empowerment based on the idea that every child can be a leader. Our key area of focus this year is “Effective School Leadership” in which the Principal and Assistant Principals will 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 by setting up clear systems and procedures for support.

31R036 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	912	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
School Composition (2013-14)				
% Title I Population	1.0%	% Attendance Rate		93.9%
% Free Lunch	22.7%	% Reduced Lunch		8.1%
% Limited English Proficient	1.4%	% Students with Disabilities		21.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	0.2%	% Black or African American		0.7%
% Hispanic or Latino	10.0%	% Asian or Native Hawaiian/Pacific Islander		4.1%
% White	84.0%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	8.73	# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.09
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	49.2%	Mathematics Performance at levels 3 & 4		56.8%
Science Performance at levels 3 & 4 (4th Grade)	87.0%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District		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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	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		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	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.

2014-15 ELA state test data show:

Strengths:

CCSS ELA RL 3.1 - Ask and answer questions to demonstrate understanding of a text by referring explicitly to the text as the basis for the answers.

CCSS ELA 3.7 - Explain how specific aspects of a text's illustrations contribute to what is conveyed by the words in a story.

CCSS ELA - 4.5b - Recognize and explain the meaning of common idioms, adages and proverbs.

CCSS ELA - RL4.4 - Determine the meaning of words and phrases as they are used in a text, including those that are used to allude to significant characters found in mythology.

CCSS ELA 5.4 - Determine the meaning of words and phrases as they are used in a text, including figurative language such as metaphors and similes.

Priority Area to Improve:

CCSS ELA -Literacy.3.4a , 4.4a. 5.4a - Use context (definitions, examples or restatements in text) as a clue to the meaning of a word or phrase.

CCSS ELA RI 3.2 - Determine the main idea of a text recount the key details and explain how they support the main idea

CCSS ELA FI 4.2 - Determine the main idea of a text and explain how it is supported by key details; summarize the text.

CCSS ELA RI 5.2 - Identify two or more main ideas of a text and explain how they are supported by key details; summarize the text.

Part 2 – Annual Goal

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

By June 2016, there will be a 10% increase in the number of students who are proficient in ELA on the NY State ELA exam from the previous year’s data.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Teachers will participate in Professional Development provided by a staff developer from Teacher's College each month and within their professional learning communities on Mondays. The primary focus will be on aligning instruction with the common core standards utilizing the newly published units of study.</p>	<p>All classroom teachers k-5</p>	<p>September - June</p>	<p>School Administration</p>
<p>Selected teachers will attend calendar day professional development sessions at Teacher's College based on identified school goals. These teacher leaders will assist in building capacity of the staff by supporting professional learning communities.</p>	<p>Select Groups Teachers</p>	<p>September - June</p>	<p>Principal and Assistant Principal</p>
<p>Selected teacher leaders will participate in study groups at Teacher's College. These teacher leaders will assist in building capacity of the staff by supporting professional learning communities.</p>	<p>Select group of teachers</p>	<p>September – June</p>	<p>School Administration Teacher leaders</p>
<p>Parents will attend a workshop at Teacher's College for the purpose of introducing parents to the Teacher's College practices and methodologies.</p>	<p>Kindergarten Parents</p>	<p>September – June</p>	<p>Principal and Parent Coordinator</p>
<p>Teachers will incorporate the learning protocols and resources from Expeditionary Learning within their units of study to ensure that students are exposed to texts at the higher end of their band of complexity.</p>	<p>All teachers</p>	<p>September - June</p>	<p>Administrators Classroom Teachers</p>
<p>Teachers will participate in bi-weekly data meetings with school administration to review student progress toward meeting the ELA standards and design changes to their planning documents to support student achievement.</p>	<p>Teachers Administrators</p>	<p>September - June</p>	<p>Administrators Teachers</p>
<p>Teachers will develop study guides to support the learning of students with special needs.</p>	<p>Teachers</p>	<p>September - June</p>	<p>Administrators Teachers</p>

Teachers will design the use of the first half hour of the day to alternate instruction in close reading and vocabulary and language acquisition.	Teachers Students	September - June	Administrators Teachers
Parents will attend a back to school night to develop an understanding of the Common Core Expectations for their child's grades.	Parents	September	Administrators Teachers
Unit Introductory letters providing a curriculum overview of the genre, rubrics, and student work samples are sent home to parents at the beginning of each unit and periodically within the unit so that parents understand their child's progress toward meeting the standards.	Parents	September - June	Administrators Teachers
Parents will be invited to attend lessons and classroom activities around achievement at least 4x a year to enhance their understanding of rigorous classroom instruction.	Parents	September - June	Administrators 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.										
Teacher's College Staff Developers and Workshops Lead Teachers Administration Parent Coordinator										
Part 4b. Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
X	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Student Running Record Data will be Reviewed in September, November, January, March and May
- School-Net Benchmark Assessments for Grades 3-5 will be Administered in December and May
- Curriculum Maps will be reviewed in October and January. They will also be reviewed in March to make adjustments to support the identified area of focus.
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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

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

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

Part 1 – Needs Assessment

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

2013-14 Advance data indicate that 80% of teachers were rated effective or highly effective in overall ratings. 2014-15 Advance data indicate that this number has increased to 87% in overall ratings. Analysis of individual components of teachers rated by the Danielson framework shows that 70% of teachers have been rated effective or highly effective in 1e Designing Coherent Instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, 90% of teachers will be effective or highly effective in Danielson Framework for Teaching, 1e Designing Coherent Instruction.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
The school schedule will be designed to provide opportunities for teacher collaboration and common planning a minimum of 6x a week.	All Teachers	September – June	Administration and Grade Leaders
Teachers and administration will meet weekly to discuss student data and plan instructional changes to support students and groups of students.	Classroom Teachers K-5	September - June	Administration and Teachers
Teachers and administrators will collaborate via the RTI and PPT procedures to plan supports for groups of students and individual students.	Students Not Meeting Standards	September - June	Administrators, SAT and Teachers
Teachers will design and revise curriculum maps using DropBox/Google Drive.	Teachers	September - June	Administration and Grade Leaders
Teachers will participate in intervisitations either by request or by referral from administration to support acquisition of skills to plan for differentiated needs of students.	Selected Teachers	October -June	Administration

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.											
School Schedule Administration Teacher Teams											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

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

- January Review of Danielson Evaluations for Component 1e Designing Coherent Instruction
- Review of Planning Documents in November, March and May
- Monthly Review of Data Meeting Notes and IMAPs

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.

School Review feedback indicates that systems for monitoring and adjusting need to be bolstered, especially those that advance a process to regularly evaluate and adjust curricular and instructional practices in response to student learning needs.

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, the Principal will create and implement a structured system for monitoring and adjusting curriculum that builds teachers' capacity to provide responsive instruction and consistent practices across classrooms, resulting in a 5% increase in the proficiency rating of students in the bottom third.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Administration will provide DFFT observation feedback to support continued growth and development of staff and students.</p>	<p>All Teachers</p>	<p>October – June</p>	<p>Administration</p>

Administration will provide feedback to teachers via their Individual Learning Plans on a monthly basis.	All Teachers	October -June	Administration
Changes to curriculum maps will be monitored and supported via comments in Google Drive (as we transition from DropBox).	All Teachers	October -June	Administration Teachers
Teachers and administration will review data and plan supports during weekly data meetings.	All Teachers	September - June	Administration Teachers
Teachers will use Tuesday Parent Engagement Time to meet with parents to share student needs and next steps.	Parents of Students in Grades Pre-K through 5	September – June	Administration 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.											
<ul style="list-style-type: none"> - Administration - School Schedules Including the Contractual Time after School on Mondays and Tuesdays - Grade Leaders - Planbook.com - Dropbox - Google Drive 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> - Monthly Review of Curriculum Maps and Plans - Weekly Data Meeting with Teacher Teams - Monthly Collection of Student Learning and Work Products 										
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

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

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

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

Part 5 – Progress Monitoring

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Fundations, Pre- and Post-Writing, Assignments, TC Running Records and State Assessment Results	Double Dose Fundations, Guided Reading, Push in Support from Out-of-Classroom Personnel Wilson-Self-Contained, ICT and at Risk Students, Great Leaps S.T.A.R.S. - Soar to Success, Daily Oral Language, Words their Way Reader's Theatre	Small Group Instruction Small Group Instruction One-to-One Tutoring Small Group Instruction One-to-One Tutoring Small Group Instruction Small Group Instruction	Double Dose During the School Day During the School Day During the School Day During the School Day During the school day During the school day
Mathematics	Go Math Beginning of the Year Assessment Chapter Assessments State Assessment Results	Daily Math Go Math Intensive intervention Go Math Strategic intervention Great Leaps Khan Academy 10 Marks	One-to-One and Small Group One-to-One and Small Group One-to-One and Small Group One-to-One One-to-One Website One-to-One Website	During the School Day During the School Day
Science	TC Running Records FOSS Assessments 4th Grade State Assessment Results	Time for Kids Magazine Non Fiction and Realistic Fiction trade books	One-to-One and Small Group One-to-One and Small Group	During the School Day During the School Day
Social Studies	TC Running Records Unit Assessments	Time for Kids Magazine Non Fiction and Realistic Fiction Trade	One-to-One and Small Group One-to-One and Small Group	During the School Day During the School Day

<p>At-risk services (e.g. <i>provided by the Guidance Counselor, School Psychologist, Social Worker, etc.</i>)</p>	<p>Provided by Guidance Counselor, Psychologist, and Social Worker Youth Development Staff</p>	<p>At Risk Counseling Assembly Programs Discuss Topics such as Bullying, Peer Pressure, School Attendance and Punctuality, Personal Hygiene, and Respect for All; PBIS Program has been Implemented to Promote Positive School Behaviors</p>	<p>One-to-One and Small Group 30-Minute Session Weekly Grade Band Assembly Program Weekly Grade Band Assembly Program</p>	<p>During the School Day During the School Day During the School Day</p>
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

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

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 31	Borough Staten Island	School Number 036
School Name John C. Drumgoole		

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 Barbara Bellafatto	Assistant Principal Stephanie Bassett, P Lombardo
Coach NA	Coach NA
ENL (English as a New Language)/Bilingual Teacher Linda Winthrop	School Counselor A. Orlando
Teacher/Subject Area Dina Bentley	Parent Karolina Sokolowski
Teacher/Subject Area Katarzyna Jelicks	Parent Coordinator Lilliann DeLuca
Related-Service Provider Linda Schoenfeld	Borough Field Support Center Staff Member
Superintendent Anthony Lodico	Other (Name and Title)

C. Teacher Qualifications

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

Number of certified ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	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)	927	Total number of ELLs	22	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

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

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input 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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	22	Newcomers (ELLs receiving service 0-3 years)	21	ELL Students with Disabilities	5
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	1	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	21	0	4	1	0	1	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	2	2	0	0	0	0	0	0	0	0	0	0	0
Chinese	2	2	0	0	0	0	0	0	0	0	0	0	0	0
Russian	2	0	0	0	0	0	0	0	0	0	0	0	0	0
Bengali	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Urdu	0	1	0	0	0	0	0	0	0	0	0	0	0	0
Arabic	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Haitian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
French	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Korean	1	0	0	0	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Polish	0	0	1	0	0	0	0	0	0	0	0	0	0	0
Albanian	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Other	0	2	1	0	1	1	0	0	0	0	0	0	0	0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1		1				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.
 - At P. S. 36 one assessment tool we use to assess early literacy skills is TCRWP, which is done on an on going basis. We assess our K-2 students in letter identification (upper and lower), sounds of the letters, high frequency words, spelling words, print concept, vocabulary and comprehension of fiction and non-fiction text. For grades 3-5 TCRWP is used to assess fluency and reading comprehension as well. Teachers use the data to help determine where their students weaknesses are. Instruction is then targeted to help these students to improve. For the past school year, the majority of our ELL students in grades K-2 scored at grade level in reading, with the exception of two Kindergarten students who are in a Self-Contained Special Education class and one first grade student that was evaluated and placed in an ICT class in second grade. There were three students in Kindergarten that scored below grade level in reading. In grades 3-5 one student scored a two in reading and the remaining two students (both Special Education) students scored a one in reading. This year, the trends that were noted for our ELLs when assessing them, in the beginning of the school year, on their early literacy skills were, some Kindergarten newcomers struggled with letter sounds and identification, and sight words. Our January assessment of sight words and letter sounds and identification, showed that our newcomers in Kindergarten made significant progress. We will use this insight that was provided from this data to target our students' areas of weaknesses We will put more emphasis on vocabulary and reading comprehension.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 - An analysis of the 2015 NYSESLAT scores indicates that the majority of our ELLs (Grades K-5) scored at the Expanding and Commanding level. Of the 16 ELLs who took the NYSESLAT 6 tested out (Commanding level) (37.50%) while 8 (50.00%) scored at the Expanding level. For Kindergarten, 2 of our eight ELLs tested out, and the remaining scored at the Expanding level with the exception of one Special Education student that scored at the Emerging level and one Kindergarten student that was absent for the NYSESLAT. Her NYSITELL score was at the (Beginning level) for September 2014. Of our 5 first grade ELLs, 1 tested out, 3 scored at the Expanding level and 1 Special Education student scored at the Transitional level. Our second grade ELL tested out and of our two

Special Education fourth grade ELLs, one scored at the Expanding level and one tested out. Our fifth grade student tested out of the NYSESLAT, as well. Of the Kindergarten students that were administered the NYSITELL and tested into the ENL program, 3 students tested at the Entering level, 2 students scored at the Emerging and Transitional level and 3 students scored at the Expanding level. Of the remaining students that were administered the NYSITELL, one student in 1st grade and one student in 2nd grade tested at the Entering level and one student in fourth grade tested at the Expanding level.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAQ tool](#))

3. The data reveals that our general education ELL students scored lower on the writing subtest of the NYSESLAT, therefore our ENL teacher will put more emphasis on developing their writing skills this school year. While the Special Education students in Kindergarten scored lower in the speaking subtest of the NYSESLAT. For the current school year, she will try to focus more on developing their oral language skills. Our teachers will continue to examine the results of their students' performance on all assessments and will work in small groups, differentiating instruction for our ELLs that focuses on improving their students' skills in the four modalities. Our ENL teacher will continue to use ENL strategies to help these students develop their vocabulary, reading and writing skills as well. Analyzing the data reveals, that of the 16 students that took the 2015 NYSESLAT all made progress (75%) in English language acquisition except for 4 first grade students that stayed at the same level. Six of our ELLs tested out of the NYSESLAT. Among the students that scored Commanding, 2 were in Kindergarten, 1 student in first, second, fourth and fifth grade. Therefore, our school meets AMAQ 2 criteria with 37.50% of our students scoring at the Commanding level. Our school also meets the AMAQ 1 criteria with 75% of our students making progress.

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?

4.a.

The patterns that we noticed in grades K-5 on the 2015 NYSESLAT were that the majority of our ELLs scored at the Commanding and Expanding level, with the exception of one Kindergarten student that was absent for the NYSESLAT and remained at her NYSITELL level (B or Entering). Our Special Education students in Kindergarten scored lower in the speaking subtest, but the general education students scored lower in writing along with all of the other grades up to grade five. In regard to our ELLs taking state exams in their home language, in the past years we only had 2 students that took the State Exams in their home language. Most of our ELLs can not read in their home language, especially if they enter the United States in the lower grades. When we've discussed this matter with the parents and student, they prefer to take the test in English. This year, we will decide if it will benefit our 4th grade student to have the Math and Science Exam translated to her in her home language.

b.

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

c.

The ENL teacher offers support to our ELLs by having them use their home language in the following ways: ELLs use native language dictionaries, glossaries, assigning a buddy that speaks the same language, and encouraging students who can, to read books in their native language.

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](#).]

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

meetings and conferencing over the phone, using the translation unit when needed. When determining what additional supports our students need we will consider how many years the student has been in the ENL program, English and home language literacy, social and emotional support needs, teacher recommendation, parent's requests, samples of student's work, whether the student is a SIFE ELL and a bilingual educational evaluation, if the student has or may have a disability.

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

6. The ENL program provides instruction in English with home language support, but puts emphasis on English language acquisition. Because our students come from very diverse backgrounds, with many different languages spoken among them, we make every effort to speak with the parents to learn about the child's educational history and cultural background. English may be their only common language. When we have students that speak the same language we try to buddy them up so they can give support to each other. We try to celebrate their culture through reading multi-cultural books, have them write about their holidays and share their traditions with their classmates and have a multi-cultural celebration at the end of the school year. In the beginning of the school year, each student is assessed for English language proficiency with the NYSITELL and the NYSESLAT. All students receive their mandated amount of ENL instruction, 360 minutes for Entering and Emerging and 180 minutes for Transitioning and Expanding. Our former ELLs (Commanding) will receive the mandated 90 minutes of ENL instruction for an additional two years after testing out of the NYSESLAT. Our ENL teacher tries to group her students by their proficiency level and grade level (maximum two contiguous grades) when making her schedule. For the coming school year, she will work out a schedule that meets the new mandates, according to CR Part 154, for the units of study in all the proficiency levels, included in this are Integrated ENL instruction, where she will push into the classroom working with the teacher using ENL strategies, as well as Stand-Alone ENL instruction. Strategies that promote ELLs' oral language development are carefully planned and implemented in the classroom. Some of these strategies are: building background knowledge, close reading, read alouds, self-to-text connections, storytelling using wordless books, role playing, vocabulary instruction, vocabulary review jigsaw, mind mirrors and explicit connections to community and content.

7. For dual language programs, answer the following:

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

NA

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

8. One way of evaluating the success of our ENL Program is to look at how our former ELLs are performing in the classroom and on their standardized tests. In the previous school year, we met the AMAO 1 criteria with 75% of our ELLs showing progress, while 37.50% of our ELLs scored at the Commanding level, meeting the AMAO 2 criteria, as well. Our students continue to make progress this school year as well. At P. S. 36, we feel that in order for us to be successful, it is essential for us to have good communication between parents and teachers and to have our program aligned with parent choice. Student instruction is also aligned with CCSS and the student's IEP. We will continue to reach out to these parents through phone calls, letters, and conferences. We will continue to offer the support that is needed for our current and former ELLs to help them achieve success in school.

Part IV: ELL Identification Process

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

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

1. This year we carefully screened our newly enrolled students and the parents completed the Home Language Identification Survey, in English or in any of the nine languages it is translated in. When administering the Home Language Identification Survey (Linda Winthrop our ENL teacher) conducted an informal oral interview with the parent and student in English. An informal oral interview was conducted by one of our bilingual teachers for those parents and students that did not speak English. We used the services of the following teachers when administering the Home Language Identification Survey at registration in the Spring: Mrs. DeGuzman, our

Kindergarten teacher for the school year 2014-2015. This year, we will also use Ms. Montecalvo, our Pre-K teacher, to translate, she is proficient in Spanish. Mrs. Riggio, our first grade teacher, is proficient in Italian and Mrs. Jelicks, another first grade teacher, is proficient in Polish. We used our translators and made use of the Translation Unit when needed, to communicate with our parents. A careful review of the Home Language Identification Survey Forms for incoming Kindergarten students, and students new to the NYC school system was done by our certified ENL teacher, Ms. Winthrop. She screened for students on the first day of school, and during the Spring of 2015 registration, by interviewing the parents and students. She assessed the students that were eligible for the ENL program with the NYSITELL. This year, the NYSITELL administration was completed within the first few days of school (before the 10th day of school) by Linda Winthrop, our certified ENL teacher. For those students that needed to have the Spanish LAB administered, we used the services of Ms. Montecalvo who is one of our Pre-K teachers at P. S. 36 and is proficient in Spanish. The ELL identification process was completed before the tenth day of school. This included administering the Home Language Identification Survey to any new students that did not register in the spring, conducting an informal oral interview with the parent and child in English and their native language, administering the NYSITELL and Spanish LAB, sending home the letters of Entitlement and Non-Entitlement in English and their native language, having our ELL Parent Orientation where the parents will watch the new parent video online (in their home language) and fill out the Parent Survey/Program Selection forms. Once the parents selected a program, our ENL teacher sent home the Placement letters in English and their home language. All Non-Entitlement/Transitional letters are sent home in English and their home language to those students that tested out (former ELLs), but are entitled to be serviced for the next two years. Also, Non-Entitlement letters (tested out of the NYSITELL) and Continued Entitlement letters were sent home in English and their home language. All copies of the letters were put in the ENL binder. The letters were given to the classroom teachers to put in the child's cumulative folder. Our ENL teacher began ENL services for our new ELLs. Ms. Winthrop does an RLER report on ATS at the beginning of every year and throughout the school year to make sure that all students that are eligible to be tested for the NYSITELL are administered it.

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).
 2. The ENL teacher will interview the parents as they are filling out the Home Language Identification Survey and will have the parents indicate the child's prior schooling on the HLIS. If it is indicated within the ELL Identification Process that the student has had an interruption or inconsistency in their formal education, then we will proceed with the SIFE Identification Process for students who are newly identified ELLs, in grades 3 to 9 and at the Entering or Emerging level of proficiency as indicated by the NYSITELL results. An oral interview will be conducted using the SIFE questionnaire. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish the Literacy Evaluation for Newcomer SIFE (LENS) will be administered. Initial SIFE status will be entered in ATS (BNDC) no later than 30 days from enrollment.
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).
 3. Our Language Proficiency Team (LPT) consists of our Stephanie Bassett (AP), Linda Winthrop our certified ENL teacher, Linda Schoenfeld our certified Special Education IEP teacher and our school psychologist. NYSITELL eligibility will be determined by our LPT team for students entering school with IEPs (from within the United States). A qualified translator of the language the parent best understands, must be present at each meeting. When our LPT team is determining eligibility for the student to be administered the NYSITELL, we will consider evidence of the student's English language development, the responses on the HLIS and interview with the parent and child, results of the individual evaluation of the student, conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language. The LPT team will also consider information provided by the Committee on Special Education (CSE). Their decision on whether the student's disability is the determinant factor in the student demonstrating proficiency in English. Based on all of the evidence, the LPT team will determine whether the student has second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If our LPT team determines the student has English language acquisition needs, the student will take the NYSITELL, but if the team determines that the child does not have English acquisition needs and should not take the NYSITELL, the recommendation is sent to our principal, Barbara Bellafatto, for review where she will accept or reject the LPT decision. If our principal accepts the recommendation not to administer the NYSITELL, the superintendent makes a final decision and the parent will be notified within 3 school days.
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.
 4. All parents of incoming ELLs received an Entitlement Letter or a Non-Entitlement Letter (for those students that tested out) in English and their native language. Parents of incoming ELLs were called by our ENL teacher to notify them that a letter of Entitlement will be sent home on that day with an appointment to attend our ELL Parent Orientation. This was done within 5 school days after the NYSITELL was scanned and the score was determined. Parents received Non-Entitlement letters for those students that tested out within 5 school days after the NYSITELL was scanned and the scores were determined.

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).
 5. At our ELL Parent Orientation Linda Winthrop, our ENL teacher, will inform the parents of their right to appeal their child's ELL status, if they feel their child has been misidentified. This information is in the Entitlement letter that the parents receive, as well. If they feel that their child has been misidentified, they will go through the Re-Identification Process, within 45 days of school enrollment. For the parents of our Non-ELLs, our ENL teacher will call them to discuss their right as a parent to appeal the Non-ELL status of their child, and inform them that if they would like to appeal, the school must receive a written request for Re-Identification. A copy of all letters that are sent home to the parents regarding misidentification are put in the child's cumulative folder and a copy is put in the ENL binder. Our ENL teacher keeps a record of any parent that requests in writing that they would like to have their child re-identified. Administrators are informed of any parent that requests their child to be re-identified.
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.
 6. Linda Winthrop, our ENL teacher, administered the NYSITELL within the first few days of school. Then, she contacted the parents by phone to schedule our ELL Parent Orientation and explained that their child would be coming home with a letter in English and their native language, inviting them to our ELL Parent Orientation. She met with the parents of our incoming English Language Learners at our ELL Parent Orientation (before the tenth day of school) to ensure that the parents understood all three program choices. The parents will view the new online video (in English or their native language) which explained the three program choices to them. For the parents that could not attend, a make up Parent Orientation was given before the 10th day of school. Parents were given the Parent Survey and Program Selection Forms in English and their native language to fill out at the ELL Parent Orientation. Linda Winthrop reaches out to these parents by going over each question on the form to ensure that they understand all three programs and that all parents are given a choice. The translation unit is used for oral interpretation, as well as staff members, for parents who need translators. Our records indicate that our parents have consistently chosen ENL as their first choice. Copies of the Parent Survey Program Selection Forms, indicating program choice, are kept in our ENL binder along with copies of our Home Language Identification Surveys, Entitlement Letters, Non-Entitlement Letters, Placement Letters and all other important documents. All of the original forms were attached together and the classroom teacher received these forms from our ENL teacher and was instructed to put them into their students' cumulative folder. Over the past ten years, we have never had a parent that did not fill out the Parent Survey Program Selection, but if we did we would inform them that if they did not fill out the form, then a Bilingual Program would be the default placement for their child.
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.
 7. All parents of incoming ELLs will receive an Entitlement Letter in English and their native language, inviting them to our ELL Parent Orientation. At our Parent Orientation Linda Winthrop, our ENL teacher, had parents view the new online video in English or their native home language. After viewing the new online video, she gave each parent a Parent Survey and Program Selection in English and their native language. She explained each question on the Parent Survey and Program Selection Form to our parents and addressed any concerns they had. Afterwards, all forms were collected and copies were made for our ENL binder and the originals were given to the classroom teacher to put in the student's cumulative folder. Our ENL teacher enters the parent's choice in ATS (ELPC). Over the past ten years, we have never had a parent that did not fill out the Parent Survey Program Selection, but if we did we would inform them that if they did not fill out the form, then a Bilingual Program would be the default placement for their child.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
 8. All parents in the past have completed the Parent Survey and Program Selection Forms. After they viewed the new online video, at the ELL Parent Orientation they completed the forms in English or their native language. Our ENL teacher collected them and attached the original to the HLIS and Entitlement Letters and they were put in the student's cumulative folder. All copies were put in the ENL binder. Since we have the parents fill out the form at the ELL Parent Orientation, we have never had a parent that did not return them to us. If in the future we had parents that did not fill out the form, then the parent would be informed that a Bilingual Program would be the default placement for their child.
9. Describe how your school ensures that placement parent notification letters are distributed.
 9. Parents are given the Parent Survey Program Selection Forms in their preferred language. Once parents have selected a program for their child, our ENL teacher sends home to the parents the Placement Letters, in their preferred language. A copy was put in the ELL binder and the original was put in the student's cumulative folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
 10. All original ELL documents, HLIS, Entitlement, Non-Entitlement/Transitional, Continued Entitlement and Placement Letters, along with the Parent Survey and Program Selection Forms are placed in the student's cumulative folder and the ENL teacher puts all copies in the ENL binder. Copies of the HLIS are kept in the office. The Principal, Assistant Principal, secretary and other staff members have

access to the Home Language Identification Surveys and teachers have access to all ELL documents that are in the student's cumulative folder. .

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.

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

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

12. Our ENL teacher, Linda Winthrop, did an RLAT report in the beginning of the new school year to see what students have not tested out of the NYSESLAT and what students will continue to be entitled to ENL services. All parents received the appropriate Continued Entitlement or Transitional Support Letters in English and their native language. She put the copies in the ENL binder and originals were put in the student's cumulative folder.

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).

13. A review of the Parent Survey and Program Selection Forms for the past ten years indicates that all of our parents (this year 11 parents) have requested to have their children participate in our English as a New Language (ENL) Program and remain at P. S. 36. For the school year 2014-2015, all of the parents of our new incoming ELLs (7) selected ENL as their first choice. Therefore, our program model, ENL, has always been aligned with parent requests. However, if a parent chooses to have their child placed in a Dual Language Education Program or Transitional Bilingual Education Program our Parent Coordinator, Assistant Principal, ENL teacher, and translators will offer assistance and discuss their options. If at any time in the future, our parents express a growing desire to put their child in a TBE Program, our LAP team will meet to discuss opening up a TBE Program. We will meet with the parents to discuss the programs' benefits and how it will be set up.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.

1. a. Our English as a New Language (ENL) Program provides instruction in English and support in the student's home language. Our school will adhere to the new CR Part 154-2 regulations, Stand-Alone and Integrated ENL, for our ELLs and former ELLs. For our students at the Entering and Emerging level, we will provide them with the mandated 2 units of study per week (360 min) with one unit of study (180 min) per week as Stand-Alone (pull-out) and one unit of study per week as Integrated ENL/ELA (push-in). This will allow our ELL students to remain in their classroom during their literacy block in order to maximize English language acquisition. The ENL teacher will work with her ELL students during content instruction in collaboration with their regular classroom teacher to provide English language acquisition and vocabulary support while retaining content instruction time. For our ELLs that are at the Transitioning and Expanding level, we will provide them with the mandated 1 unit of study per week (180 min) with .5 units (90 min) of mandated ENL/ELA (push-in) instruction for the Transitioning and the remaining .5 units of study are "Flexible." For our ELLs at the Expanding level we will have our ENL teacher push-in (Integrated ENL) for 1 unit of study during ELA or during other content area instruction, as mandated by CR Part 154-2. Our former ELLs, who are at the Commanding level, will receive the mandated .5 units (90 min) per week of Integrated ENL/ELA or content area instruction for two additional years after they test out of the NYSESLAT. Although, these students may be from different classes, they are grouped together by grade (maximum grade span 2 contiguous grades) and proficiency level allowing their ENL teacher to provide differentiated instruction that focuses on English language acquisition. The ENL teacher works collaboratively with the classroom teacher to ensure curricular alignment. She will share

ENL reading and writing strategies with these teachers so they can work together to help our ELLs acquire academic language and improve their reading and writing skills.

b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

2. a. Our ENL teacher will do an RLAT report to make sure that she is providing her students with the mandated amount of ENL instruction as per CR Part 154-2. ELLs at the Entering and Emerging level will receive 2 units of study per week (360 min), Transitioning and Expanding ELLs will receive 1 unit of study per week and our former ELLs at the Commanding level will receive .5 units of study. Our ELLs are offered HLA instructional support throughout the school year by encouraging them to read bilingual books, write stories in their home language, buddy them up with another ELL that speaks their home language, celebrate cultural events and offer bilingual instruction when needed.

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.

3. Our ENL teacher uses the Rigby Program to make content comprehensible to foster language development and meet the demands of the CCLS. Support is provided to our ELL students by pushing-in (Integrated ENL) during content area instruction. These students are given support in English in listening, speaking, reading and writing (Whole Language Approach). A variety of activities and ENL teaching methods and approaches are implemented, including read alouds, shared reading, guided reading, word work, TPR, Mind Mirrors, Think-Pair-Share, Talk/Think-Aloud, Quick-Write, collaborative writing, independent writing, guided writing, Jigsaw, role playing, visuals, authentic material, Realia and using manipulatives to develop language. These ENL methods are used to help our ELLs meet or exceed the Common Core Learning Standards. Students are encouraged to respond to literature, to express themselves verbally and in writing and to read and listen to stories for enjoyment. As they are learning, our ELLs are encouraged to interact socially with their teacher and classmates. Students are encouraged to use critical thinking skills during classroom discussions. Many of the stories that are shared in the ENL classroom reflect the cross-cultural nature of the world around us. Native language support is used to enrich comprehension.

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

4. In the past, our ELLs have been evaluated, during their initial assessment, (Spanish LAB) by Ms. DeGuzman, who was one of our Kindergarten teachers and is also proficient in Spanish. For the 2015-2016 school year, we will use Ms. Montecalvo to administer the Spanish LAB, who is also proficient in Spanish. When students need further evaluation, a bilingual psychologist who is proficient in the student's native language is used. Chinese and Spanish test N/A.

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

Our ELLs are evaluated in the different modalities of English acquisition in the Fall and Spring with the ELL Periodic Assessments, as well as the classroom Periodic Assessments, MOSL, Benchmark Assessments, Instructional Targeted Assessments, and TC assessments. asses

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

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

b. Project Jump Start is a program that is offered to newly enrolled ELL/LEP students. After an initial assessment is given to a newly enrolled ELL, the ENL teacher and Parent Coordinator reach out to these parents to offer help, which may include translators when needed. Our ENL teacher offers a variation of Native Language support to our ELLs. Bilingual books,

bilingual dictionaries and glossaries are in the ENL classroom for students to use and read. When possible the ENL teacher buddies a newcomer with another ELL student that speaks the same language. By doing this it makes the transition period for our new incoming ELLs easier. Our Parent Coordinator, Assistant Principal (ENL Coordinator), and ENL teacher have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Also, our instructional plan for our ELLs taking the ELA after one year, is to provide additional support in small group work in the classroom (Integrated ENL Instruction) and during ENL Stand-Alone instruction. This will help to meet the needs of our new incoming ELLs, and offer the appropriate level of challenge to our ELLs. Our ENL teacher works with her ELL students in a small group trying to push-in (Integrated ENL) the classroom during the literacy block for the mandated 180/360 minutes, to maximize English language acquisition and vocabulary support. This year, we will try to have our ENL teacher schedule her program to meet the new

CR Part 154-2 regulations, Integrated and Stand-Aone ENL Instruction. Our ELLs will receive the 180/360 minutes they are entitled to.

c. Our plan for our Developing ELLs receiving 4-6 years of ENL instruction:

Currently, we have only 1 Special Education ELL that is receiving ENL for four years or more. In the past, our ENL and classroom teachers worked with this ELL providing extra support in developing her reading and writing skills. Continual assessments have been done in the past and will continue to be done in the future by our ENL teacher, as well as the classroom teacher. Specific goals and objectives in the development of language will be implemented on an individual basis collaboratively between the ENL and classroom teachers.

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

e. We presently have 9 former ELLs that will receive the mandated .5 units of study in ENL instruction for the school year 2015-2016. Students in grades three, four, and five will continue to receive ELL Testing Accomodations for the next two years. The classroom teacher will be notified by our ENL teacher once a student passes the NYSESLAT. Both the ENL and classroom teachers will re-evaluate the student's strengths and weaknesses, and will continually monitor for needed support. Once an ELL has reached English language proficiency, AIS services will be recommended to reinforce areas of need for the first year or two. Our ENL teacher will work with her former ELLs to offer transitional support when she pushes into the classroom.

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.
 7. Between 6-12 months (from the date of the superintendent's notification to the principal, parent, guardian, and/or student) our principal, must review the Re-Identification Process decision to ensure that our student's academic progress has not been adversely affected by the determination. Our principal will consult with a qualified staff member, the parent/guardian, and the student. If our principal believes, based on the recommendations of our qualified personnel and a consultation with the parent/ guardian, that the student may have been adversely affected by the determination, the principal must provide additional support services to the student and can reverse the determination within the same 6-12 month period. The superintendent must be consulted to reverse the decision. The final decision must be in writing in the parent's preferred language within 10 school days. The classroom teachers and ENL teacher will monitor the student's progress with formal and informal assessments. The teachers will meet with the parents regularly to discuss their child's progress. In addition, all teachers will attend PD so that they will gain knowledge of ENL strategies.
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?
 8. Our classroom teachers review their student's IEPs and confer with related service providers to ensure that their students are receiving all mandated services. To accelerate English language development, graphic organizers are used for writing, manipulatives for math, ELLs are placed in guided reading groups and instruction is differentiated to meet the needs of our ELLs with disabilities. Teachers will use supplemental materials and work with their ELLs in small groups differentiating instruction. Our research based materials include Stars and Kaplan Keys for reading and math. The approved

Chart instructional materials used are: for writing, Units of Study-Lucy Calkins (all grades), for word work, Foundations in grades K-2, Words Their Way for grades 3-5, and Go Math is used in all grades. Our ENL teacher uses the Rigby Program to work with her ELLs and students with disabilities. Many of the teachers use technology to support our ELLs by using their smartboards or ENO boards.

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?
9. Our ENL teacher will follow the new mandates of the CR Part 154-2 regulations pushing into the classroom during the literacy block to allow ELL-SWD the opportunity to remain in their classroom during content instruction. This enables our students the opportunity to attain English proficiency within the least restrictive environment. SWD may be placed in special classes only when the nature or severity of the disability is such that even with the use of supplementary aids and services, education cannot be satisfactorily achieved. To enable these students to achieve the IEP goals our ENL teacher works with these students in their classroom in a small group or individually using ENL strategies and accommodations that are determined necessary based on the individual child's needs. Our ENL teacher works in collaboration with the classroom teacher to ensure curricular alignment.

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

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



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

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

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

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

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

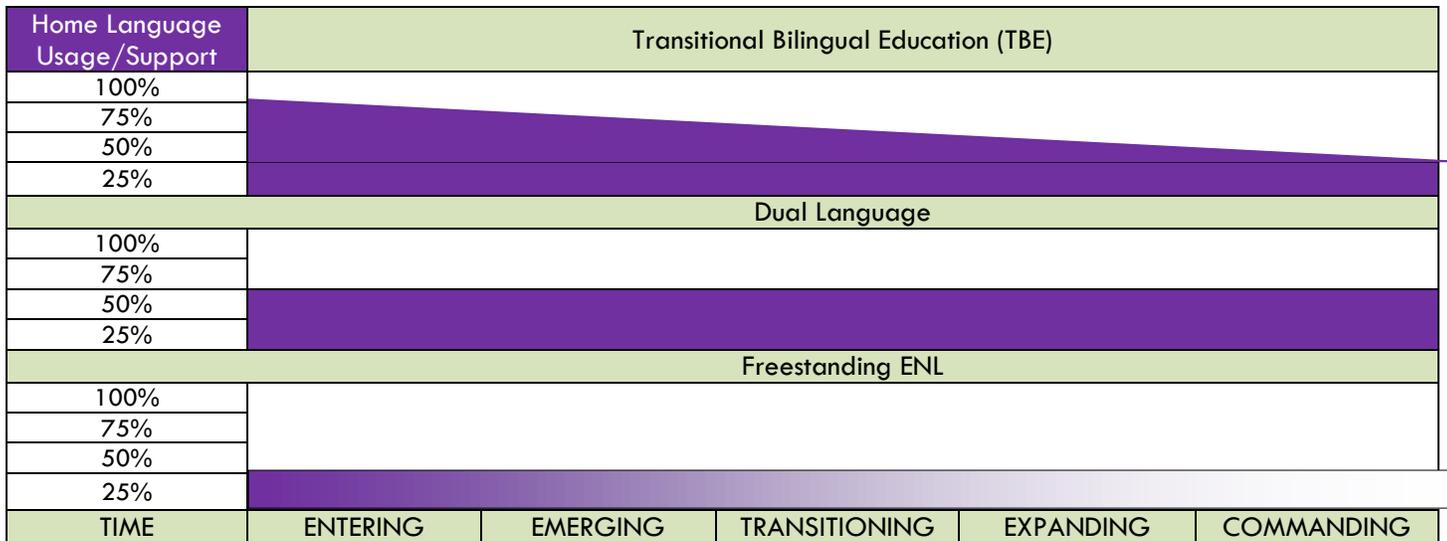


*Note: “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
 10. At P.S. 36 we provide AIS services in several ways.

Our Tier II interventions are services that are provided in the classroom for our ELLs, that are not meeting the standards, during the regular school day by the student's classroom teacher. Additional support is provided to these students in the subject area they are deficient in. This may be researched based strategies through modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Classroom teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.). Support services need to be reviewed after six weeks to determine if the type of support being given is effective. Kahn Academy is used as a tier II intervention for math in which teachers assign math content based on the child's areas of need. This computerized program assesses students and adjusts instruction based on the child's progress. The intervention is offered in English.

Our Tier III interventions are services that are given by an additional provider for our ELLs either through push-in, or pull out models. These students work with their service provider during small group classroom instruction using appropriate materials. Some programs used are Foundations, Wilson, Focus on Fluency, Connection for Comprehension, Great Leaps Reading, Early Success, STARS, Soar to Success, Earobics, Larson's Math, Great Leaps Math, Math Explorations, and Approach and Connect. One-to-one tutors for some students is provided through Learning Leaders. "Streaming," is another intervention, where a student goes into another class that offers specialized supports such as Wilson, Focus on Fluency, etc. Students not making adequate progress after Tier 3 intervention will be discussed for a possible evaluation for services. They will be monitored closely and their teacher will fill out a PPT referral form so that the Pupil Progress Team can make a recommendation. The intervention is offered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
 11. One way of measuring the effectiveness of our ENL program is to look at the number of ELLs that tested proficient on the 2015 NYSESLAT. Of the 16 students that took the test for the school year 2014-2015, six scored at the Commanding level, the remaining students scored at the Expanding level, with 2 Special Education students scoring at the Transitional and Emerging level. In June, all teachers are made aware of the students that they will have in the upcoming school year who are ELLs. The ENL teacher consults with the classroom teacher to give her some background knowledge of the child's strengths and weaknesses. Students will be assessed throughout the school year using TC running records to determine their reading level. The lower grades are also assessed during the school year using TC for print concepts, letter and sound identification and sight words.
12. What new programs or improvements will be considered for the upcoming school year?
 12. Our teachers have new units of study for teaching reading through Teacher's College. The new units offer many supports through teacher resources to enhance the curriculum. The teachers are using learning progressions to differentiate the instruction to find out where each child is within the standards. All classes have students on Kahn Academy for math to assign students tasks to match appropriate learning targets. In addition to our After School Program, we are offering our "And More" Program, which provides extra enrichment opportunities and is offered in three cycles during the year. Some activities are Robotics, Dance, Sports, Chess, Test Preparation, etc. Notification will be distributed for special opportunities. This year, many of our teachers received new ENO boards.
13. What programs/services for ELLs will be discontinued and why?
 13. At P. S. 36 we are reviewing our curriculum to ensure we are aligned with the CCSS and we are not discontinuing any programs or services for our ELLs. We offer enrichment support that explores the standards through areas of talent. As part of our Enrichment Program we have offered our students the opportunity to develop an understanding of the different cultures in our world.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
 14. Our parent coordinator informs all parents through our newsletters, PTA meetings, email blast, P.S. 36.org website and parent workshops, which are offered in the afternoon and evening, when possible. Letters and flyers are often sent home by the classroom teacher and the ENL teacher (in their native language when provided) informing them of any activities and workshops. In the past, and this school year, our ENL teacher has had flyers translated informing parents of meetings and conferences that they may wish to attend. We will continue to inform these parents in the future, and will use the translation unit when necessary. We offer a variety of self-sustaining After School Programs. After school offerings are listed in the programs brochure and distributed to families. Additional programs may be offered for one or more cycles during the year. This year, we have the YMCA Program that some of our ELLs attend that offers them academic support.

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.

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

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

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

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

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

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

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

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

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

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

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

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

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

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

For the school year 2015-2016 we will place our ELLs together by grade, wherever possible, so that the ENL teacher can push into the general/special education classrooms to provide instruction collaboratively with the classroom teacher. All of the above

mentioned learning activities should continue with an emphasis on reading and writing especially in the various content areas.

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).

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

19. What language electives are offered to ELLs?

19. In the past, we have encouraged our students to participate in our Extended Day Program which offers beginner Spanish. This allows our students the opportunity to develop an understanding of the many different cultures surrounding us. We are in the process of deciding what programs to offer after school.

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)?

N/A

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. For the past three years professional development has been offered to our teaching staff, especially targeting those teachers who have ELLs in their classrooms. District staff developers have had ENL workshops for our teachers at our school. Our ENL teacher attends many of the ENL professional development workshops and several of our teachers have attended the ENL Apprenticeship Program offered to our school. Listings of ENL workshop offerings, current publications, and literature regarding English Language Learners that offer information and standards-based strategies to assist with developing instruction for ELLs are continually distributed to staff. Some of the PD workshops that our ENL teacher attended in the past year were Reading and Writing Non-Fiction for ELLs and Brain Research Keeping ELLs in Mind (both 4 full day sessions) as well as, other PDs offered by the Department of Education. Our ENL teacher attended the PDs that were offered this year by the NYC DOE on the LAP, NYSESLAT and the CR Part 154 Regulations. Our Pupil Accounting Secretary attended PDs pertaining to ELLs and STARS. This year, our ENL teacher will meet with her colleagues once a month to discuss ENL strategies. Our staff will be seeking other PD workshops to attend throughout the school year as well as ELL workshops that will be offered in our school.
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?
 2. In the past, our ENL teacher and some of our classroom teachers of ELLs attended ELL workshops, one was on preparing our ELLs for the new NYSESLAT. Our ENL teacher has attended a four day workshop on Teaching ELLs Non-Fiction Reading and Writing. For the previous school year, she attended a full four day workshop on Brain Research for ELLs. She attended all workshops given by the DOE on the new NYSESLAT, LAP and the new CR Part 154 Regulations. She will continue to attend ELL workshops throughout the year along with other teachers at our school and will look into what PDs DELL is offering.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
 3. As our students prepare for middle school, we provide support to these students by inviting educators from their middle school, to our school to speak with them and address any questions or concerns they may have. They also take trips to their middle school to help them make the transition from elementary school to middle school easier. Our Parent Coordinator, Lilliann DeLuca, is also available to speak to these parents to offer any further information or discuss any concerns they have. Our Guidance Counselor, Ms. Orlando, will meet with our parents and students to revise goals and sto help our ELLs adjust to their middle school environment. We also prepare our ELLs for Intermediate school by departmentalizing our Arts and content area subjects, such as: Science and Social Studies. ELLs break up from their class and take their binders with them when they go to their Arts or content area classes.
4. 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.
 4. In the past two years, our ENL teacher and our classroom teachers of ELLs attended a series of ENL workshops on Academic Literacy for ELLs Aligned to the Common Core State Standards. Our Assistant Principal keeps a careful record of any general education and Special Education teachers that have completed their 15% of total hours of ELL training. Our ENL teacher will keep a binder of all PDs she attends and will meet the required mandates of CR Part 154 by attending 50% total hours of ENL PD. Our professional development plan at P. S. 36, for all ELL personnel and classroom teachers is on going.

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?

1. Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Many of the schools and Department of Education websites translate into many different languages. Our school prepares a packet for our parents which consists of a survey that we use to get feedback from them. At our ELL Parent Orientation our ENL teacher addresses any questions that our parents have concerning their children and introduces our Parent Coordinator and Assistant Principal. Parents are encouraged to contact our school with their concerns, where they can be advised by our Parent Coordinator, Lilliann De Luca, Assistant Principal, Stephanie Bassett, Principal, Barbara Bellafatto, and ENL teacher, Linda Winthrop. At our ELL Parent Orientation our ENL teacher also provides these parents with a telephone number where they can receive assistance with their child's homework in their home language.. She also shows them how they can get information from the NYC Department of Education in their native language. Their child's progress is discussed at our Parent Teacher Conferences and Ms. Winthrop will contact parents by phone to set up meetings throughout the school year. During the course of the school year, flyers are sent out to parents in their home language inviting them to a number of ELL Parent Conferences and Workshops. To make it more convenient for our parent's of ELLs to attend we offered our parents transportation into Manhattan and transportation back to our school..

PARENTAL INVOLVEMENT: I COULD NOT TYPE MY ANSWER FOR QUESTION #2 IN THE SPACE PROVIDED BELOW.

ANSWER for Question 2. Our ENL teacher keeps a log of the parents she meets with at her Parent Teacher Conferences and at her ELL Parent Orientations, along with other meetings she has with her parents. She has a sign-in sheet for the parents to fill out with the parent and child's name and the date they met. She keeps this information in her ELL binder with all other important ELL documents. When needed she uses either in house translators or the Translation and Interpretation Unit..

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.
3. At P.S. 36 we keep the parents of ELLs informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Parents can contact our Parent Coordinator, Lilliann DeLuca, and our ENL teacher, Linda Winthrop, at anytime. Linda Winthrop will use the Translation Unit to communicate with parents and send home letters in their home language, when possible, to inform them of any ELL Conferences or meetings that are being held for parents of ELLs. Parents of ELLs are invited to attend our Open School Week, March of Dimes Walk, class trips and other celebrations throughout the school year.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
4. In the past, our ENL teacher has participated in an English Language Learners' Educational Forum at Tour College, and invited parents of ELLs to attend. She has sent home letters to the parents of ELLs in their native language, offering free adult education classes to all parents who wish to learn or improve their English skills. These classes are held within the community, and make it convenient for parents with children to attend. Recently, she has advised some of her new incoming parents of ELLs, that English classes have been available at some local libraries. She will continue to reach out to these parents throughout the school year.
5. How do you evaluate the needs of the parents?
5. We evaluate the needs of our parents by looking at the feedback we get from their responses on the parent surveys. Many of our parents have requested special workshops, whenever possible we try to accommodate these parents. We also hold PTA meetings and our Parent Coordinator is always available to our parents. Some of the workshops our parents requested in the past are: Parental Skills, Testing Workshop, Curriculum Workshop, and Author's Celebration. We have offered these workshops whenever possible, and we invite all parents to attend projects at our school. This year, we distributed Language Preference Survey Forms to be filled out by the parents indicating their language of preference for oral and written translation. We will continue to address the needs of the parents of our ELLs in the future as well.
6. How do your parental involvement activities address the needs of the parents?
6. Some of the workshops our parents have requested in the past have been: Parental Skills, Testing Workshop, Curriculum Workshop, and Author's Celebration. We have offered these workshops whenever possible, and we invite all parents to attend

projects at our school. We will continue to address the needs of our ELL parents.

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.

Part VI: LAP Assurances

School Name: John C. Drumgoole

School DBN: 31R036

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)
Barbara Bellafatto	Principal		11/11/15
Stephanie Bassett	Assistant Principal		11/11/15
Lilliann DeLuca	Parent Coordinator		11/11/15
Linda Winthrop	ENL/Bilingual Teacher		11/11/15
Karolina Sokolowski	Parent		11/11/15
Dina Bentley	Teacher/Subject Area		11/11/15
Katarzyna Jelicks	Teacher/Subject Area		11/11/15
N/A	Coach		
N/A	Coach		
	School Counselor		
	Superintendent		
	Borough Field Support Center Staff Member _____		
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R036** School Name: **John C. Drumgoole**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

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

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

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

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

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

All parents of incoming students fill out a Home Language Identification Survey. In part III of the survey parents indicate their language preference for written and oral communication. Also, in ATS and on the Emergency Contact Cards the parent's language preference is indicated. When a parent indicates that they prefer communication in their native language, we make every effort to accommodate them by using the Interpretation and Translation Unit for oral and written translation. We also have several teachers and paras that are bilingual in our school that are available to translate as well. When our ENL teacher meets with her ELL parents she will ask if their language preference has changed. If it has, she will have them fill out a Language Preference Form. She keeps copies of the HLIS and LPF in her ELL binder.

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.

A large majority of our parents, including our ELL parents, prefer to communicate with our administrators in English. For those parents that prefer to communicate in their native language, we can use the translation unit or a staff member. Our ENL teacher has used teachers, as well as paras for both oral and written communication. This year, our ENL teacher observed that almost all of our parents of ELLs indicated English as their language of preference.

In the past, our ENL teacher had the parents fill out a Language Preference Form indicating the language they preferred to communicate with staff members. Parents also indicate on the Home

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

For the beginning of our current school year we needed translation for four parents in the following languages: three parents for Spanish, and one for Italian. We use some of our teachers, paras, Occupational and Physical Therapists for oral interpretation and/or written translation in the following languages: Polish, Tagalog, Spanish, Italian, Arabic and Russian. Also, our ENL teacher has communicated with the classroom teachers to assist them if they need to have information translated, such as, report cards or Parent Teacher Conferences.

Part B: Creating a Communications Calendar

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

Our ENL teacher reaches out to our parents of ELLs when she meets them at registration and our ELL Parent Orientation. She gives them information on how they can get help, in their native language, especially when assisting their children with their homework and questions about class work. At our ELL Parent Orientation, she informs them and shows them on the computer how they can get information on the Department of Education website in their native language, as well. Before our ELL Parent Orientation, parents are sent home in their native language and English the Entitlement, Non-Entitlement, and Continued Entitlement Letters informing them of their program choices. At our ELL Parent Orientation she has them view the DVD in their native language. Many parents at our school prefer to view the DVD in English, but it is offered and will be viewed by any parent that prefers to view it in their native language. Afterwards, parents are asked to fill out the Parent Survey and Program Placement Form, which is given to them in their native language and English, so that they can fill it out in their language of choice. After our orientation, Placement Letters are given to our parents of ELLs in English and their native language. In the past, we have used the Translation Unit to inform parents about parent-teacher conferences, after-school programs, ELL Conferences and NYSESLAT testing information. Our ENL teacher also uses the Department of Education for any documents that they offer in other languages. We will use the Translation Unit to have other documents translated if time is allowed. Parents of ELLs are given their child's report card in their native language when indicated on their survey. We have used Over-the-phone translation when having face-to-face meetings. This is how we have shared translation and interpretation information with our school community.

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.

At our face-to-face parent meetings we will offer translation to any parent that has indicated their preference to have a translator. This includes at registration, ELL Parent Orientation, parent-teacher conferences, curriculum nights, meetings with our guidance counselor and any meeting a parent has with their child's teacher throughout the school year.

Part C: Providing Language Assistance Services

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

In the past, we have used the Translation and Interpretation Unit and in-house school staff and will continue to do the same in the future. Our ENL teacher provides Entitlement, Non-Entitlement, Continued Entitlement, Placement Letters, Parent Suveys and Program Selection Forms and report cards in our parents native languages. At the ELL Parent Orientation, they view a DVD in their language of preference informing them of their program choice for their child, ENL, Dual Language and Transitional Bilingual Education. Our ENL teacher has a record of parents that have requested to have translation in their native language and informs their classroom teacher. Both teachers set up an appointment together with the parents and use the Translation Unit to inform parents of their child's progress and answer any questions they may have about the school. If we have a member of the school staff that speaks the preferred language of the parent we will use that staff member at face-to-face meetings.

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.

For the previous school years, we have used over-the-phone interpreters via the Translation and Interpretation Unit and in-house school staff. We have several paras, teachers, Occupational and Physical Therapy teachers that we have used for translation in the past. We will continue to use the Translation Unit and school staff in the future.

Part D: Training Staff on Policies and Procedures

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

Our ENL teacher has informed each teacher in our school, in writing, of the Translation Unit availability. She has supplied them with their number and email address for written translation. She has scheduled meetings with parents of ELLs with their classroom teacher, so that the classroom teacher gets familiar with using the Translation Unit. She will continue to reach out to the teachers who need to use the Translation Unit, so that they can communicate with the parents of ELLs orally and in writing.

Part E: Providing Notice of Language Assistance Services

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

Checklist of Notification Requirements

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

In the past school years, we have supplied our parents of ELLs with the "Bill of Parent's Rights and Responsibilities" as required by the Chancellor's Regulations A-663, section VII. Our school has posted in a conspicuous location, near the primary entrance of our school, a sign in each of the covered languages, or most prominent languages indicating the availability of interpretation services.

Part F: Monitoring and Quality Control

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

Our parents fill out a school survey on-line that our school can review to gain feedback. We also have PTA meetings and parent workshops where parents can share their concerns. Our ENL teacher has her parents fill out a Language Preference Form and advises them of their rights to have translation when meeting with members of the school staff.