

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

08X036

School Name:

P.S. 036 UNIONPORT

Principal:

ELVIRA MARESCA

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 36x Unionport School School Number (DBN): 08x036
Grades Served: PreK-5
School Address: 1070 Castle Hill Ave
Phone Number: 718-822-5345 Fax: 718-239-6390
School Contact Person: Elvira Maresca Email Address: emaresca@schools.nyc.gov
Principal: Elvira Maresca
UFT Chapter Leader: John Devanny
Parents' Association President: Oscalina Lozada/Bibi Samad
SLT Chairperson: Carmen Mattimore/Josephine Dedaj
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Raquel Smith
Student Representative(s): N/A

District Information

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

Borough Field Support Center (BFSC)

BFSC: Bronx Director: Jose Ruiz
Director's Office Address: 1230 Zerega Avenue, Bronx, NY 10462
Director's Email Address: JRuiz2@schools.nyc.gov
Phone Number: (718) 828-7776 Fax: (718) 828-3113

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)
Elvira Maresca	*Principal or Designee	
John Devanny	*UFT Chapter Leader or Designee	
Oscalina Lozada	*PA/PTA President or Designated Co-President	
Diana Jimenez	DC 37 Representative (staff), if applicable	
Raquel Smith	Title I Parent Representative (or Parent Advisory Council Chairperson)	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
N/A	CBO Representative, if applicable	
Carmen Mattimore	Member/ UFT	
Josephine Dedaj	Member/ UFT	
Solimar Velez	Member/ UFT	
JoAnn Genco	Member/ Parent	
James Williams	Member/ Parent	
Luz Velazquez	Member/ Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Bibi Samad	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.

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

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

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

We believe in educating the whole child and providing a well-rounded program which includes addressing the students' social and emotional development. We are a Positive Behavioral Interventions and Supports (PBIS) school creating a climate of STAR behavior: Safe, Truthful, Alert, Respectful. We are also infusing Expeditionary Learning's Crew Mindset into our school culture and instruction. In a Crew Mindset, students believe that they are crew, not passengers. Students are asked to improve their ability to self-regulate, collaborate, and persevere as well as develop strong work habits, organizational skills, and improve their engagement in learning. Students practice these skills through daily instruction and interactions with peers and adults. Our students participate in community programs and service. For example, select students partake in the Heart Program which focuses on environmental, animal and human rights. Select students also give back to the community by visiting Oddfellows weekly to spend time with the elderly. Throughout the year, students commit themselves to service projects such as the Penny Harvest, food and coat collections, and community gardening.

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

Areas of Growth: In our reflections regarding the 2014-2015 school-wide data, areas of growth include: On the 2014-2015 English Language Arts (ELA) New York State (NYS) test:

- The percentage of students on or above grade level increased from 28.1% in 2014 to 32.3% in 2015.
- From 2013-14 Grade 4 to 2014-15 Grade 5, the percentage of students on grade level increased nearly 100%, from 21.1% on grade level in 2014 to 40.6% on grade level in 2015.
- From 2012-13 to 2014-15, our ENL students have demonstrated two consecutive years of increase in terms of the number of students on above grade level. In 2012-13, 3.7% of students performed on grade level. This percentage increased to 6.7% in 2013-14 and to 13.8% in 2014-15.
- 64.1% of students demonstrated 1 year or more of growth between 2013-14 and 2014-15.

On the 2014-2015 Math New York State (NYS) test:

- From 2012-13 to 2014-15, our ELL students have demonstrated two consecutive years of increase in terms of the number of students on above grade level. In 2012-13, 3.3% of students performed on grade level. This percentage increased to 14.3% in 2013-14 and to 24.3% in 2014-15.
- The percentage of SwDs on or above grade level has also demonstrated a two-year increase, from 10.3% in 2012-13 to 17.2% in 2013-14. This was followed by an increase to 21.5% in 2014-15.
- From 2013-14 Grade 4 to 2014-15 Grade 5, the percentage of students on grade level increased from 40.0% on grade level in 2013-14 to 49.5% on grade level in 2014-15.

Areas of Need: Our school's instructional focus is productive struggle with an emphasis on deepening student comprehension of cognitively challenging material by drawing conclusions and supporting them with relevant evidence. Additionally, NYS math state test analysis has indicated a need for improvement in areas of place value, number sense, relationships between fractions and general problem solving. In light of this, we focused on some areas of need:

On the 2014-2015 ELA NYS test/Measures of Student Learning (MOSL) ELA Performance Task assessment:

- In 2013-14, our third graders performed at 40.0% on or above grade level as opposed to 2014-15, in which our fourth graders decreased to a rate of 31.0% on or above grade level.
- Our MOSL data indicated gaps in areas such as comprehension of complex text and command of evidence, as evidenced by Trait 1 (CCLS.R.I.1) and Trait 3 (CCLS.W.1b)
- Our analysis of the 2014-2015 ELA MOSL revealed needs in the areas of comprehension of complex text and in maintaining command of evidence. This is evidenced by student performance in Trait 1 (CCLS.R.I.1) and Trait 3 (CCLS.W.I.b). Furthermore, since those need areas are each rooted in the comprehension of cognitively challenging material, we formed our instructional focus based on the analysis of the data. The result being an instructional focus in which students will deepen their comprehension of cognitively challenging material by drawing conclusions and supporting them with relevant evidence. Through the deepening of higher order questioning and discussion we hope to close those gaps and enhance a culture in which students emerge as leaders of their own learning. Last year's ELA NYS test data, as shown in the "areas of growth" section, demonstrates that we have taken positive steps in that direction. The maintenance of these focal points is being emphasized to promote additional growth.

On the 2014-2015 Math NYS test:

- Standards such as 3.NBT.A.1, 3.NF.A.2A, 4.NF.A.2, 4.NBT.A.1 and 4.NBT.A.3 demonstrated a strong area of need, which encompasses place value, number sense and understanding relationships between values of fractions.
- In 2014-15, the percentage of our third graders on or above grade level was 36.1%.
- In 2013-14, our third graders performed at a rate of 47.6% on above grade level, whereas in 2014-15 our fourth graders decreased to a rate of 30.1% on or above grade level.

The above reflects a general need to emphasize math problem solving beyond individual skill or standard.

08X036 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	790	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2014-15)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2014-15)					
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2014-15)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	78.6%	% Attendance Rate		92.3%	
% Free Lunch	66.9%	% Reduced Lunch		1.0%	
% Limited English Proficient	11.5%	% Students with Disabilities		20.6%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	2.4%	% Black or African American		10.9%	
% Hispanic or Latino	67.5%	% Asian or Native Hawaiian/Pacific Islander		16.5%	
% White	2.7%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	4.91	# 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)	0.2%	Average Teacher Absences (2013-14)		8.21	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	27.5%	Mathematics Performance at levels 3 & 4		43.0%	
Science Performance at levels 3 & 4 (4th Grade)	86.2%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward	X	Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	YES				
Accountability Status – High Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	N/A	Limited English Proficient		N/A	
Economically Disadvantaged	N/A				

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

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

Part 1 – Needs Assessment

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

Based on the NYS Common Core state test, 2014-15 Math scores for ALL grades decreased by 4.2 percentage points. 45.1% of our students demonstrated one year of growth on the 2014-15 NYS Math test. As a result, we will expand teachers’ use of Exemplars Problem Solving as a basis for improving students’ abilities to perform math problem solving. Exemplars have been integrated into the math pacing of each grade in order to maximize problem solving opportunities for all of our students and to build a lasting foundation for problem solving. This foundation will enable students to not only focus on the solutions to problems but also on the processes needed to achieve solutions to complex math tasks.

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 applying mathematical practices to solve higher order word problems, it is expected that 50% of our students in grades 4-5 will show one year’s growth or more as measured by the 2016 New York State Math Test.

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>Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups)</p> <ul style="list-style-type: none"> • Teachers will administer the Go Math Prerequisite Skills Inventory in September as a baseline. Then a midyear assessment and end-of-year assessment will be administered to provide checkpoints in January and June respectively. • All teachers in grades K – Grade 5 will collaboratively implement and revise Common Core aligned curriculum; incorporating scaffolds and strategies to enhance discussion and engagement supporting students’ ability to complete higher-order math tasks.Planning will include the exploration of and support for the development of problem solving strategies. In addition, differentiated supports to meet the needs of all learners with a focus on Students with Disabilities and English as a New Language learners will be explored. • Exemplars Problem Solving for the Common Core will be incorporated into the pacing calendars of all grades. Students will be provided with supports and structures needed to complete higher-order math tasks. Professional Development will be provided to help teachers incorporate scaffolds and strategies that enable students to engage in the problem-solving process. Those may include but are not limited to tables, diagrams, number lines, manipulatives, other representations and graphs. • Afterschool programs in Exemplars Problem Solving, ENL and Math will be offered to students for additional instructional supports outside the school day hours to help improve students’ abilities to conceptualize mathematics and to complete higher-order math tasks. 	<p>The entire school community</p> <p>Grades K-5</p> <p>Grades K-5</p>	<p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p> <p>September 2015 – June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principal (Math)) <p>Implementers:</p> <ul style="list-style-type: none"> • UFT TC Literacy Coach • All teachers • Vertical Core Team • Grade Level Teacher Teams • AIS teachers • ENL teacher • District personnel

<ul style="list-style-type: none"> An additional 5th grade class will be opened to reduce over-sized classes on the grade to better meet the needs of students. All teacher teams (Grade Level Team, Vertical Core Team) will analyze student work, data and Exemplars problem solving by using prescribed protocols (Surfacing the Gap/Results Meeting Protocol). Effectiveness of the curriculum, instructional practices, interventions and resources will be determined from this data. Instructional changes will be implemented based on findings as well as best practices used. The efficacy of scaffolds and supports for ELL students and students with disabilities will also be evaluated. 	<p>Bottom third and AIS/ESL students</p> <p>Grade 5</p> <p>Grades K-5</p>	<p>November 2015 - May 2016</p> <p>September 2015-June 2016</p> <p>September 2015-June 2016</p>	
<p>Professional Development</p> <ul style="list-style-type: none"> Teacher teams will engage in Professional Learning Communities (PLCs) focusing on aligning instruction to Danielson’s Framework (questioning and discussion, student engagement strategies, using assessment in instruction), Habits of Mind, and Common Core Curriculum (scaffolding instruction, academic vocabulary, differentiation, and UDL) concentrating on building student comprehension in Math. Informal and formal observations as well as teachers’ Needs Assessment Survey will drive targeted professional development. External professional development targeting common core aligned curriculum and Danielson framework Intervisitations internally and externally sharing best practices to improve student achievement. Utilizing National Training Network Math (NTN) Consultants to coach and improve teachers' math instruction 	<p>The entire school community</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> UFT Coach NTN Coach IEP Teacher ENL Teachers Select Teachers
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Supports for families will include online homework sheets, text support, math games and readers. Workshops for parents (including workshops specifically for parents of ENLs and Students with Disabilities) regularly held to inform them of New York 	<p>All parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals

State assessments, Common Core Learning Standards and Common Core aligned curriculum and provide strategies for home involvement and support.			Implementers: <ul style="list-style-type: none"> • UFT Coach • Library Media Specialist • IEP Teacher • ENL Teachers • Select Teachers • Parent Coordinator

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.

- Use of teacher teams, Instructional Coaches and Grade Leader Teachers for demonstration of modeling, facilitating, implementing curriculum, developing assessments and analyzing student and teacher data.
- The Danielson framework and *Advance* for teacher evaluations student progress.
- Scheduling for common planning across grades, vertically as well as intervisitations.
- Per diem funding allocated for substitute coverages to support external professional learning.
- UFT TC Literacy coach/Common Core Math Exemplars Consultant
- Common Core Math Exemplars accounts and performance tasks
- Borough Field Support Center (BFSC) resources
- Use of the NYC Department Of Education (DOE) resources such as the Common Core Library, Department of English Language Learners and Student Support instructional resources recommended by the DOE Handbook for Professional Learning, New York State resources such as EngageNY, professional texts.
- Funding allocated for Common Core aligned curriculum and supplemental materials.

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

X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	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.

By February 2016, through the use of targeted instructional strategies, it is expected that 50% of our students in grades 4 and 5 are on track to meet or exceed one year’s growth as measured by their proficiency levels on the January 2016 Rally simulation.

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.

Research has shown that students who develop not only their academic behaviors but also their social behaviors learn skills needed for academic success and career readiness. We can relate the development of Crew Mindset in daily instruction to certain data-driven activities designed to promote deeper levels of student comprehension and higher order thinking through perseverance. Increased comprehension of complex text and multistep problem solving are two data-driven need areas which clearly also reflect a need for perseverance. Additionally, increased engagement in independent reading and increased reading stamina are also areas in which perseverance can be reflected and monitored. Lastly, the need for purposeful collaboration and peer assessment are critical as we prepare our students for College and Career Readiness.

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.

In order to create an environment that fosters students’ capacity to work and promotes commitment to learning, 100% of staff members will incorporate Crew Mindset into daily instruction in the 2015-2016 school year. Implementation will be measured through observations, lesson plans, and results of the learning environment survey.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment 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>Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups)</p> <ul style="list-style-type: none"> • Teachers will embed into their teaching the Crew Mindset “We are crew, not passengers” with a focus on: organizational skills, self- regulation skills, persistence, good work habits, collaboration skills and engagement with the goal of using these skills to promote deeper levels of student comprehension and higher order thinking. • Teachers will hold frequent “Crew Circles” with students to dedicate time for building class community, lessons on positive habits, and reflections on emotions and behaviors. • Teachers will plan for and students will engage in cooperative learning groups and activities that are embedded into the curriculum. • School-wide PBIS program will focus on each of the six habits, encouraging staff to recognize and reward students for displaying positive behavior in relation to any of these habits. • Student Council will be utilized as student ambassadors of the Crew Mindset and organize school performances to highlight the positive aspects of organizational skills, self-regulation skills, persistence, good work habits, collaboration skills and engagement as related to College and Career Readiness. • Teachers will continue to engage students in the Star Reader Challenge, encouraging personal accountability for meeting individual reading targets to build stamina as students increasingly become leaders of their own learning. • To increase student engagement and accountability during independent reading activities they will respond to reading response prompts to monitor their comprehension. 	<p>The entire school community</p> <p>Classroom teachers</p> <p>Classroom teachers</p> <p>The entire school community</p> <p>4th and 5th grade elected students</p> <p>All students</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals • PBIS/Crew Team <p>Implementers:</p> <ul style="list-style-type: none"> • All teachers • Student Council • Guidance Counselor • Library Media Specialist • Social Studies Cluster Teacher

<ul style="list-style-type: none"> Common core math exemplars will be fully implemented into lesson plans and the scope and sequence for math. Teachers will guide students through multi-step problem solving utilizing multiple strategies to reach solutions. Students will persevere through similar problems choosing a learned strategy to independently solve. These tasks will address the academic and social behaviors while ensuring students progress toward College and Career Readiness. 	<p>All students</p> <p>All students</p>		
<p>Professional Development</p> <p>Professional learning based on the Crew Mindset (growth mindset, Habits of Mind and PBIS) is incorporated into our Professional Learning Plan to help develop students' capacity toward College and Career Readiness. Teachers will participate in collaborative planning, intervisitations, and reflection.</p>	<p>The entire school community</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals PBIS/Crew Team <p>Implementers:</p> <ul style="list-style-type: none"> All teachers PBIS/Crew Team Guidance Counselor Expeditionary Learning Consultant
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Parent Workshops will be held on PBIS and Crew/Habits of Mind to encourage parent involvement in engaging our students' commitment to learning. Parent Workshops will be held to involve and engage parents in helping their students meet their independent reading goals in the Star Reader Challenge Professional learning for parents on Common Core Math Exemplars will be scheduled 	<p>All parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals PBIS/Crew Team <p>Implementers:</p> <ul style="list-style-type: none"> Guidance Counselor Library Media Specialist IEP Teacher Select Teachers Expeditionary Learning Consultant

			<ul style="list-style-type: none"> Parent Coordinator

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.

- Professional learning time will be allocated for the PLCs to learn and incorporate Crew/Habits of Mind, growth mindset and PBIS strategies and protocols
- Use of teacher teams, PBIS Coach, Expeditionary Learning Consultant, and Grade Leader Teachers for demonstration of modeling, facilitating, implementing Crew/Habits of Mind into curriculum.
- Scheduling for common planning across grades, vertically as well as intervisitations to ensure implementation of Crew/Habits of Mind into lessons.
- Resources including books, articles and websites Expeditionary Learning Core Practices, (Kagan Cooperative Learning, Total Participation Techniques, Making Thinking Visible, PBISworld.org, NYC DOE Habits of Mind resources.
- Time allotted for PBIS/Crew committee meetings
- Common Core Math Exemplar external professional development, professional development for parents and consultant
- Library Media Specialist

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

X	Tax Levy	X	Title I SWP	X	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.

By February 2016, teacher observations, lessons plans and surveys will reflect an environment that fosters students’ capacity to work and promotes commitment to learning where 100% of staff members are incorporating Crew Mindset consistently into instruction in the 2015-2016 school year.

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.

Professional Learning Communities have been designed with need areas demonstrated through district feedback, teacher needs assessments and instructional data. Our MOSL Writing Performance data determined a need to focus on comprehension of complex text and the use of evidence to support claims in written responses. Teachers also indicated in our needs assessment survey and through vertical teams that our writing curriculum needed additional supports to better align to the standards. By meeting as grade level PLCs and as a Vertical Team, teachers will meet to address curriculum gaps and provide cohesive writing instruction schoolwide. In teacher teams, grades will collaborate to revise writing curriculum to include 4 distinct units of writing in the areas of narrative, opinion, informational and poetry. Within each unit, student achievement will be measured with pre and post on-demand writing assessments. Teacher Teams will meet regularly to use Looking at Student Work Protocols in which they will determine areas of strengths and achievement gaps. Teams will identify next steps, plan scaffolds, and revise curriculum to support student learning.

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, 100% of grade level teacher teams will collaboratively meet to create, revise, and implement 4 distinct units of writing in grades K-5 as measured by regular teacher team meetings, vertical team meetings, evidence of student work, revised curriculum overviews, and teacher observations.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups)</p> <ul style="list-style-type: none"> • Professional Learning Plan incorporates dedicated curriculum planning time for grade level teams focused on planning, revising, and implementation of 4 writing units. • Common planning periods and intervisitations internally are provided regularly for staff to implement, reflect on and share best practices to improve their pedagogy. • The Vertical Team will regularly meet to reflect on writing data and trends, address problems of practice, and plan schoolwide implications for instruction and professional learning to impact positive change in student achievement. 	<p>Grade-level teacher teams</p>	<p>September 2015- June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • PD Advisory Team • IEP Teacher • ENL Teachers • Select Teachers
<p>Professional Development</p> <ul style="list-style-type: none"> • Structures are in place to provide common planning time such as the use of common preps, Monday collaborative planning, and monthly Vertical Team Meetings. • Intervisitations will support implementation of best practices in writing. • Professional development is offered based on observation feedback, teacher reflections, student needs and district-wide initiatives. Included in this are workshops on writing offered by Collaborative Classrooms, District 8, and the Borough Field Support Center. • UFT Teacher Center coach attends professional development monthly to turnkey best practices and strategies for strengthening teacher practice. 	<p>All Teachers</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • UFT TC Literacy Coach • All teachers • AIS teachers • ESL teacher • IEP teacher • SIT Team • District/BFSC personnel

			<ul style="list-style-type: none"> Consultants
Parent Involvement and Engagement <ul style="list-style-type: none"> Parent workshops based off of learning from the PLC groups will include curriculum supports in the area of writing as well as best practices for helping support their students with disabilities or ENLs at home. Our library media specialist will continue to extend open access all day for parents to utilize resources (mylibrarynyc.com) to increase their involvement and engagement in their children’s education. Additional workshops will be offered based on reflections and feedback from parent surveys. 	All parents	September 2015 - June 2016	Point Person(s): <ul style="list-style-type: none"> Principal Assistant Principals Implementers: <ul style="list-style-type: none"> Grade leaders IEP Teacher ENL Teachers Library Media Specialist Parent Coordinator

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.

- Professional learning time will be dedicated to curriculum planning for grade level teams focused on planning, revising, and implementation of 4 writing units.
- Use of teacher teams, Literacy Coach, District personnel and Grade Leaders to support looking at student work and professional development in the area of writing
- Scheduling for common planning across grades, vertically as well as intervisitations to ensure implementation of PLC work into lessons.
- Resources including books, articles and websites such as Writing Pathways by Lucy Calkins, Portland Writing Units, Teachers College Writing Units, Ready Writing, Already Ready: Nurturing Writers by Katie Wood Ray, In Pictures and In Words by Katie Wood Ray, Talking Drawing Writing by Martha Hornand Mary Ellen Giacobbe, mylibraryny.com, Engageny.org and Common Core library parent and teacher resources.
- Time allotted for parent workshops and learning sessions during parent engagement time as well as throughout the school day.

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

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

Part 5 – Progress Monitoring

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

By February 2016, 100% of grade level teacher teams will have collaboratively met to devise a plan to implement 4 distinct units of writing over the course of the school year as evidenced by a revised curriculum overview, regular

teacher team meetings, vertical team meetings, evidence of student work, and teacher observations. Grade teams will have implemented a narrative unit of writing in which data from pre and post assessments have been analyzed for gaps and next steps. Opinion writing units will be underway and pre-assessment data will be used to make strategic instructional decisions as evidenced by revised units and lessons.

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.

The 2014-2015 NYC School Survey indicates that 77% of teachers feel that the principal is clear about implementation of what is learned at professional development. The survey also indicates that 58% of teachers feel that students always or almost always participate in discussion and build on peers’ ideas. In an effort to increase this percentage, the principal and administration will support teachers in areas of pedagogical need as indicated by Advance data. In 2014-2015, Advance data indicated Domain 3 as an area of continued improvement particularly in the area of Component 3B: Questioning and Discussion. This leads to the theme, “leaders of our own learning” of our PLCs, with the ultimate goal of supporting teachers to become teacher leaders while strengthening their pedagogy in questioning and discussion techniques. Other Advance areas of need; Using Assessment in Instruction and Engaging Students in Learning, will also be supported through PLCs and the observation feedback cycle.

Part 2 – Annual Goal

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, through frequent observations and feedback cycles, 85% of teachers will have effectively or highly effectively use questioning and discussion techniques to promote high level thinking and in-depth discussion amongst students as measured by the Advance Teacher Evaluation System.

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>Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups)</p> <ul style="list-style-type: none"> • Needs assessment surveys distributed to teachers and used to inform decisions regarding internal professional learning, coaching and external professional development. • Vertical and professional development advisory teams work collaboratively with school leaders to make decisions regarding instructional supports. • Regular sharing of classroom and <i>Advance</i> data with teachers to set goals for strengthening teacher practice focusing on 3B: Questioning and Discussion. • UFT Teacher Center Literacy Coach meets regularly with teachers providing supports in the form of demonstrations, intervisitations and conferencing. Facilitates New Teacher Network and PLCs to support targeted areas of pedagogical need to improve student achievement. • Principal attends common planning periods with grades to support and reflect on instructional practices and student achievement. 	<p>The entire school community</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • UFT TC Literacy Coach • Professional Development Advisory Team • Professional Development Team • Vertical Core Team
<p>Professional Development</p> <ul style="list-style-type: none"> • Principal regularly sends teachers to external professional development to strengthen their practice. Provides time for reflection and sharing of learned best practices. • Meets with Professional Development Team twice weekly to reflect and refine leadership approach to addressing teacher and student needs. • Intervisitations are scheduled based on best practices and needs assessment data. 	<p>The entire school community</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • UFT TC Literacy Coach

<ul style="list-style-type: none"> Implementing Instructional rounds to inform professional learning needs and provide next steps for improving teacher practice. PLCs and targeted professional development foci are determined by teacher reflections, needs assessment data and student data analysis. Professional learning incorporates strategies for increasing student engagement, questioning and discussion techniques and peer assessment. 			<ul style="list-style-type: none"> Professional Development Advisory Team Professional Development Team Select Teachers District personnel
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> Parent workshops based off of learning from the PLC groups will include Curriculum supports in the areas of problem solving, building vocabulary and increasing reading comprehension as well as best practices for helping support their students with disabilities or ELLs at home. Principal meets with Parent Association and board to collaborate and share school instructional focus and goals. Principal meets with parents and teachers together as needed to address student achievement. Common Core aligned progress reports will be sent home periodically throughout the year to inform parents of student progress. 	All parents	September 2015 - June 2016	<p>Point Person(s):</p> <ul style="list-style-type: none"> Principal Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> Principal Assistant Principals All Teachers Parent Coordinator

Part 4 – Budget and Resource Alignment

<p>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.</p>											
<ul style="list-style-type: none"> UFT Teacher Center/UFT TC Literacy Coach Professional Development Team, Professional Development Advisory Team, Vertical Core Team < > data and related district support <p>Time allotted for 1:1 conferencing with administration and teachers on observation data.</p> <ul style="list-style-type: none"> “Building Academic Conversations” by Jeff Zwiers Professional learning time Scheduling for intervisitations, common planning periods and external professional development 											

<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	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.

By February 2016, school leaders will support 100% of teachers in refining their ability to effectively improve their question and discussion techniques to promote high-level thinking and in-depth discussions amongst students. Improvements will be measured by frequent observations and feedback cycles through the Advance system as well as teacher reflections on professional learning cycles and administrative support.

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

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

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

Part 1 – Needs Assessment

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

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

Part 2 – Annual Goal

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

In order to create strong family community ties, the school will offer engaging workshops or activities weekly to promote a parent and school partnership as measured by a 15% increase in attendance at workshops, meetings, and activities.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Instructional Actions/Strategies/Activities (including strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups)</p> <ul style="list-style-type: none"> • Parent workshops will include curriculum supports in the areas of problem solving, building vocabulary and increasing reading comprehension as well as best practices for helping support students with disabilities or ELLs at home. In addition, workshops will also focus on the well-being of the students such as flu and germ prevention, anti-bullying, and safe internet use. • PreK Family Engagement together time activities will take place throughout the year. Students will work with their parents on readiness and language skills through crafts and literacy/math activities. • PreK Family Workshops will focus on the development of the young child, early intervention, and how to support learning and language development at home. • Title 1 Family Workshops will engage parents and students in strategies for literacy/math support at home. • In select classes, weekly Math Strategies Workshops where the classroom teacher presents math strategies to parents in the classroom using students to model and practice. • Frequent Wellness activities to engage students and parents in healthy habits. • Frequent Arts with Parents Workshop to engage parents and children in interactive art projects using various mediums. • Cookshop Series to engage parents in healthy eating and cooking which parallel the Cookshop classroom instruction. • Community Outreach: In collaboration with community stakeholders, programs are created to support our school and students such as a local toy drive to benefit P.S. 36 families, turkey donations from the 	<p>All parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • Instructional Coach • Lead Teachers • Parent Coordinator • PreK Social Worker • Community Stakeholders

<p>councilwoman to our needy families, and fire safety presentations from our local firemen.</p>			
<p>Professional Development</p> <ul style="list-style-type: none"> • The PA attends monthly PAPEC meetings and workshops to learn and gather information to support our school. • The School Leadership Team (SLT) meets on a consistent basis to engage in school-wide decision making and reflections on best practices based on data. • Parents engage in District Workshops to further their understanding of the Common Core Learning Standards and curriculum. • Facilitators engage in workshops to further their understanding in order to plan for workshops/activities for family engagement. 	<p>All parents PA Lead Teachers</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • District 8 Parent Workshop Facilitators • Lead Teachers • Parent Coordinator
<p>Parent Involvement and Engagement</p> <ul style="list-style-type: none"> • Principal meets with Parent Association and board to collaborate and share school instructional focus and goals. • Principal meets with parents and teachers together as needed to address student achievement. • Parent Surveys are distributed and collected to inform family engagement needs. • Monthly PA Meetings are held to communicate with parents and make school-wide decisions. • Parent Workshop reflections are used to determine future workshops and activities. • SLT meets bi-weekly and is comprised of 50/50 parents and staff to make school-wide decisions. 	<p>All parents</p>	<p>September 2015 - June 2016</p>	<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • Instructional Coach • Lead Teachers • Parent Coordinator
<p>Parent Communication</p> <ul style="list-style-type: none"> • Ongoing communication and transparency is key to building trust with our parents.School policies and 	<p>All parents</p>		<p>Point Person(s):</p> <ul style="list-style-type: none"> • Principal

<p>information are clearly communicated through multiple means such as:</p> <ul style="list-style-type: none"> -Parent Handbook -Parent Compact -Parent Bulletin -Parent Circulars -School Website -Twitter Account -Global Connect -Homework sheets/Reminders -PA Monthly Meetings -Open SLT Meetings 	<p>September 2015 - June 2016</p>	<ul style="list-style-type: none"> • Assistant Principals <p>Implementers:</p> <ul style="list-style-type: none"> • SLT Team • Parent Association • Title 1 Committee • Instructional Coach • Lead Teachers • Parent Coordinator • PreK Social Worker
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Part 4 – Budget and Resource Alignment

<p>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.</p> <ul style="list-style-type: none"> • Resources including books and articles, sample student work and assessments, materials for activities, laptops, smartboard and document cameras for workshops. • Technology resources such as Global Connect and EChalk website license. • Time allotted for parent workshops and learning sessions during parent engagement time as well as throughout the school day and after as needed. • Lead personnel such as the UFT Teacher Center/UFT TC Literacy Coach, lead teachers, parent coordinator, social worker and parent volunteers. • Professional learning time 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP	X	Title I TA	X	Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>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.</p> <p>By February 2016, in order to create strong family community ties, the school will offer engaging workshops or activities weekly to promote a parent and school partnership as measured by increased participation and surveys. Improvements will be measured by the frequency of workshops and activities offered as well as an increased number</p>

of participants. The quality of workshops and engagement offered will be measured through workshop and activity reflections.

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)	Students performing at a level 2 and below as determined by data from NYS ELA assessments, MOSL and reading benchmarks, observational data and referrals to School Assessment Team (SAT)/Response to Intervention (RTI) team for reading difficulties.	Wilson Reading System Foundations Double Dose Guided Reading Afterschool Program Close reading strategies, repeated readings Targeted instruction/strategy groups Quick Reads Fluency Program Saturday Academy Fluency Phrases	Small Group Small Group Small Group Small Group Small Group/Whole Group Small Group/Whole Group Small Group Small Group/Whole Group Individual/Small Group/Whole Group	During the school day During the school day During the school day After school (Grades 3-5) During the school day During the school day During the school day Saturdays (Grades 3-5) During the school day
Mathematics	Students performing at a level 2 and below as determined by data from NYS Math assessments,	Go Math Tiered Interventions Math Afterschool program Targeted Instruction	Small Group Small Group Small Group Whole Group	During school day Afterschool During the school day During the school day

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by No Child Left Behind (NCLB).

2b. High Quality and Ongoing Professional Development

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

N/A

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).

N/A

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.).

3 teachers, 3 educational assistants, a parent coordinator, a social worker, and a NYC instructional support coach support our Universal Pre-K program. The social worker works with the classroom staff and families to identify early intervention for students as well as assistance for families in crisis. The social worker provides parent workshops that focus on the academic and social development of the students as well as increasing parental involvement and engagement.

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

- During June 2015, a MOSL Committee consisting of teachers and administrators was formed to analyze assessment options and select MOSL assessments.
- In teacher teams, educators created and revised Common Core aligned rubrics in both literacy and mathematics.
- Teacher teams created/revised unit or chapter tasks aligned to the Common Core Learning Standards and curriculum.
- Student data and work is looked at during teacher team meetings using protocols to determine implications for instruction.
- Data specialist supports teachers by aggregating assessment data in order for teachers to determine implications for instruction.

- Googledocs assessment data templates in order to report assessment data in a timely fashion.

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	563,675.00	X	12-30
Title II, Part A	Federal	161,160.00	X	12-30
Title III, Part A	Federal	12,476.00	X	12-15, 24-30
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	4,393,471.00	X	12-30

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)

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, 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 to serve as a liaison between the school and families. The Parent Coordinator will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent

Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent 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, website, and social media publications designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand

School-Parent Compact (SPC)

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

I. School Responsibilities

s Standards and Assessments by:

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

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

Application for Immigrant Funding

Requirements: Title III, Part A - Immigrant Funds can be used for activities that provide enhanced instructional opportunities for immigrant students, which include:

- family literacy, parent outreach, and training activities designed to assist parents to become active participants in the education of their children
- support for personnel, including teacher aides who have been specifically trained, or are being trained, to provide services to immigrant students
- provision of tutorials, mentoring, and academic or career counseling for immigrant students
- identification and acquisition of curricular materials, educational software, and technologies to be used in the program carried out with funds
- basic instructional services, including costs for additional classroom supplies, transportation costs, or other costs directly attributable to such services
- other instructional services designed to assist immigrant students to achieve in elementary and secondary schools in the United States, such as programs of introduction to the educational system and civics education
- activities, coordinated with community-based organizations, institutions of higher education, private sector entities, or other entities with expertise in working with immigrants, to assist parents of immigrant students by offering comprehensive community services

Funding follows similar guidelines for Title III funds established by the Division of English Language Learners and Student Support (DELLSS) and can only be used to provide supplementary services to immigrant students (who may or may not be ELLs). Priority areas for the use of Title III, Part A - Immigrant Funds are as follows:

- developing new and/or enhancing programs for immigrant students from the Caribbean countries where English is spoken as a dialect
- developing new and/or enhancing programs for newcomers
- developing new and/or enhancing Transitional Bilingual Education programs and/or Dual Language programs
- improving teaching and learning in core subject areas
- implementing strong student supports to increase graduation rates

For more information on Title III requirements, please see the School Allocation Memo or contact your BFSC's deputy director for English language learners.

Directions: Please complete the Title III - Part A, Immigrant Program application below. Completed applications must be submitted by December 4 via email to your BFSC's deputy director for English language learners. Please refer to the SAM.

Part A: School Information	
Name of School: P.S. 36X Rising Stars	DBN: 08X036
Name/Phone/Email Address of Contact Person: Ms. Almanza/718-822-5345/ Yalmanza@schools.nyc.gov	
This school is (check one):	<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)
Part B: Direct Instruction Supplemental Program Information	
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____	
Total # of immigrant students (including ELLs) to be served: _____	
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12	
Total # of teachers in this program: 3	
Describe the direct instruction supplemental program in the space provided below. Description should include: <ul style="list-style-type: none"> • Rationale • Subgroups and grade levels of students to be served • Schedule and duration • Language of instruction • Number and types of certified teachers • Types of materials 	
<p>Begin description here:</p> <p>Our Title III ELL After school Program for grades 3, 4, and 5 will pick up from November 12, 2015 through April 14, 2016. Our focus population for our Title III Immigrant after school program will be newcomers, third, fourth, and fifth graders, and former ELLs. We will begin to address the instructional needs of our ELLs in literacy, literature, and writing. The objective of the after school program is to improve reading and writing. We will also be targeting the language of Math. One hour will be dedicated to literacy and the second hour will be dedicated to the language of Math. Fifty-five students are participating in the program. Both direct instruction and direct supplemental services are provided by the following teachers; Ms. Delgado, Mr. Tenaglia, and Ms. Perez. Ms. Delgado is our bilingual certified teacher servicing 3rd and 4th grade, Mr. Tenaglia is in the process of acquiring his TESOL/ESL certification and services 5th grade, and Ms. Perez is the common branch teacher who collaborates with Ms. Delgado and works with 3rd and 4th grade. During our Title III after school program, Mr. Tenaglia services 5th grade during both the ELA and math periods. In addition, Ms. Delgado and Ms. Perez rotate between the 3rd and 4th grade classes, providing ENL services to both groups. During this time each teacher rotates the second hour and works with each group one hour per day.</p> <p>The program will be held on Wednesdays and Thursdays from 2:41 PM to 4:45 PM. The language of instruction is English and the instruction is provided by a certified bilingual teacher, TESOL teacher, and one common branch teacher. After analyzing our latest data, including last year's NYSESLAT results, we have concluded that many of our students need additional support in reading, writing, and math. These students receive targeted instruction during this after school program to meet their needs.</p> <p>Our newcomers and S.I.F.E. students are included in the after school program to support our beginning ELLs and students with interrupted formal education. These students are mandated to take content area exams in both math and science in their native language. In addition to receiving their mandated 360 minutes of ESL, these fourth and fifth grade students are receiving support in the areas of math and science. This additional support aligns with the language of math through an E.N.L. instructional approach. The bilingual teacher supports our Spanish native speakers in the areas of math and science.</p> <p>The materials used for the Title III After school program are as follows:</p>	

Grade 3:

Literacy: Focused Reading Student Guided Practice Book Level 3

Math: GoMath- Problem Solver's Journal- Fact Masters-Exemplars- Teacher Created Materials

Grade 4 and 5:

Literacy: Focused Reading Student Guided Practice Level 4 and 5

Math: GoMath- Fact Masters- Exemplars- Teacher Created Materials

Part C: Professional Development

Describe the school's professional development program for Title III Immigrant Funds program teachers as well as other staff responsible for delivery of instruction and services to these targeted immigrant students.

Description should include:

- Rationale
- Teachers to receive training
- Schedule and duration
- Topics to be covered
- Name of provider

Begin description here: At no cost to Title III, our teachers regularly attend professional Learning as offered by DOE and the Office of English Language Learners. Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ENL training. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. A newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ENL workshops within the school and outside of the building.

At no cost to Title III, on 10/30/15, 1/11/16, 2/1/16 our Title III teachers will participate in a writing professional learning cycle that will target writing strategies across all subjects for Newcomer, Entering, and Emerging ELLs.

Our school is also conducting a series of Math professional development that use common core math exemplars to target the language of math. These strategies are implemented during the after school math period. Teachers also work closely with Karmela Billones, who is helping the school work collaboratively thought-out grades and content areas, to better support our students' learning.

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of immigrant students (including ELLs) that will impact higher achievement for these targeted students. Description should include:

- Rationale
- Schedule and duration
- Topics to be covered
- Name of provider

Part D: Parental Engagement Activities

- How parents will be notified of these activities

Begin description here: The Parent Coordinator, Norma Martinez and our ENL teacher, Ms. Almanza, offer various workshops for our ELL parent. The first workshop offered this year was, "Early Literacy and Second Language Learning" which was held on December 18, 2015 Ms. Martinez also offers resources for citizenship classes for those ELL newcomer parents who are in need of obtaining their citizenship during the Tuesdays' Parent Engagement time. Ms. Martinez is also involved in the Parent Orientation Meetings for our ELLs which was help on September 25, 2015, as well as Pre-Kgn. and Kgn. orientation meetings. In the Kgn. parent meetings, she specifically addresses the need to develop a second language and how parents can help their child read at home. ELL Parents were also invited to attend the New York State ELA and Math workshops held on December 15, 2015 and the January 15, 2016. These workshops are conducted so that parents are aware of what is expected of their children in grades 3, 4, and 5. Ms. Martinez translates all workshops in Spanish. If our ELL Bengali or Arabic parents are in need of translation, we provide these services as well. Parents will be notified of these events via a flyer that will be sent home, by global connect, our school's website, and/or a poster displayed in the lobby of the school's main entrance.

A NYSESLAT workshops will be held on Tuesday, March 22, 2016 to discuss the upcoming NYSESLAT (New York State English as a Second Language Achievement Test) . At the workshop parents will be familiarized with how the test is scored and what the results mean. Parents will get an opportunity to view the materials used in school to help prepare the students for the exam. Interpreters will be available in Spanish, Bengali, and Arabic to clarify information when necessary. Parents will be notified of this workshop via a flyer, our school's website, and a poster displayed in the lobby of the school's main entrances.

Part E: Budget

FOR SCHOOLS THAT ARE NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your budget matches your plan as described in Parts B, C, and D above.

Allocation Amount: \$ 9,218

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

Part D: Parental Engagement Activities		
– clearly listed		
Educational software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

2015-16 AND 2016-17 SCHOOL YEAR

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

Part I: School ELL Profile

A. School Information

District 8	Borough Bronx	School Number 036
School Name P.S. 36X The Rising Star School		

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 Elvira Maresca	Assistant Principal Rachellynn Milby
Coach Christine Lally	Coach Josephine Dedaj
ENL (English as a New Language)/Bilingual Teacher Yolanda Almanza	School Counselor Vivian Cedeno
Teacher/Subject Area Andrea Otero/ ENL	Parent type here
Teacher/Subject Area Jason Holt/ Art	Parent Coordinator Norma Martinez
Related-Service Provider Idalia Rodriguez/ Speech	Borough Field Support Center Staff Member type here
Superintendent Dr. Ames	Other (Name and Title) Barry Brooks/ Data Specialist

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	3	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	3
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	1	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]	1	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	778	Total number of ELLs	124	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	K <input checked="" type="checkbox"/>	1 <input checked="" type="checkbox"/>	2 <input checked="" type="checkbox"/>	3 <input checked="" type="checkbox"/>	4 <input checked="" type="checkbox"/>	5 <input checked="" type="checkbox"/>
	6 <input type="checkbox"/>	7 <input type="checkbox"/>	8 <input type="checkbox"/>	9 <input type="checkbox"/>	10 <input type="checkbox"/>	11 <input type="checkbox"/>

This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input 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	124	Newcomers (ELLs receiving service 0-3 years)	117	ELL Students with Disabilities	18
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	7	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
DL										0
ENL	117	0	12	7	0	5	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 5

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	14	12	12	12	11	10								0
Chinese				2										0
Russian														0
Bengali	8	6	1	3	3	3								0
Urdu														0
Arabic	5	5	3	1	4	4								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	2		1	1									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

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

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	5		4						0
4	10				1		1		0
5									0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	1		2		6		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.
 Our school uses the Early Childhood Literacy Assessment System (ECLAS-2) and the Developmental Reading Assessments (DRA) as tools to assess the early literacy skills of our ELL students. The Foundations Phonics program is also implemented as an early literacy curriculum throughout kindergarten, first grade, and second grade. The assessments and data provided by Foundations are used to inform the teachers' instructional plans. The ESL teacher is familiar with the Foundations methodology and supports work done in the classroom during the ESL periods and regular conferences with monolingual teachers to ensure a tailored instructional plan. The data provides insight into understanding how much ELL students are able to retain from previous years of instruction and monitor their progress as they progress through the grades. This data gathered will help improve our school's instructional plan by targeting the areas of instruction that needs to improve in order to better service our ELL population.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 The data patterns reveal improvements across grades kindergarten through five in our ELL students' proficiency levels. This is reflected in our students' NYSESLAT scores. The data shows that the majority of our students reach proficiency in the second, third, and fourth grades. We attribute this to the difficulty of the second through fourth grade span of the NYSESLAT as well as the preparation for the ELA test. Students who enter into our ESL program at P.S.36 are generally at the beginning level and move to the intermediate level the following year. Students are usually intermediate for one to two years before moving to advance. Most students remain at the advanced level for two years. ELLs that have started in kindergarten/ first grade usually test out of the ESL program to proficient by the fifth grade. We expect to see similar results when implementing the new ENL proficiency levels this school year.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 In September our ESL teachers along with the monolingual teachers, AIS teachers, and support staff review the RNMR -NYSESLAT data to determine the status of our ELLs and to determine how to continue to support our ELLs. It is our observation that low

NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. Students generally test at proficient in speaking after two or three years at the school. Students generally test at proficient in listening after two or three years at the school. Students take longer to test at proficient in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels. We are still exploring and learning the AMAO tool and intend to use the beneficial information it gathers and presents to help inform instructional decisions we make for our ELL students.

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

a. The data shows that the majority of our students reach proficiency in the second, third or fourth grades. We attribute this to the increased difficulty of the second through fourth grade span of the NYSESLAT. Also, the preparations for the ELA test in third grade and fourth grade transfer to the NYSESLAT. Students at our school generally will enter at the beginning level and move the following year to the intermediate level. Usually students remain at the intermediate level for one to two years before moving to advanced. Most students remain at the advanced level for up to 2 years. By the time students reach fifth grade, majority of the ELLs that started in kindergarten or first grade have tested out of ESL. The majority of the ELLs in fifth grade are recent arrivals or newcomers. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. At our school, students generally test at a proficient level in speaking after two or three years and generally test at proficient in listening after two or three years. Students take longer to test at proficient level in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels. For the ELLs in the upper grades, we have examined the results of the citywide interim assessments in the content areas of math and reading. These results show us that the advanced and intermediate students generally perform at grade level in mathematics, with select ELL students showing exceptional math performance. Most beginners and some intermediate students are behind their peers in mathematics. On the interim reading assessment the gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and the integration of adapted content area materials. As outlined in this policy, these methods will scaffold content area skills and concepts for our ELL population.

b. ELL assessments are carefully considered by the school leadership and teaching staff. Consideration is given to coordinating a student's schedule to provide for optimal educational opportunities, especially small-group instruction. The ELL periodic assessments are utilized by the ESL teacher as well as the classroom teacher to customized and individualized the instruction in the area of needs (reading and writing) for these students. The ELL periodic assessments are used as part of the data for the English Language Learners.

c. The school is learning that a continued emphasis on literacy (reading and writing) is needed, especially as the content area knowledge becomes more rigorous.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

Our school follows the RtI model, which is based on three tiers of instruction and support. We offer at risk students Double Dose Foundations from Wilson, and small group instruction. We track progress to determine the effectiveness of the interventions using Foundations Progress Monitoring, Literacy benchmark assessments, and teacher confrencing notes. The data gathered helps teachers identify areas of instruction that need to be targeted for ELLs as well as low monolingual students. RtI provides a clear opportunity to see the progress individual students make throughout the school year. This data is accessible to the ENL teachers online through Google Docs and articulation periods with classroom teachers.

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

As a school with a large ELL population it is important to consider a child's second language development in instructional decisions. Administration and staff use assessments to target the areas ELL students' need the most help in and to develop Educational goals. Classroom and ESL teachers collaborate closely together in order to meet these goals and service the needs of the ELL students as they acquire the new language.

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?

We do not have a dual language program at P.S. 36x.

8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
An important indicator to the success of our ESL program is the transition of ELLs exiting out of ESL services by becoming proficient in the English language. In general, most of our English proficient students do well academically, many of them becoming the top students in their classes. Another indicator to the quality of our ESL program is the progress made by our current ESL students. All of our students continue to make strides forward in their English language acquisition as well as across content areas.

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.

When parents enroll their child in school, the school determines the enrollment status category to which the student belongs: 1) Enrolling as a new students to New York City/State, in which the school will continue to complete the entire ELL Identification Process, 2) Enrolling as a new student to New York City coming from a New York State public school, in which the school must obtain the student’s NYSITELL/NYSESLAT scores directly from the sending NYS public school, 3) Enrolling as a former New York City/ State public school student reentering after having been enrolled outside of a NYC/NYS public school for two or more years, in which the entire ELL Identification Process must be completed. Students reentering into the NYC/NYS school system for less than two years are not eligible to go through the Identification Process and will continue at the ELL status in effect at the time of discharge from the NYC/NYS public school.

Once the student’s enrollment status is determined as having to further complete the ELL Identification Process, the following steps and placement of the student into an ELL program, chosen by the parent, is completed within 10 school days. First, the Home Language Identification Survey (HLIS) is administered to determine the student’s home language as part of the general intake procedures, in the native language. The identified home language is based on the results of the HILS, which also includes an interview with both the parent and student in English and the home language. This part of the process is conducted by a licensed pedagogy, either Ms. Yolanda Almanza (ELL coordinator) or Ms. Andrea Otero (TESOL teacher). Over the phone interpretation services are available through the DOE’s Translation and Interpretation Unit so that parents can receive language assistance and have their questions answered in their preferred languages. If, according to the HILS, the student’s home language is determined to be English the ELL Identification Process stops and the student is placed in an appropriate classroom setting.

If the student’s home language is determined to be a language other than English, the process continues to determine the students NYSITELL eligibility. A more in-depth interview is conducted with the student by a trained pedagogy, either Ms. Yolanda Almanza (ELL coordinator) or Ms. Andrea Otero (TESOL teacher), reviewing the student’s prior school work in reading, writing, and math if available, or, age and grade appropriate informal assessments and interview questions. At this point IEPs and SIFE status are taken into consideration, as will be further examined in this document. If the students is determine to be ineligible to take the NYSITELL the ELL Identification Process stops and the student is placed in an appropriate classroom setting. If a student is determined to not be an ELL the parents are informed of their child’s non-eligibility and receives information on requesting re-identification within 45 days. If a student is determined to be eligible for the NYSITELL, the answer document is printed, the exam is administered, and the answer document is scanned into ATS within 10 day of the student’s enrollment.

Within 5 school days of ELL determination, schools must inform parents of the results of the NYSITELL and ELL status using the standard parent notification letters with our school’s letterhead. These letters include information of the student’s ELL entitlement or non-entitlement.

All new entrants whose HILS responses indicate a home language of Spanish and who are newly identified as an ELL must be administered the Spanish Lab at the time of initial/re-enrollment during the same 10 day testing window of the NYSITELL. The Spanish Lab answer documents are scanned into ATS within 10 school days of enrollment.

Students, who are identified as ELLs, are placed in a language program as per the parent’s program preference during the Parent Orientation. Parent option is later completed in the ELPC screen for each newly identified ELL.

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).

Students who have attended less than twelve months of schooling in the United States, and are two or more years below grade level in their home language due to inconsistent or interrupted schooling prior to arrival in the United States may undergo SIFE

identification. Within 30 school days from initial enrollment the school makes a SIFE determination beginning with the HILS. If there are indications within the ELL Identification Process that the student has had an interruption or inconsistency in their formal schooling, the SIFE Identification Process begins. The process includes the administration of the oral interview questionnaire and the administration of the Literacy Evaluation for Newcomer SIFE (LENS).

Initial SIFE status is indicated on the BNDC no later than 30 days of enrollment. The SIFE status is removed once the ELL scores at an intermediate/transitioning level or higher on the NYSESLAT.

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).

NYSITELL eligibility for newly enrolled students with IEPs (from within the US) is based on the determination of the Language Proficiency Team. Our LPT is comprised of the Principal Elvira Maresca, the ELL coordinator Yolanda Almanza, the special education designee Quyen Quach, and the student's parent or guardian. A qualified interpreter is present to ensure successful communication between parent and staff.

The LPT determines whether the student should take the NYSITELL. Consideration is made on the evidence of the student's English language development, including the ELL Identification Process, the student's history of language use in the school, home, and community, and information provided by the CSE as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English.

If the LPT determines the student may have English language acquisition needs, the students must take the NYSITELL. If the LPT determines the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation is sent to the principal for review. The principal rejects or accepts the recommendation. If rejected the NYSITELL is immediately administered. If accepted the recommendation is sent to the superintendent and the parent/guardian is notified within 3 school days of the decision in the preferred language. The final decision is made by the superintendent, who has 10 days to accept or reject the recommendation. If the superintendent determines the student must take the NYSITELL the LPT NYSITELL Determination Form is completed and placed in the student's Cumulative folder.

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.

In September, letters of entitlement and non-entitlement of ESL services are sent to the parents along with the September ELL Parent Orientation meeting invitation for those students who have been identified as ELLs. The ESL staff is responsible for printing and distributing the letters. The letters are obtained from the Board of Education's website, and are bilingually printed with an English side and a home language translation. Each letter is completed and delivered by hand to the students' classrooms to bring home within five school days of their NYSITELL answer documents having been scanned onto ATS. Both the dates and distribution of the letters are documented and kept in the ELL Compliance Binder.

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).

A student who has undergone the ELL Identification Process, as a result of a first time entry or reentry, may go through the ELL Re-identification Process. This allows the school and/or parent to request the ELL identification process be administered a second time due to misidentification. This process can only be utilized for students who have a home language other than English, are ELLs and non-ELLs, and must be requested within 45 days of enrollment.

After a newly enrolled student has been identified as a non-ELL, parents are informed of the decision via non-entitlement letters. Along with these letters, information on appealing this decision within 45 days of enrollment is also sent home to the parent in both English and the home language. These letters are also obtained and printed from the Board of Education's website. The distribution dates of these letters are documented and the records are kept in the ELL compliance binder.

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.

Our ESL teachers and Parent Coordinator work alongside administration to guarantee that our parents are provided with the necessary information in order to make program selections by the end of the ELL screening process. NYC programming options include Transitional bilingual education, dual language, and freestanding ENL. Parents are also informed that our school, P.S. 36x, currently only has a freestanding ENL program. If they would like for their child to be placed in another ELL program the ELL Coordinator, Yolanda Almanza, requests a placement in another school with availability as soon as possible, via email to ELLProgramTransfera@schools.nyc.gov. In September and October the ESL teachers, along with the Parent Coordinator, host Parent Orientation Meetings within 5 days of identifying their children as ELLs. The Parent Orientation Meetings are held in Spanish, Arabic, and Bengali to meet our parents' language needs. All parents of ELL students new to the NYC public schools are invited to attend. We utilize the multi-lingual online orientation video and staff translators to bridge language barriers. Parents are assisted in completing

the Parent Surveys and Program Selection forms on site. The Parent Coordinator and the ESL teachers follow-up with the parents who do not attend the meetings through reminder letters and phone calls. Additional meetings are scheduled as needed. Documentation of meetings held within 5 school days of the students' ELL identification, attending parents, and reminder letters/phones calls to parents who did not attend are kept in the ELL compliance Binder. The students are placed in the program selected by the parents within 5 school days of parent selection through the ELPC screen on ATS.

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.

Parent Surveys and Program Selection forms are completed on site during Parent Orientation Meetings held within 5 school days of a student's identification as an ELL. If parents fail to attend these scheduled meetings, Parent Surveys and Program Selection forms are handed to students, addressed to their parents, with information on all three program choices in both English and the home language, intended for parents to return signed. Phone calls are also made informing parents of the program choices and the importance of their program selection. All dates of letters sent home and phone calls made are documented and kept in the ELL Compliance binder. If parents fail to return the Parent Surveys and Program Selection forms within 5 school days the student is placed in a freestanding ENL program through the ELPC screen on ATS, since our school does not currently have a bilingual program.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

Records are kept in the ELL Compliance binder documenting dates of letters sent home inviting parents to the Parent Orientation Meetings, reminders letters sent home, and follow up letters and phone calls to parents who did not attend the meeting and have not made any selection on the Parent Surveys and Program Selection forms. If parents fail to return the Parent Surveys and Program Selection forms within 5 school days the student is placed in a freestanding ENL program through the ELPC screen on ATS, since our school does not currently have a bilingual program.
9. Describe how your school ensures that placement parent notification letters are distributed.

Parent notification letters of their child's placement into an ELL program based on the Parent Survey and Program Selection form are sent home in English as well as in the parents prefer language. The dates of placement letters sent home are documented and kept in the ELL compliance binder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

All ELL related documents are kept in the students' cumulative records. In addition, our school keeps copies of all ELL documents in an ELL Folder of Critical Documents kept inside of the ELL compliance Binder. These Critical Documents include dated and signed copies of: Home Language Identification Surveys, Parent survey and Program Selection forms, Program Placement letters, Entitlement letters (for newly identified ELLs), Continued Entitlement letters (for continuing ELLs), Non-entitlement letters, and Language Proficiency Team NYSYTELL forms (when applicable).
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.

In April the ELL Coordinator, Yolanda Almanza, runs the RLER report on ATS to gather the names of all the students eligible for the NYSESLAT in the current school year. Once the names are collected, the ENL teachers administer each section according to the testing calendar. For the Speaking section, the ENL teachers individually assess students. For the Listening, Reading, and Writing sections students are assessed in small groups according to their grade level. Once all testing is completed, a committee of teachers is in charge of scoring the writing section and also responsible for completing and bubbling the answer documents.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

The students who have taken the NYSESLAT the previous school year (2014/2015) receive the Parent Report along with the performance level descriptions. Students who score at the entering, emerging, transitioning, expanding, and commanding levels on the NYSESLAT receive a letter of continued entitlement in both English and the parents' preferred language. These continued entitlement and transitional support letters are sent home to parent no later than September 15.
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).

Overwhelmingly the parents of the P.S. 36x community have requested ENL services (95%), indicating the program models offered at our school align with parent requests. Usually one to two parents annually indicates an interest in bilingual program services. The majority of parents select the Freestanding ENL program option as their first choice. Many select it as their only choice. Our ELL Coordinator, Yolanda Almanza, meets individually with those parents of ELLs who are interested in bilingual placement. Ms. Almanza contacts the Office of Student Enrollment by sending an email to ELLProgramTransfers@schools.nyc.gov. According to the ELPC screen 9/9 newly arrived students were placed in our Freestanding ENL program as per parents' choice.

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.

Our ENL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ENL program. Our ENL program is staffed with trained and certified TESOL teachers; Yolanda Almanza servicing grades 3-5 and Andrea Otero servicing grades k-2. Both teachers push-in for integrated ENL units during content area instruction such as Math and ELA, and pullout ELL students for Stand Alone ENL units of study. ELL students are grouped according to grade level and/or using data from NYSESLAT results. Students are grouped according to their proficiency levels for pullout services, and heterogeneously within regular classrooms. The ELLs on each grade level are placed in specified ELL classrooms, with teacher consent, in order to ensure ENL services are delivered.

- b. TBE program. *If applicable.*

- c. DL program. *If applicable.*

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

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

The English Language Learner student body is divided to ensure that ELLs are provided the mandated time as dictated by CR Part 154. The entering and emerging students are grouped homogeneously in the same grade. The entering students receive 540 minutes, or 3 units of study, per week. This is divided into 180 minutes of stand alone ENL (1 unit of study), 180 minutes of integrated ENL in the content area of ELA (1 unit of study), and 180 minutes with flexibility between stand alone and integrated ENL (1 unit of study). The emerging students receive 360 minutes, or 2 units of study, per week. This is divided into 90 minutes of stand alone ENL (.5 unit of study), 180 minutes of integrated ENL in the content area of ELA (1 unit of study), and 90 minutes with flexibility between stand alone and integrated ENL (.5 unit of study). Similarly, the transitioning and expanding students are grouped in the same manner but receive 180 minutes, or 1 unit of study, per week. The transitioning students' time is divided into 90 minutes (.5 unit of study) of integrated ENL in a content area and another 90 minutes (.5 unit of study) with flexibility between stand alone and integrated ENL. Expanding students receive 180 minutes (1 unit of study) of integrated ENL in a content area. We also continue to service our commanding students for two years after scoring an English proficient level on the NYSESLAT. These students receive 90 minutes, or .5 unit of study, per week with flexibility based on scheduling between stand alone ENL or integrated ENL in a content area.

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.

English as a New Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ENL teachers and classroom teachers ensures that integrated content-based ENL instruction is complimentary to what students are learning in their mainstream classrooms. Our ENL teachers are required to deliver academically rigorous lessons that are aligned to the New Language Arts Proficiency (NLAP) standards, using the Point of Entry Model. Teachers maintain evidence in students' folders of teacher conferences, informal assessments, and progress of students' work. Flexible grouping and cooperative learning engages students in communicative, cognitive, and metacognitive activities. All

ELL instruction at P.S. 36 is conducted in English. The instructional approaches incorporate language experiences, Point of Entry Model, Quality Teaching for English Learners (QTEL), Total Physical Response (TPR), and the use of technology and the arts. The scaffolding methods used to make content comprehensive includes modeling, bridging, accessing prior knowledge, collaborative work, text representation, contextualizing, schema building, and meta-cognitive development. The school wide (k-5) math curriculum used is GoMath, which is Common Core aligned, incorporates an ELL component, and has math manipulatives for hands on learning. In English Language Arts, the lowers grade (k-2) use Foundations for phonemic awareness and development of phonics skills. Making Meaning and Being a Writer programs are used in kindergarten and first grades for reading and writing instruction and are aligned to the Common Core Learning Standards by the teachers. ReadyGen is used in second grade for reading and writing instruction and is already aligned to the CCLS. Expeditionary Learning is used throughout grades three to five. Throughout the entire school guided reading and balanced literacy is implemented to support student progress. Our science curriculum follows the Foss Science Curriculum, which provides hands-on learning experiences for our students. Social Studies classes follow the New York State Social Studies Framework and the New York State scope and sequence, which is CCLS aligned.

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

The Spanish Lab is administered to our newcomer students who speak Spanish. The data gathered from the Spanish Lab in combination with the Spanish DRA levels help us determine how literate the students are in Spanish.

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

English as a New Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between the ENL teachers and classroom teachers ensures that content-based ENL instruction is complementary to what students are learning in their mainstream classrooms. In addition, our students learn to focus on language acquisition techniques that enable them to perform adequately when they are in their classrooms. Specific attention is also given to writing and vocabulary development. These strategies help to support students' progress on their English language acquisition that can be seen through the advancement of their NYSESLAT scores, which evaluates their proficiency in all four modalities at the end of every school year.

6. How do you differentiate instruction for each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

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

- a. SIFE

SIFE students are included in after school tutoring programs. These students are also placed in small groups for differentiated instruction and targeted support. Parents of SIFE students are invited to take part in various parent workshops. These students also are invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

- b. Newcomer

For newcomer students we provide extended small group instruction and interventions that target their language development. Stand-alone ENL mandated minutes allows for the ENL teachers to target specific language strategies that help these students build their vocabulary and English grammar skills. These students also are invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

- c. Developing

Developing ELL students have access to the full range of interventions available at our school. They are placed in small groups for tutoring and guided reading, both within their classrooms and in the ENL classroom. These students also are invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

- d. Long Term

Long Term ELLs are placed in after school tutoring sessions and are considered for the full range of AIS supports in the content areas. These students are also invited to attend after school tutoring session and the summer enrichment program (third through fifth grade) with Title III fund in math, science, and ELA.

e. Former ELLs up to 2 years after exiting status

As per the new mandates of CR Part 154, our school will be servicing former ELL students who have tested commanding on the NYSESLAT for two years after they have received this score. These students are serviced through integrated ENL instruction in ELA and/or content areas based on scheduling. Their instruction is delivered by one of our ENL teachers through push-in instruction. They are also placed in small groups for differentiated instruction and targeted support. Former ELL students are also invited to attend after school tutoring sessions and the summer enrichment program (third through fifth grade) with Title III funds in math, science, and ELA.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

Between 6 and 12 months after the re-identification has been established, the principal, Ms. Maresca, reviews the decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with the ELL coordinator and/or the student's ENL teacher, as well as the classroom teacher, the parent/guardian, and the student on the progress made and any academic struggles the student may be facing. Based on the recommendations made, if the principal believes that the student may have been adversely affected by the determination, she arranges for additional support services for the student and may move to reverse the determination. If she chooses to do this she must consult with the superintendent, and a final decision notification is presented to the parent/guardian in the preferred language within 10 school days.

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?

To meet the diverse needs of ELLs-SWDs within the least restrictive environment ENL teachers collaborate with the Special Education teachers and support service staff. ENL teachers group their ELLs-SWDs with our general education ELL students. These students also receive the mandated hours of ENL services as per CR Part 154.

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?

ELLs students who receive Special Education services are provided with the full range of interventions available at the school. They are placed in small groups for tutoring and guided reading within their classroom. These students also attend after school tutoring sessions with Title III funds in math and ELA, and are invited to the Title III summer enrichment program. Students receive ELA interventions with Wilsons Double Dose Foundations, small group instruction, and RtI interventions. Students receive math interventions with small group instruction focusing on using manipulatives and visual to increase comprehension skills. The Science and Social Studies teachers works closely with the ELLs-SWDs to ensure content knowledge. Teachers are encouraged to assist the ELLs-SWDs by using the glossary of terms in their native language. The content instruction is in English with native language support when available.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

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

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

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



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

Chart

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

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

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

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

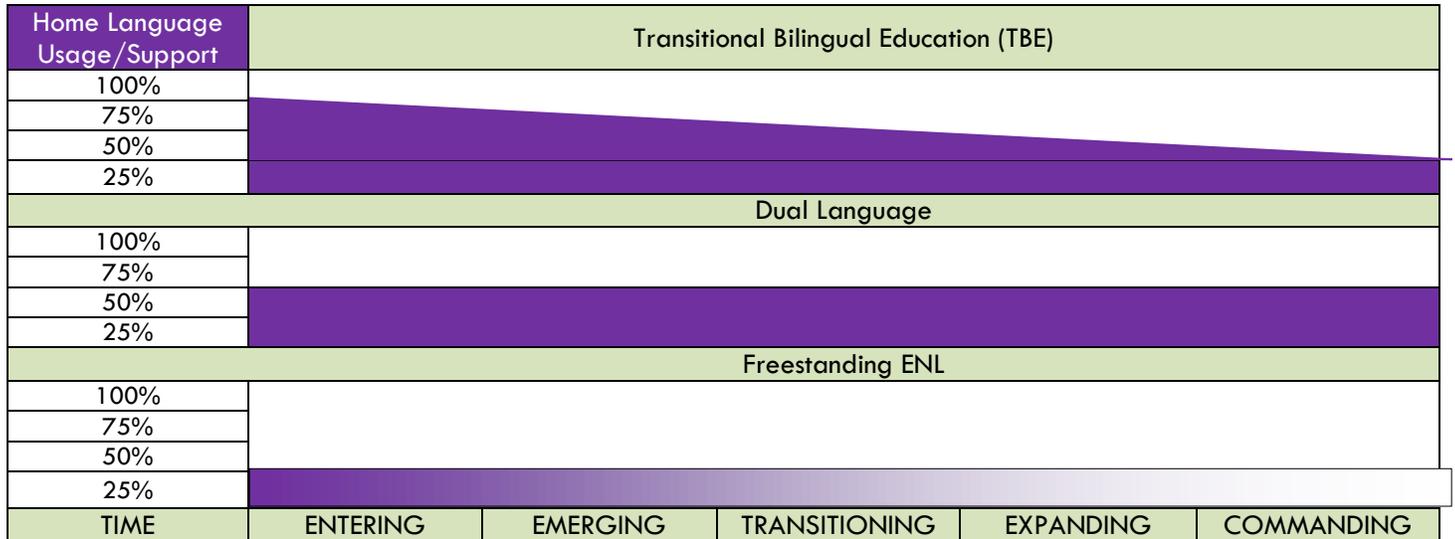


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

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

Students receive ELA interventions through our Response to Intervention programs such as Great Leaps, Wilson's Double Dose Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. The Science and Social Studies teachers work closely with the ELLs to ensure content knowledge. Teachers are encouraged to assist the ELLs with using glossaries in their native languages. The content instruction is in English with native language support when available.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

We ensure the effectiveness of our ENL program at P.S. 36 by teaching language acquisition through the content areas in combination with the collaboration of our ENL teachers, content area teachers, and classroom teachers. Teachers include scaffolding methods to make content comprehensible and include strategies such as modeling, bridging, accessing prior knowledge, text representation, contextualizing, schema building, and meta-cognitive development in order to support our English Language Learners. In addition, we closely look at the data provided by the NYSESLAT to monitor progress and target areas in need of improvement in all four modalities.
12. What new programs or improvements will be considered for the upcoming school year?

The following improvements are being implemented for this school year. Our teachers are involved in continuing to strengthen teacher practice in the areas of engagement questioning and assessment in order to support student learning. Our Rtl team is refining systems for each if the Tiers I, II, and III. This supports our English Language Learners in receiving the proper interventions to meet their academic needs. Programs such as Great Leaps will be included in our Rtl plan to support ELLs and struggling readers. Improvements also will include revising schedules providing Rtl periods across grades. Units of study and performance tasks help to align instruction to meet our English Language Learners' academic needs.
13. What programs/services for ELLs will be discontinued and why?

There are no programs being discontinued that support our ELLs.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

Our ENL students are very active participants in all schools activities, which include Chorus, AIS, after school, Saturday Academy, Boy Scouts, the Nutrition Committee, and Recycling Committee/ Green Team. They also participate in after school programs, such as Academic Intervention and an eight-teen week Title III Academic After School program. Out Title III funds are also used to address the needs of our newcomers. Starting in January they will be invited to attend the Saturday Academy. The ENL staff invites and encourages the ELL students to participate in all school activities. They also deliver and clarify information about the different activities and programs being held to the students themselves and their parents. The goals of our afterschool activities are to provide students with many experiences and unique educational opportunities.
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.

At P.S. 36 there are a variety of materials to support our English Language Learners. Teachers integrate technology and audiovisual materials into their lessons. The ENL lab has a leveled library, including books in Spanish, Bengali, Arabic, Punjabi, French, Albanian, and Urdu. Spanish language content materials in math, social studies, and science are also available when needed. Bilingual glossaries of content area terminology are given to the beginner students to use in their monolingual classrooms. There are listening centers with books on tape and CD., laptops are used regularly throughout the school year. GoMath materials are in the classroom for native language ELL speakers.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Students arriving new to the country are placed in small groups for ENL instruction. They take part in extra tutoring sessions to develop the basic communication skills that other beginner students may have already acquired. The native language speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher and ENL teachers, who also speak Spanish, The parents of newcomers are also invited to the ENL workshops to help better support their children.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

All required support services and resources correspond to the students' grade level, age, and NYSESLAT data. All our ENL groups are formed by grade level. All instruction is geared towards students' appropriate ages. The students are grouped according to their NYSITELL and NYSESLAT scores, which newly include entering, emerging, transitional, expanding, and commanding. Instruction is modified and/or scaffolded to meet students' needs. Students are also supported through small group instruction to help reach grade appropriate levels in listening, speaking, reading, and writing.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

If the school becomes aware of newly enrolled ELL students by June or July, they are invited to attend the Title III ELL summer enrichment program. This provides good preparation for the upcoming school year. During the school year, ELLs in grade 3, 4, and 5 are invited to attend the Title III afterschool program, and Saturday Academy.

19. What language electives are offered to ELLs?

There are no language electives offered at P.S. 36. Native language support is offered to meet the language needs of the newcomer students who are mandated to take the content area tests.

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)?

We do not have a dual language program at P.S. 36.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)

The ENL staff at P.S. 36 are active participants in ENL professional development. Our teachers, paraprofessionals, psychologist, occupational/physical therapists, speech therapists, parent coordinator, and administrators regularly attend professional development as offered by the ENL staff here and the DOE. Our secretaries have received training on ELL program options and ENL language sensitivity. An ENL teachers' library resource was established in the schools UFT Teachers' Center. Our monolingual and ENL teachers who attend professional development outside of the school, discuss the session during grade conferences and during professional development extended hours. In addition, our ENL teachers, Ms. Yolanda Almanza and Ms. Andrea Otero, present and disseminate different techniques and resources on how to provide support for the ELL students.
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?

Our teachers are often involved in various professional development workshops that address the needs of the ELLs as they engage in the Common Core Learning Standards. Teaching literacy and supporting English language acquisition is no longer the sole concern of the ENL teachers, but is a collaborative effort among all staff. We give our teachers the opportunity to attend workshops and other professional development that support learning strategies for ENL education. These workshops include Math Exemplars that deliver ELL strategies for grades k through 5 and Writing Across all Subjects for Newcomers, Entering, and Emerging ELLs which highlight writing strategies.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

The ENL staff works closely with the Fifth grade teachers and school administrators to help support ELLs transitions to middle school. Each student's unique situation is considered as well as available options for the students. Our guidance counselor, ENL teachers, and administrators meet with the classroom teachers to discuss options for our ELLs in their transition to middle school. The school leadership committee also supports our teachers and staff by disseminating information the received during our monthly meetings and grade conferences. When possible, ENL staff notifies the middle schools and the incoming ELLs and their circumstances. Our guidance counselor along with the Child Study Team, which includes administrators, teachers, psychologist, social worker, and support staff, meet weekly to discuss any concerns or issues with the ELL students.
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.

The requirements on ELL-specific Professional Development for teachers are still being planned for the 2015/2016 school year. We have held professional developments in math strategies for ELLs students. Also, ENL and general education teachers are attending a series of workshops on writing strategies for new comer, emerging, and entering ELLs. As the school year continues we, as a staff, continue to look for more opportunities to address the needs of both the students and teachers when approaching ELLs strategies and modifications.

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?

Our school formally meets with parents four times a year. These meetings occur during Meet the Teacher Night in September and Parent Teacher Conferences in November, March and, May. In addition to these meetings parents are always welcome to meet with teachers on Tuesdays from 2:40pm to 3:20pm. Our attendance office and guidance counselor, Ms. Perez, communicate with parents on a daily basis, as needed, to inform parent about their child's status. The ENL teacher also meets with parents individually throughout the year. Parents and staff are aware that they can request over-the-phone interpretation services for outgoing calls to parents and to communicate during face-to-face meetings. Interpreters are always provided for IEP meetings or when requested by the parent. [Paste response here:](#)

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. Fortunately at P.S. 36 there is a tradition of involved parents. In September, there is Meet the Teacher Night which provides all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is a well-attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. In addition to these meetings parents are always welcome to meet with teachers on Tuesdays from 2:40pm to 3:20pm. Our teachers also host a variety of parent workshops that inform parents on ways they can help their children at home with Math, reading, and writing strategies. Twice a year there are Family Literacy Nights, when parents participate with their children in literacy activities. These nights are guided by school staff, including ESL staff. Many ELL parents attend these fun and enjoyable explorations into childhood literacy. In the spring there is the Math Carnival. This event includes many fun math games and activities in a carnival setting. The children, including ELLs and their parents look forward to this event every year. [Paste response here:](#)

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory of community based organizations to meet their individualized needs. Concerns and questions can also be addressed by our Parent Coordinator. [Paste response to question here:](#)

5. How do you evaluate the needs of the parents?

Parents' needs are evaluated through ongoing communication. The ENL staff meets with them during Open School Night, Parent-Teacher Conferences, and individual conferences as needed. Concerns and questions can also be addressed by our Parent Coordinator.

6. How do your parental involvement activities address the needs of the parents?

Parents have expressed concerns about being able to assist their students in English with limited English fluency. These concerns are addressed through Family Literacy nights, where families are shown ways to interact with text in many ways and parent workshops. Also the ESL department maintains a library of bilingual books that parents can borrow. Parents have also expressed concerns about navigating the bureaucracy of the Department of Education. This concern is addressed primarily through one-on-one assistance by our parent coordinator. Also parents are made aware of the parent workshops and events sponsored by the Dept. of Ed. P.S. 36 provides ESL classes and Citizenship courses for parents interested in improving their skills.

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.

The ENL and Arts department has begun an extended day program on Tuesday afternoons. This program is directed for Newcomer ELLs and gives the students an opportunity to learn English through the arts. Students are invited to enriching field trips and language experiences.

Part VI: LAP Assurances

School Name: _		School DBN: #INGEST ERROR!	
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)
Ms. Maresca	Principal		1/15/16
Ms. Milby/Ms. Quach	Assistant Principal		1/15/16
Ms. Martinez	Parent Coordinator		1/15/16
Ms. Almanza/Ms. Otero	ENL/Bilingual Teacher		1/15/16
	Parent		1/1/01
Mr. Holt/ Art	Teacher/Subject Area		1/15/16
Ms. Rodriguez/ Speech	Teacher/Subject Area		1/15/16
Ms. Stolz	Coach		1/15/16
Mr. Brooks	Coach		1/15/16
Ms. Cedenno	School Counselor		1/15/16
Dr. Ames	Superintendent		1/15/16
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **08X036** School Name: **Rising Stars School**
Superintendent: **Ames**

Before you begin, please check the following:

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

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

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

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

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

The Language Access Coordinator, Ms. Almanza, as well as the ENL teachers, Ms. Almanza and Ms. Otero, track the language preferences of all parents in the school community. Written and oral language preference data is collected using the following forms and entered by our pupil accountant, Ms. Barrett, into ATS. We use Student Registration Forms which are completed by the enrollment office. Also, we use the data from the Home Language Identification Survey (HLIS) that is completed by all parents during initial enrollment and Emergency Contact Cards /Blue Cards that are completed by all parents at the beginning of every school year or upon enrollment in a new school. All this data is collected to determine parents' language preference and throughout the year, the Language Access Coordinator regularly generates and reviews up-to-date ATS reports which indicate preferred languages for parents in our school community.

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.

As per the ATS report RAPC, parents' preferred languages in our school included Spanish, Arabic, Bengali, Chinese, Tonga, Albanian, Mandinga, and Tamli.

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.)

At P.S. 36 we understand that schools must translate documents containing critical information regarding a student's education in each of the covered languages. We disseminate all DOE produced documents that contain critical information about educational programs and services which are distributed or made available to all parents. If needed, these centrally produced documents include, the DOE's Discipline Code, Chancellor's Regulations, The Respect for All Brochure, Guide for parents of English Language Learners, ENL Parent letters, Parent Surveys, and Translation and Interpretation information. Student-specific documents are translated by the DOE's contracted vendor to provide translation services. In addition, school flyers, trip forms, calendars, and other parent letters are sent home in English and Spanish due to the high population of Spanish speaking students we have in our school.

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.

Our school formally meets with parents four times a year. These meetings occur during Meet the Teacher Night in September and Parent Teacher Conferences in November, March and May. In addition to these meetings, parents are always welcome to meet with teachers on Tuesdays from 2:40pm to 3:20pm. Our attendance office and guidance counselor, Ms. Perez, communicate with parents on a daily basis, as needed, to inform parents about their children's status. In addition, the ENL teacher also meets with parents individually throughout the school year. Parents and staff are aware they can request over-the-phone interpretation services for outgoing calls to parents in order to communicate during face-to-face meetings. Interpreters are always provided for IEP meetings or when requested by the parent.

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.

When needed, school personnel and volunteers perform in-house translation. We strive to have translation contacts for all the languages in the school. Also, we aim to have translations completed in a timely fashion, in order to allow the proper amount of time to make parents aware of future meetings and

other activities held at the school; and to address any concerns or questions parents might have. The majority of our translation needs are met through parent volunteers and staff.

2. Describe 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.

Translators are provided for meetings, whether the audiences are parents, teachers, or students. Translators are also provided for children during testing in order to support our second language learners. The ENL faculty works closely with the testing coordinator to ensure testing accommodations are appropriate. For students eligible for the New York State tests in-house school staff, volunteer parents, and outside vendors provide these services when needed. We also utilize the call-in interpretation services offered by the NYC Department of Education for parent teacher conferences and other parent meetings. This number is readily available in the main office, guidance office, and ENL lab. The Language Access Coordinator also provided teachers with a copie of the language Identification Guide.

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.)

The Language Access Coordinator, Ms. Almanza, has facilitated Professional Developments for our staff members on how to meet parents' language needs. Our staff is informed about different translation and interpretation services provided by the DOE and outside vendors to help communicate with parents. In addition, teachers and other staff members were provided with Language Palm Cards which help identify parents's languages and can easily locate the T&I over-the-phone unit's phone number.

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 accordance with the Chancellor's Regulations, our program provides parents with the knowledge that translation and interpretation services are available through the Parent Newsletters such as "Helping to involve Parents school internet accessibility," "School Handbook," and "Parent Handbook." We also have welcome posters at the entrance of the school informing parents that translation and interpretation services are available as per their request.

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)

At the end of every parent meeting or workshop we provide parents with a feedback form in which they rate the event and add suggestions to better our practices. Parents also receive an annual survey when they attend the Parent Teacher Conferences in March. This survey allows parents to rate how satisfied they are with the services provided by the school.