



P.S. 36 – MARGARET DOUGLAS SCHOOL

2009-10

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL: (05M036)
ADDRESS: 123 MORNINGSIDE DRIVE
TELEPHONE: 212-690-5807
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 36 **SCHOOL NAME:** Margaret Douglas

SCHOOL ADDRESS: 123 Morningside Drive

SCHOOL TELEPHONE: 212-690-5807 **FAX:** 2-2-690-5811

SCHOOL CONTACT PERSON: Cynthia Mullins-Simmons **EMAIL ADDRESS:** Csimmon2@
Schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Betty Kouassi

PRINCIPAL: Cynthia Mullins-Simmons

UFT CHAPTER LEADER: Monique Greene

PARENTS' ASSOCIATION PRESIDENT: Shereen Jackson

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 05 **SSO NAME:** Community Learning Support Organization

SSO NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Cynthia Mullins-Simmons	*Principal or Designee	
Monique Greene	*UFT Chapter Chairperson or Designee	
Shereen Jackson	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
	Member/	

Signatures of the members of the School Leadership Team (SLT), as well as any applicable documentation, are available for viewing at the school and are on file at the Office of School Improvement.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

We, at P.S. 36, believe that all children are gifted and talented and have multiple intelligences. We are unique in that we are an Early Childhood School with grades Pre K-3 (soon to be expanding to grades 4 and 5). Our primary goal is to build a foundation that will encourage and support self awareness in our children. It is our hope that with a "good sense of self," students will strive to reach their maximum potential, which will facilitate the process by which they learn to connect to our ever changing and diverse society and world. We have high expectations for our students and are committed to providing an environment that is warm, safe, nurturing, inviting, and conducive to teaching and learning. Such an environment includes academic and social programs that guide and support the learning that is needed to meet rigorous New York State Standards across all discipline areas.

As a school community, we strongly believe in the inclusion of the arts. Research shows that students perform better academically when they are exposed to the Fine Arts. As a result, we are further committed to providing opportunities for our students to participate in: Dance, Music Appreciation, Chorus, Violin, Keyboarding, and forms of Visual Arts. Through these mediums, we are able to "tap into" and address the diverse learning styles of our young scholars.

In addition, we have many positive affiliations with local Colleges, Universities, and Community Based Organizations and Projects, such as: Columbia University, Barnard College, and City College.

Our consistent goal is to remain dedicated to "sparking, inspiring, and maintaining a passion for learning" within every Margaret Douglas, P.S. 36 student.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 036 Margaret Douglas						
District:	5	DBN:	05M036	School BEDS Code:	310500010036		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3		7		11
	K	√	4		8		12
	1	√	5		9		Ungraded
	2	√	6		10		
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	100	104	89		88.9		
Kindergarten	138	126	122				
Grade 1	144	163	154	Student Stability - % of Enrollment:			
Grade 2	161	144	138	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	0	0	0		92.4	94.4	93.2
Grade 4	0	0	0	Poverty Rate - % of Enrollment:			
Grade 5	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 6	0	0	0		83.5	87.8	69.9
Grade 7	0	0	0	Students in Temporary Housing - Total Number:			
Grade 8	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 9	0	0	0		6	18	31
Grade 10	0	0	0	Recent Immigrants - Total Number:			
Grade 11	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 12	0	0	0		6	3	4
Ungraded	0	6	0	Special Education Enrollment:			
Total	543	543	503	(As of October 31)	2006-07	2007-08	2008-09
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	36	35	26	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	22	23	25	Superintendent Suspensions	0	0	0
Number all others	16	20	24				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	27	42	38	Number of Teachers	49	50	49
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	33	37	31				

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	1	0	4	Number of Administrators and Other Professionals	5	15	16
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	6	3
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
	0	0	0	% fully licensed & permanently assigned to this school	98.0	100.0	100.0
				% more than 2 years teaching in this school	79.6	88.0	79.6
				% more than 5 years teaching anywhere	65.3	70.0	67.3
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2006-07	2007-08	2008-09		94.0	88.0	94.0
American Indian or Alaska Native	0.6	0.4	0.0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.9	88.0	100.0
Black or African American	59.3	56.5	53.5				
Hispanic or Latino	35.7	39.0	41.7				
Asian or Native Hawaiian/Other Pacific Isl.	2.8	1.8	1.8				
White	1.7	2.2	2.0				
Male	55.2	49.7	48.7				
Female	44.8	50.3	51.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
				√	√	√	√
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2009-1A - March 2009)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

Individual Subject/Area Ratings:							
Elementary/Middle Level				Secondary Level			
ELA:	IGS			ELA:			
Math:	IGS			Math:			
Science:				Graduation Rate:			

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√				
Ethnicity							
American Indian or Alaska Native		-	-				
Black or African American		√	√				
Hispanic or Latino		√SH	√				
Asian or Native Hawaiian/Other Pacific Islander		-	-				
White		-	-				
Other Groups							
Students with Disabilities		-	-				
Limited English Proficient		-	-				
Economically Disadvantaged		√	√				
Student groups making AYP in each subject		4	4	0	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade:		Overall Evaluation:	√
Overall Score:		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	√
School Environment:		Quality Statement 2: Plan and Set Goals	√
(Comprises 15% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	√
School Performance:		Quality Statement 4: Align Capacity Building to Goals	W
(Comprises 30% of the Overall Score)		Quality Statement 5: Monitor and Revise	√
Student Progress:			
(Comprises 55% of the Overall Score)			
Additional Credit:			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
	◇ = Outstanding
	NR = No Review Required

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school's continuous improvement?

Prior to this school year, PS 36 was a Pre-K to Grade 2 School and did not participate in any level of New York State Assessments. During 2009-2010, our newly added Grade 3 students will take the New York State ELA and Mathematics Tests. The following is a snapshot and analysis of English Language Arts and Mathematics data available from the New York City Department of Education (Division of Assessment and Accountability), ARIS & ACUITY Systems, and school level assessments:

ENGLISH LANGUAGE ARTS

ECLAS-2 - KINDERGARTEN

Date of Administration	Spelling % At Mastery	Listening Comprehension % At Mastery	Writing Development % At Mastery
Fall, 2007	61.6	67.5	61.7
Spring, 2008	73.3	76.2	76.5
Fall, 2008	62.5	57.6	62.4

KINDERGARTEN – SIGHT WORDS

ACTIVITY BENCHMARKS:

LEVEL 1 – MID-YEAR KINDERGARTEN
 LEVEL 2 – END OF KINDERGARTEN
 LEVEL 3 – MID-YEAR GRADE 1
 LEVEL 4 – END OF GRADE

LEVEL 5 – MID-YEAR GRADE 2
 LEVEL 6 – END OF GRADE 2
 LEVEL 7 – MID-YEAR GRADE 3
 LEVEL 8 - END OF GRADE 3

of Students Tested and % of Students Achieving Mastery

Date of Administration	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Fall, 2007	59/39.0	5/100.0	3/66.7		4/66.7	1/100.0	1/100.0
Spring, 2008	112/79.5	23/95.7	13/100.0	5/100.0	4/100.0	3/100.0	3/100.0
Fall, 2008	95/47.4	15/93.3	6/100.0		2/100.0		1/100.0

Spring, 2009 and Fall, 2009 results have not been officially posted on the New York City Department of Education Department's Division of Assessment and Accountability website.

**ECLAS-2
GRADE 1**

Date of Administration	Spelling % At Mastery	Listening Comprehension % At Mastery	Writing Development % At Mastery
Fall, 2007	39.2	38.7	46.1
Spring, 2008	65.5	69.0	84.1
Fall, 2008	48.2	52.3	57.6

ACTIVITY BENCHMARKS (SIGHT WORDS/READING COMPREHENSION):

LEVEL 1 – MID-YEAR KINDERGARTEN
 LEVEL 2 – END OF KINDERGARTEN
 LEVEL 3 – MID-YEAR GRADE 1
 LEVEL 4 – END OF GRADE

LEVEL 5 – MID-YEAR GRADE 2
 LEVEL 6 – END OF GRADE 2
 LEVEL 7 – MID-YEAR GRADE 3
 LEVEL 8 - END OF GRADE 3

GRADE 1 – SIGHT WORDS

of Students Tested and % of Students Achieving Mastery

Date of Administration	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Fall, 2007	97/50.5	38/76.3	12/100.0	5/100.0	5/100.0	2/100.0	
Spring, 2008	27/81.5	26/100.0	50/98.0	35/100.0	15/100.0	8/100.0	9/100.0
Fall, 2008	69/82.6	60/76.7	22/100.0	9/100.0	8/100.0	2/100.0	2/100.0

GRADE 1 – READING COMPREHENSION

of Students Tested and % of Students Achieving Mastery

Date of Administration	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Fall, 2007		45/71.3	11/81.8	2/100.0	7/85.7		
Spring, 2008		34/85.3	51/92.2	21/95.2	27/92.6	10/100.0	5/80.0
Fall, 2008		70/64.3	13/100.0	6/83.3	6/66.7		

NOTE: Spring, 2009 and Fall 2009 results have not been officially posted on the New York City Department of Education Department of Assessment and Accountability website.

**ECLAS-2
GRADE 2**

Date of Administration	Spelling % At Mastery	Listening Comprehension % At Mastery	Writing Development % At Mastery
Fall, 2007	29.7	41.9	51.9
Spring, 2008	60.2	78.0	62.1
Fall, 2008	60.8	71.2	71.2

ACTIVITY BENCHMARKS (SIGHT WORDS/READING COMPREHENSION):

LEVEL 1 – MID-YEAR KINDERGARTEN
 LEVEL 2 – END OF KINDERGARTEN
 LEVEL 3 – MID-YEAR GRADE 1
 LEVEL 4 – END OF GRADE

LEVEL 5 – MID-YEAR GRADE 2
 LEVEL 6 – END OF GRADE 2
 LEVEL 7 – MID-YEAR GRADE 3
 LEVEL 8 - END OF GRADE 3

GRADE 2 – SIGHT WORDS

of Students Tested and % of Students Achieving Mastery

Date of Administration	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Fall, 2007	17/76.5	23/78.3	36/86.1	48/85.4	25/84.0	11/90.9	10/100.0
Spring, 2008	8/75.0	3/100.0	12/83.3	22/95.5	36/94.4	22/100.0	37/100.0
Fall, 2008	10/100.0	12/91.7	28/96.4	47/93.6	23/87.0	9/100.0	23/100.0

GRADE 2 – READING COMPREHENSION

of Students Tested and % of Students Achieving Mastery

Date of Administration	Level 2	Level 3	Level 4	Level 5	Level 6	Level 7	Level 8
Fall, 2007		24/83.3	38/89.5	39/89.7	31/80.6	25/48.0	6/50.0
Spring, 2008		5/100.0	8/87.5	19/100.0	52/92.3	33/75.8	17/82.4
Fall, 2008		13/100.0	22/90.9	40/97.5	25/84.0	22/72.7	5/60.0

EPAL – GRADE 2 (2007-2008)

ASSESSED	# TESTED	% SCORE OF 0	% SCORE OF 1	% SCORE OF 2	% SCORE OF 3
Listening/Writing	118	0.8	23.7	50.1	25.4
Reading/Writing	118	0.0	27.1	57.6	15.3
Mechanics	118	0.8	20.3	69.5	9.3

NOTE: Spring, 2009 and Fall, 2009 results have not been officially posted on the New York City Department of Education Department of Assessment and Accountability website.

NEW YORK STATE SAMPLE ELA and Instructionally Targeted Assessments (ITA) GRADE 3

In October 2009, all third graders were assessed using a New York State Sample ELA Test. The tests were scored and analyzed across individual classes and grade. The top five performance indicators in need of improvement and the percentage of students having difficulty with the particular skill are as follows:

Distinguish between fact and opinion	65%
Evaluate the content by identifying important and unimportant details	57%
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources	55%
Use knowledge of story structure, story elements, and key vocabulary to interpret stories	50%
Make predictions, draw conclusions, make inferences about events and characters	50%

In November 2009, all third graders were assessed using the Grade 3 Instructionally Targeted Assessments (ITA - ACUITY). Based on the grade level Item Analysis Report, the top five performance indicators in need of improvement and the percentage of students having difficulty with the particular skill are as follows:

Draw conclusions from passage details	82%
Identify details that support the main idea	74%
Making Predictions – Determine how a character or person might behave in the future based upon text details	70%
Determine the main idea inferred from the text	68%
Determine how a character's or person's feelings or mood affect what happens – inferred from text	64%

MATHEMATICS

At the end of each unit in Everyday Math, there is an assessment administered to all students. The following represents the percentage of students meeting performance benchmarks identified within the 2008-2009 school year's instructional program:

Grade Level	Number Sense & Operation	Measurement	Algebra	Geometry	Statistics & Probability
Kindergarten	68%	72%	73%	81%	N/A
Grade One	60%	65%	76%	69%	64%
Grade Two	75%	71%	74%	82%	75%

NEW YORK STATE SAMPLE MATHEMATICS and Instructionally Targeted Assessments (ITA) – GRADE 3

In October 2009, all third graders were assessed using a New York State Sample Mathematics Test. The tests were scored and analyzed across individual classes and grades. The top five performance indicators in need of improvement and the percentage of students having difficulty with the particular skill are as follows:

Use and explain the commutative property of addition and subtraction	84%
Compare and order numbers to 1,000	79%
Check reasonableness of an answer by using estimation	65%
Read and interpret data in bar graphs and pictographs	62%
Use a variety of strategies to add and subtract 3-digit numbers (with and without regrouping)	56%

In November 2009, all third graders were assessed using the Grade 3 Instructionally Targeted Assessments (ITA - ACUITY). Based on the grade level Item Analysis Report, the top five performance indicators in need of improvement and the percentage of students having difficulty with the particular skill are as follows:

Estimate length of an everyday object by selecting the appropriate unit	59%
Measure the length of an object to the nearest ½ inch	54%
Decide which unit of length is appropriate for a given situation	49%
Compare and order numbers to 1,000	45%
Tells time to the minute	43%

Based on 2008-2009 data, focus skills were identified for students in grades K-2. Grade 3 focus skills were determined and prioritized based on the interpretation and analysis of the New York State Sample Mathematics Test and ACUITY assessments administered in the beginning of the 2009-10 school year. The focus skills are outlined below:

Focus Skills

Kindergarten	Grade One	Grade Two	Grade Three
Counting, reading and writing numbers 0 — 10	Name numbers before & after a given number/Tell the number that is one more, one less	Calculate the value of coin combinations	Put correct sign (greater than, less than, or equal) between two numbers.
Counting, reading and writing teen numbers 10—19	Complements of 10/Number Models	Solve number-grid puzzles.	Tell time to the minute, using digital and analog clocks.
Counting, reading, writing and comparing teen numbers	Count and create coin combinations with values up to 31¢	“What’s My Rule?”	Select and use standard (customary) and non-standard units to estimate measurements.
Count, read, write and compare numbers from 1 to 30+	“What’s My Rule?”	Show and calculate the value of coin combinations.	Count and represent combined coins and dollars.
Count backward from 20 to 1.	Counting Groups of Coins to 50¢	Count, write and order whole numbers in the 100s and 1,000s.	Measure the length of an object to the nearest half-inch.
Count by 5s to 50+	Patterns (Shapes, Color, Even/Odd, Skip-Counting, Number-Grid)	Solve a 2-digit number story	Deciding which unit of length is appropriate for a given situation.
Identify and state the value of pennies, nickels, and dimes	Measure objects using inches and centimeters	Fractions	Compare and order numbers to 1,000
State the value of groups of each coin (pennies, nickels, and dimes)	To Divide Geometric Figures into Equal Parts	Making Equivalent Amounts with Coins and Bills	Understand place value
Reinforcing addition and subtraction skills and the use of number sentences to model addition and subtraction number stories	Labeling Fractional Parts of Geometric Figures	Place Value Concepts	Adding and subtracting three digit numbers with and without regrouping
Time a) introducing the concepts of hour and minute b) understanding and reading an analog clock	Identify and explain the meanings of <i>numerator</i> and <i>denominator</i>	Multiplication and Division Strategies (Number Stories)	
	Comparing fractions		
	Review money, including dollars		
	Place Value		
	Adding & Subtracting 2-Digit Numbers		

Additional Data:

During the 2008-2009 school year, P.S. 36 underwent a Quality Review. The findings of the review highlighted the following:

- There needs to be greater interpretation of data across all curriculum areas.
- There is a need to improve the extent to which students are exposed to differentiated instruction.
- There is a need to improve inquiry work to ensure that the school highlights best practices across grades to the school.
- Increase communication with students about progress being made.

Summarization of Data/Implications for ELA Instruction:

To ensure consistent ELA progress at the Kindergarten Level, the following will continue:

- Ongoing professional development and support in Listening and Writing Development.
- Emphasis on using words and drawings to compose and revise writing.
- Encouraging students to strengthen listening skills through the exposure of various aspects of presentation (voice, conventions, organization, and choice).

To ensure consistent ELA progress at Grade Levels 1-2, the following will continue:

- Ongoing professional development and support in Reading Comprehension, Listening Comprehension and Writing Development.
- Engaging students in the Reading/Writing Process (planning, drafting, revising, editing, proofreading, and publishing)
- Encouraging students to think within written text (word attack skills, monitoring and correcting, using information, summarizing, and maintaining fluency), thinking beyond the text (predicting, making connections, inferring, and synthesizing), and thinking about the text (analyzing and critiquing).
- Exposing students to aspects of presentation (voice, conventions, organization, and word choice) and providing opportunities to interact and extend discussions within the classroom.

To ensure consistent ELA progress at Grade Level 3, the following will continue:

- Ongoing professional development and support in Reading Comprehension, Listening Comprehension and Writing Development.
- Engaging students in the Reading/Writing Process (planning, drafting, revising, editing, proofreading, and publishing).
- Focusing the writing on stronger organization, idea development, language use, word choice, and voice.
- Encouraging students to think on a more sophisticated level within written text (word attack skills, monitoring and correcting, using information, summarizing, and maintaining fluency), thinking beyond the text (predicting, making connections, inferring, and synthesizing), and thinking about the text (analyzing and critiquing).
- Exposing students to aspects of presentation (voice, conventions, organization, and word choice) and providing opportunities to interact and extend discussions within the classroom.
- Supplementation of literacy curriculum with the Storytown Reading Series by Harcourt.

In addition, at this grade level, the Inquiry Team is currently reviewing 3 ELA data and has decided to direct attention to reading comprehension with a concentrated focus on New York Standard 3/Subskill: evaluating the content by identifying important and unimportant details.

Reference: (The Continuum of Literacy Learning – Grades K-8 – Gay Su Pinnell and Irence C. Fountas)

Summarization of Data/Implications for Mathematics Instruction:

To ensure consistent school-wide progress in Mathematics, the following will continue:

- Ongoing professional development and support for pedagogues in the teaching and learning of Mathematics.
- Providing support across the grade levels (AIS) to increase proficiency in Number Sense and Operations.
- The identification of focus skills, providing the opportunity to revisit concepts within the Number Sense and Operations Strand.
- Providing opportunities for student skills development and enrichment.
- Improving strategy building and problem solving capability.
- Encouraging of discourse during the mathematics workshop.
- Monitoring progress to ensure that Everyday Math Assessments are administered, scored, and analyzed to determine next instructional steps for grade level, class level, and individualized intervention.

Quality Review Findings:

In addition to ELA/Math Summarization and Data/Implications, P.S. 36 has addressed findings of the Quality Review by ensuring the following are in place for the 2009-10 school year.

- Teachers are receiving greater exposure and support in using data based systems (ARIS and ACUITY).
- Meetings are scheduled on a regular basis to analyze data and determine next steps as it relates to the grade, individual classes and individual students. Strong emphasis is placed on the grouping of students in both ELA and Mathematics.
- The Inquiry Team meets on a weekly basis to analyze data on Grade 3. The team has identified the primary ELA need of a small group (16 students). The team is researching and planning to implement researched based strategies to address the area of greatest need. Future goals of the team are to extend the findings and strategies to the entire grade and to engage teachers across all constituencies into the inquiry based action research process.
- Teachers are encouraged to conference with students on an ongoing basis to ensure that scholars are aware of their individual needs and goals across all subject areas.

Greatest Accomplishments:

- Our efforts were recognized in during the 2008-09 - Quality Review. P.S. 36 received a rating of proficient.
- During the 2008-2009, eleven of our classes attained the honor of "Master Classroom," through the Accelerated Reader Program.
- We have improved school-wide structures (37.5 Minutes Tutoring Sessions) geared toward supporting struggling students.
- The school was the recipient of a Five Year Annenberg Grant for the Arts.
- In an effort to promote parental involvement, P.S. 36 received a "Parents for the Arts," grant.
- The school received \$15,000.00 from the Lotus Foundation to purchase musical instruments.
- Received \$400,000.00 grant for library renovation.

Barriers:

- Professional development will be planned to further enhance the capacity of all staff members to implement components of the Readers/Writers Workshop.

- P.S. 36 will participate in New York State testing for the first time this year. Teachers will continue to receive the support needed to collect, analyze, and interpret data to ensure student achievement.
- Parental involvement will continue to be encouraged to maximize opportunities for student progress and development.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

English Language Arts:

By June 2010, all students in grades K-3 will show an increase of 1-3 on the Fountas and Pinnell Reading Levels.

Mathematics:

By June 2010, all students in grades K-3 will show an increase of 20-25 percentage points from the initial assessment (September, 2009) to the end of year assessment.

Professional Development (Use of Data)

Continuing in September 2009 and ongoing throughout the year, all teachers will receive professional development and support relative to the use of data to drive instruction, evidenced by: conferences with school administration, instructional coaches, data specialist/testing coordinator, lesson plans, and classroom observations.

Parental Involvement:

Parent participation is expected to increase from 55% to 70% through the alignment of various programs that support our curriculum.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students in grades K-3 will show an increase of 1-3 on the Fountas and Pinnell Reading Levels.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive support from the Instructional Coach relative to best instructional practices in English Language Arts. The expansion of model classrooms will be encouraged to showcase an appropriate environment conducive to teaching and learning during the Readers’ and Writers’ Workshops. Teachers will receive ongoing support in the collecting, interpreting, and analyzing of data sources to prioritize standards and performance indicators in need of improvement. AIS staff will support students struggling in ELA.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: Administrative Staff, Instructional Coaches, AIS Teachers, Data Specialist/Testing Coordinator Funding Sources: Title I SWP, TL Fair Student Funding, TL Temporary SY10, TL General Hold Harmless, TL DRA Stabilization.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will monitored based on administrative review and school wide walk-throughs where expectations of the Readers’ and Writers’ Workshops are in place. Based on the data, teachers should be able to articulate and properly address the needs of the class and individual students.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all students in grades K-3 will show an increase of 20-25 percentage points from the initial assessment (September 2009) to the end of year assessment (June 2009).</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will receive support from the Instructional Coach relative to best instructional practices in Mathematics. The expansion of model classrooms will be encouraged to showcase an appropriate environment conducive to teaching and learning during the Mathematics Workshop. Teachers will receive ongoing support in the collecting, interpreting, and analyzing of data sources to prioritize content strands and performance indicators in need of improvement. AIS staff will support students struggling in Mathematics.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: Administrative Staff, Instructional Coaches, AIS Teachers, Data Specialist/Testing Coordinator Funding Sources: Title I SWP, TL Fair Student Funding, TL Temporary SY10, Title I ARRA SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will monitored based on administrative review and school wide walk-throughs where expectations of the Mathematics Workshop are in place. Based on the data, teachers should be able to articulate and properly address the needs of the class and individual students.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Professional Development/Data
Analysis

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Continuing in September 2009 and ongoing throughout the year, all teachers will receive professional development and support relative to the use of data to drive instruction, evidenced by: conferences with school administration, instructional coaches, data specialist/testing coordinator, lesson plans, and classroom observations.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>During common preparation periods and designated grade conferences, teachers will receive training and support from the Data Specialist/Testing Coordinator in the collecting, interpreting, and analyzing of data. Teachers will be encouraged and guided through the process of using the data to make instructional decisions and addressing the specific academic needs of the grade, class, and individual students.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Staffing: Administrative Staff, Data Specialist/Testing Coordinator Funding Resources: Title I SWP, TL Temporary SY10</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Through the analysis and interpretation of data, teachers are able to articulate the needs of the class and individual students. It is expected that areas of academic concerns will be addressed in lessons across all curriculum areas. Students are expected to show academic improvement evidenced by assessments and portfolio review.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2009-10 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Parental Involvement

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Parent participation is expected to increase from 55% to 70% through the alignment of various programs that support our curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Provide workshops to inform parents/guardians about the various programs in the school and how they can support their child/children at home to maximize opportunities for student achievement. (Example: Reading Parents Program, Friday Parent Day, and Fun Math Day. All programs require parent participation to ensure coherence between school and home).</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Staffing: Administrative Staff, Instructional Coaches, AIS Teachers, Data Specialist/Testing Coordinator, Classroom Teachers Funding Sources: Title I SWP, TL Fair Student Funding, TL Temporary SY10, TL General Hold Harmless, TL DRA Stabilization.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Progress will monitored based on parent attendance as indicated on attendee sign-in sheets.</p>

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

Directions: All schools must complete Appendices 1, 2, 3, & 7. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR’S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEMWIDE CURRICULUM AUDIT FINDINGS – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING – REQUIREMENT FOR ALL SCHOOLS

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	20	15	N/A	N/A	9	3	2	0
1	20	24	N/A	N/A	11	4	1	0
2	25	15	N/A	N/A	7	3	3	2
3	10	22	N/A	N/A	8	2	1	0
4								
5								
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Targeted K-3 students receive intervention as needed in the five areas of literacy (Phonics, Phonemic Awareness, Vocabulary, Reading Comprehension, and Fluency). Assessments used to identify areas of need include: DIBELS, CORE Assessments, DOLCH Lists, Running Records, Grade 3 ACUITY, and Student Portfolios. Programs used to support intervention include but are not limited to: Words Their Way and Elements of Reading. Students receive instruction in small groups (4-6 pupils) during the school day (2 to 3 times each week). In addition, students are supported academically during the extended morning session (8:00 a.m. – 8:37 ½ a.m.).
Mathematics:	Targeted K-3 students receive intervention as needed in the five content strands (Number Sense and Operations, Algebra, Geometry, Measurement, and Statistics and Probability). Assessments used to identify areas of need include: Everyday Math Unit Checklists, Grade 3 ACUITY and Student Portfolios. Programs used to support intervention include but are not limited to: Options Mathematics, Teacher Created Materials (Mathematics), and Number Pal Libraries. Students receive instruction in small groups (4-6 pupils) during the school day (2 to 3 times each week). In addition, students are supported academically during the extended morning session (8:00 a.m. – 8:37 ½ a.m.).
Science and Social Studies	N/A
At-risk Services Provided by the Guidance Counselor:	The Guidance Counselor provides services during the academic school day. Depending on the needs of the student, intervention takes place on a one to one or small group setting.
At-risk Services Provided by the School Psychologist:	The School Psychologist provides individual and small group counseling focused on the following areas: conflict resolution, anger management, peer relationships, identity development, emotional/social and/or academic challenges. In addition, the psychologist coordinates and connects parents and students to appropriate outside referrals.
At-risk Services Provided by the Social Worker:	The Social workers provides services during the academic school day. Depending on the needs of the child, intervention takes place on a one to one or small group setting.
At-risk Health-related Services:	The school nurse is aware of students who have at-risk health issues and concerns. These students are consistently monitored to ensure that their medical needs are met.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.



123 Morningside Drive
New York, NY 10027

The Margaret Douglas School – P.S. 36

(212) 690-5807 – Telephone
(212) 690-5811 – Fax

Cynthia Mullins-Simmons, Principal

Myra Green Toulon, Assistant Principal

December 2009

2009-2010 LANGUAGE ALLOCATION POLICY

I. Language Allocation Policy Team Composition

<u>Name</u>	<u>Title</u>
Cynthia Mullins-Simmons	Principal
Myra Green-Toulon	Assistant Principal
Lisa Flores	Parent Coordinator
Phyliss Carr	Literacy Coach
Kathy Aleman	Math Coach
Luisa Rios	ESL Teacher
Ruth Martinez	Bilingual Teacher
Raisa Duran	Bilingual Teacher
Patricia De Jesus	SETSS Teacher
Maria Valencia	Special Ed.
Himilce Guijarro	Bilingual Teacher
Edwin Blount	Testing Coordinator/Data Specialist

II. Teacher Qualifications

P.S. 36 Transitional Bilingual and E.S.L services have been organized to reflect current research and practices. We have four bilingual teachers and one E.S.L. teacher. All ELLs receive instruction from fully certified teachers. We have three self contained Bilingual classes (K-3) which serve 57 students. A certified ESL instructor uses the Push-In/Pull-Out model to service the students. Students

are grouped and regrouped based on the skills needed to develop academic language as measured by the LAB-R, NYSESLAT and other informal tools for diagnostic; linguistic summaries such as portfolios; student work folders; journals, and other teacher-made assessments. All teachers serving our ELLs population are certified.

III. ELL Demographics

Public School 36 is located in Morningside Heights section of Manhattan. Our school (servicing grades Pre-K – 3) has a population of approximately 601 students from diverse backgrounds, mostly from the Hispanic background. The community is home to many immigrants from Puerto Rico, Mexico, Dominican Republic, Asia, Europe, Africa and Haiti. The school is located near Columbia University, The Bank Street College, Grants Tomb, The Riverside Church, and St. John’s Cathedral. The ethnic distribution of the student population at Margaret Douglas includes: African Americans 63.3%, Hispanics 34.4%, Caucasians .05%, Asian and Others 2.0%. The total number of ELL students is 91, which make up 15% of the total student population.

Our instructional program includes a K Dual Language class (Spanish/English), K CTT Bilingual (Spanish/English) class, 1st grade CTT Bilingual class (Spanish/English), 2nd/3rd Bilingual class (Spanish/English) and a freestanding ESL class. The three Transitional Bilingual classes and the Dual Language class service approximately 57 students. The Freestanding ESL class services 34 students (K-3). We offer Bilingual and ESL services to entitled general education and special education students. Our instructional program is designed to meet the needs of the English Language Learners using the most current research on ELL instruction while taking into account the school’s cultural diversity.

Freestanding ESL - Number of ELLs by Grade in Each Language Group

	K	1	2	3
Spanish	2	9	13	3
Chinese	1	1	0	0
Haitian Creole	0	2	0	0
French	0	0	0	1
Icelandic	0	1	0	1
Other	0	0	1	0

Dual Language (ELLs/EPs) – Number of ELLs by Grade in Each Language Group

	K	
	ELL	EP
Spanish	8	7

Transitional Bilingual Ed. – Number of ELLs by Grade in Each Language Group

	K	1st	2nd	3rd
Spanish	8	18	9	8

Our students speak the following languages as indicated by the home language survey:

Bengali (1)	Mandarin (1)
Chinese (4)	Mandinka (AKA Mandingo) (1)
French (6)	Philipino (AKA Tagalog) (1)
H. Creole (2)	Portuguese (1)
Korean (1)	Wolof (1)
Spanish (153)	
Icelandic (2)	
English (421)	
German (1)	
Hindi (1)	
Italian (1)	

IV. Parent's Choice

At registration parents are given a Home Language Survey (HLIS) and registration materials in their native language. There are staff members who are available to assist parents, when needed. The ESL teacher, after conducting an interview and checking the Home Language Survey, will identify the students who are eligible candidates to take the Language Battery Assessment (LAB-R). This test determines if the child is entitled or not entitled to services. The parents are then informed of their child's status for services. If the child is identified as needing services, the child is enrolled in the appropriate program within ten days.

There are several guidelines in place to ensure that parents understand all three program choices.

All parents of newly enrolled English Language Learners are invited to attend an orientation session within 10 days of ELL's enrollment. A certified ESL teacher, Assistant Principal, and Parent Coordinator conduct the orientation session at a designated time during a two-week interval. Parents are given the opportunity to view a parent information CD, in their native language, which describes the various programs offered by the city to their children. The program placement options are presented with clarity and objectivity. The parent orientation CD is available in nine languages. If parents are unable to attend the orientation, parent brochures are disseminated in their native language to the home, with a parent selection form in order to further explain the various program offered. Parents are given the opportunity to ask questions regarding the various programs offered before making a choice for their child.

After reviewing the parents' selection forms, program choices requested are categorized as Transitional Bilingual class, Dual Language or mandated English as a Second Language. Our programs are aligned according to parent choices.

V. Current English Language Learners Instructional Programs

P.S. 36 has organized its Transitional Bilingual and ESL program to implement CR Part 154 regulations and the No Child Left Behind Act. P.S. 36 is a Title I and Title III school. This funding helps ensure that ELLs receive the appropriate services in order to meet and exceed all city and state performance and content standards.

The components of the Transitional Bilingual/ESL program in our school is designed to assist in the implementation of the LAP Guidelines, using the Balanced Approach to Literacy, the Workshop Model, Reading Reform and Everyday Math. A differentiated approach to instruction for all proficiency levels will be implemented. The Workshop Model will be the primary form of instruction in all content areas. Balanced Literacy, Reading Reform, and ESL instruction/methodologies will be used to develop the four modalities of language: reading, writing, listening, and speaking.

Based on the school analysis of our TBE classes / ESL classes, the goal of our program will be to continue to provide our students with instruction that will permit our students to attain language proficiency within three years. We will continue to provide grade level academic work in native language arts and we will provide instruction in both Spanish and English.

The Transitional Bilingual/E.S.L. programs in our school are designed to assist in the implementation of the LAP Guidelines using the Balanced Approach to Literacy, the Reading Reform, and the Everyday Math program.

Purpose:

- To advance the literacy and academic skills of ELLs
- To incorporate in our instructional program the current researched and proven strategies used in the teaching of ELLs.
- To develop the skills students needed to perform at city and state grade level in all subjects
- To provide language development in the four modalities with an emphasis on building reading comprehension and writing skills

Dual Language - currently being offered to our (Kindergarten)

The goal of the Dual Language is for our students to become bilingual and bi-literate in both English and Spanish. The program develops and maintains the students' primary language (Spanish), while learning English language skills. This program also gives the opportunity to students who are English proficient to learn Spanish (the target language). Students receive half their instruction in English and half in the second language (Spanish).

Dual Language Services:

- . Supports students who are in need of English language development**
- . Provides an opportunity to English proficient students to learn a second language (Spanish)**
- . Students become bilingual, bi-literate and bicultural in English/Spanish**
- . The Dual Language model is currently using the alternate day alternate language model**

E.S.L Instruction

Freestanding English as a Second Language

The Freestanding ESL program services students in grades K-3. The levels of the students range from beginners to advanced proficiency level. Students receive instruction according to their proficiency level, ranging from 180 minutes to 360 minutes a week. They receive instruction with fully certified teachers.

- Our E.S.L. instruction utilizes scaffolding strategies: such as modeling, bridging, schema building, text representation, visual aid, and contextualization.
- Beginners and Intermediate students receive 360 minutes of ESL instruction per week
- Advanced students receive 180 minutes of ESL weekly per CR Part 154 regulation.
- All students receive 360 minutes of ELA per week
- The workshop model is used to provide opportunities for specific second language methodologies
- The ESL and classroom teachers work collaboratively to best service our students

For All Programs	B	I	A
ESL instruction for all ELL’s as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELL’s as required under CR Part 154			180 minutes per week
For Bilingual Programs			
Native Language Arts	60 %	50 %	25%

The goal of the ESL program is to help students attain English proficiency in a comfortable, nurturing environment conducive to learning.

Supplementary Programs

Part of our funding is used to create supplementary programs for ELLs and their families. These programs include:

- **E.S.L Afterschool Academy** which services ELLs in grades 1-3 who scored at the beginner, intermediate and advanced levels on the NYSESLAT. Certified Bilingual and ESL teachers provide supplemental instruction in alignment with the New York City and New York State performance standards. The students receive instruction in mathematical problem solving skills, writing and reading comprehension..

- **Parent E.S.L Academy:** E.S.L classes are offered to parents and people in the community.
- **Family Celebrations:** Throughout the course of the year, P.S. 36 offers many events in which we invite parents to come to school to celebrate their child's achievements in the academics and the arts.
- **Translations and Interpretation Services:** All communication sent to the home is translated in English and Spanish. Materials are mailed in a timely manner. Staff members present assist with the daily communication between parents and school staff. Additional funding is available to translate important documents when needed. These services are offered to increase the involvement of parents within the school.

VI. Assessment Analysis

After analyzing the NYSESLAT scores and reviewing the needs of our students, we concluded that our students needed assistance with reading and writing. This implies that our LAP and instructional focus must be modified to address these components (22 out of 71 students (k-2) scored in the beginning (B) level; 19 students at the intermediate (I) level; 23 students at the advanced (A) level; and 6 students tested out). Most of our students showed mastery in the speaking and listening modalities. However, there are students who still need additional support in reading comprehension and writing skills.

Overall NYSESLAT* Proficiency Results (*LAB-R for New Admits)

	K	1	2	3
Beginner(B)	1	20	4	2
Intermediate(I)	0	6	8	5
Advance(A)	2	5	11	9
Total	0	31	23	16

The quality instruction in every classroom, will enable students to become critical thinkers, creative problem solvers and to achieve their personal best. Our instructional policy must now focus more on the reading and writing component simultaneously. The emphasis will be on reading and writing for our Transitional Bilingual and Freestanding ESL classes. The Rigby Into English and Reading Reform Program – The Writing Road to Reading, will assist pedagogues in providing an efficient method to teach children to speak, write, spell and read. Students will also continue to learn sound and letter relationships, phonics, phonemic awareness, decoding skills, vocabulary development, reading and listening comprehension. In addition, students will be given a notebook to keep a journal, to write their thoughts, poems, and reflections. Teachers will incorporate reading and writing across the curriculum. All teachers will do more accountable talk with the students. Teachers collaborate as a team to plan effectively. Speaking and listening will also be taken into account when planning. Daily read-alouds will enhance listening skills. Writing across the curriculum will improve writing skills. All students will read independently on a daily basis.

After analyzing the reading assessment, it seems that our ELLs are testing similarly in their Native language as they are in the English Language. Transition bilingual instruction for beginners is 60% in their Native language (Spanish) and 40% in English. Transition bilingual instruction for intermediate level is 50% of their instruction in Spanish and 50% in English. Finally, Transition bilingual instruction for advanced students is 25% of instruction in Spanish and 75% in English. This will help ease the transition to English, as our students continue to advance in grade level. The proficiency level is also expected to advance. All ELLs special education students are serviced in accordance with their I.E.P.

Progression of a Group of Students over the course of 3 years (Sept 2006-May 2009) from K-2

	Beginner(B)	Intermediate(I)	Advance(A)	Proficient
2006-2007	63%	28%	4%	4%
2007-2008	31%	34%	21%	14%
2008-2009	14%	36%	36%	14%

These groups of students were tracked from the beginning of their enrollment in the ELL program until the second grade. As can be shown from the data above, after analyzing the ELLs results on the NYSESLAT over the course of these three years, we see noticeable growth in the level of proficiency of the students. When entering the ELL program in kindergarten, the majority of the students (63%) were at the beginner stage of proficiency. Within a year, the number of students scoring at the beginner level was cut in half (31%). In fact, by two years after their original testing, only one fourth of the original students were still considered to be in the beginner stage (14%). More importantly, the intermediate, advanced, and proficient levels all showed a steady increase over the course of these three years.

Another group of students were also tracked over the course of two years (from K to 1st grade) and the following similar results were obtained:

	Beginner(B)	Intermediate(I)	Advance(A)	Proficient
2007-2008	30%	50%	5%	15%
2008-2009	17%	25%	48%	8%

Implications for Instructions:

Our instruction must continue to be focused to address our students’ needs. In analyzing the NYSESLAT scores as well as other assessments (LAB-R, Teacher Assessments, Acuity, and informal observations), we have determined that our ELL students need the most help in reading and writing. Therefore, we have decided to implement the following adjustments and improvements:

- To improve reading comprehension, the ESL and ELA teacher will focus on vocabulary development. Teachers will use StoryTown to increase vocabulary; students will be engaged in enriched story related writing. Teachers will augment their students’ vocabulary through Read Aloud. In addition, strategies will be taught to improve reading fluency and comprehension. These strategies are: visual clues, semantic, syntax cues, and character analysis.
- To improve writing, 4 periods per week of ESL instruction will be provided to the students. Students will receive “Push-in” services during two English Language Arts (ELA) periods and will be pulled out, by the ESL teacher, 2 periods per week to improve writing skills. Students will receive standard based writing instruction: writing mechanics- word order, capitalization,

punctuation, spelling, and penmanship. They will also receive instruction in Grammar: subject-verb agreement, noun-pronoun reference, sentence fragments and run-ons. We will also use graphic organizers, modeling, shared-writing and editing. Finally, the teacher will incorporate a writing rubric to assess the level of proficiency in topics taught and will utilize self-evaluation for self-discovery.

- The After School Academy will offer instruction on specific modalities (reading and writing) and also to help students familiarize themselves with the format of the NYSESLAT.
- Newcomers are given additional support in listening, speaking, and the use of technology in the classroom.

November 2009 GRADE 3 ELA (ACUITY) Performance of Former ELLs

Chart Represents % of Students Scoring at Each Tier

Tier 1 (0-25%) Tier 2 (26-50) Tier 3 (51-75%) Tier 4 (76-100%)

	Tier 1	Tier 2	Tier 3	Tier 4
Former ELLs	0%	25%	75%	0%
School Performance	9%	33%	45%	13%
District Performance	9%	40%	42%	10%

- Grade 3 students who are former ELLs are outperforming peers In ELA at both the school and district levels. (75% of former ELLs scored at Tiers 3 and 4 compared to 58% school-wide and 52% district wide).

Implications for LAP in English Language Arts Area

To improve our students’ academic achievement and assessment, we have chosen to implement the following strategies:

- ESL teacher and classroom teachers will work collaboratively to service our students using research-based instructional strategies.
- Teachers will analyze data to address the needs of the students.
- Provide opportunities for children to communicate and interact with one another purposefully.
- Provide differentiated instruction by analyzing student data to identify strengths and weaknesses and utilize findings to tailor students’ instructions.
- Literacy coach will continue to work closely with teachers (ELA, ESL, and TBE) to support rigorous instruction.
- TBE classes will to continue to follow the requirements stated in the CR Part 154
- ESL dictionaries and glossaries will continue to be used in the ELA & TBE classrooms.

November 2009 GRADE 3 MATH (ACUITY) Performance of Former ELLs

Chart Represents % of Students Scoring at Each Tier

Tier 1 (0-25%) Tier 2 (26-50) Tier 3 (51-75%) Tier 4 (76-100%)

	Tier 1	Tier 2	Tier 3	Tier 4
Former ELLs	0%	0%	25%	75%
School Performance	8%	24%	29%	39%
District Performance	8%	27%	36%	29%

- Grade 3 students who are former ELLs are outperforming peers In Mathematics at both the school and district levels. (100% of former ELLs scored at Tiers 3 and 4 compared to 68% school-wide and 65% district wide).

Implication for LAP in Mathematics

- Analyze ELLs data to drive instruction and differentiate instruction
- Familiarize students with the vocabulary used in math
- Encourage teachers to attend professional development focusing on ELL instructional needs.
- Incorporate writing as a component of the math lessons
- Math coach will continue to work closely with teachers to support rigorous instruction

V11. Plan for Newcomers

All students entering our school are made to feel special. We provide a nurturing and caring environment that is conducive to learning which includes:

- An informal assessment is given to identify the students’ strengths and weaknesses
- Effective communication between home and school.
- Encouraging students to participate in the ESL Afterschool Academy
- Students working with a buddy to assist in the daily activities

V111. Plan for Students with Interrupted Formal Education (SIFE) /Long Term ELLs/ and Special Education Students: Our instructional plan would include:

- Assessment of the student to identify the strengths and weaknesses
- Encourage student to participate in the ESL Afterschool Academy
- Effective communication between home and school
- Students work with a buddy to assist in the daily activities
- Grade appropriate instructional materials
- Provide differentiated instruction
- Continue the collaboration between ESL teacher and classroom teacher

English Language Learners who are in CTT and self contained special education classes are serviced according to their Individual Educational Plans (IEPS). Currently we have no SIFE or Long Term ELLs.

1X. Professional Development:

Our Professional development is provided by community support personnel organization, off-site workshops, and school staff.

- Support Personnel: ESL staff and teachers have attended the following workshops
 - * Differentiated instruction in the ESL classroom
 - * Scaffolding in the content areas
 - * Native Language Literacy Development
 - * ESL in the Mathematics classroom

- School Staff: Our Professional Development program, focuses on
 - * The literacy development of our ELL population
 - * The use of technology and online resources to make instruction more comprehensible
 - * Sessions are given in Mathematics and Science on how to scaffold instruction through the use of manipulatives and experiments.

- Our teachers attend a variety of off-site workshops to learn the latest strategies and methodologies to service our ELL population
 - *All teachers servicing ELLs will attend workshops provided by The Office of English Language Learners and BETAC.

2009-2010 LANGUAGE ALLOCATION POLICY

I. Language Allocation Policy Team Composition

<u>Name</u>	<u>Title</u>
Cynthia Mullins-Simmons	Principal
Myra Green-Toulon	Assistant Principal
Lisa Flores	Parent Coordinator
Phyliss Carr	Literacy Coach
Kathy Aleman	Math Coach
Luisa Rios	ESL Teacher
Ruth Martinez	Bilingual Teacher
Raisa Duran	Bilingual Teacher
Patricia De Jesus	SETSS Teacher
Maria Valencia	Special Ed.
Himilce Guijarro	Bilingual Teacher
Edwin Blount	Testing Coordinator/Data Specialist

II. Teacher Qualifications

P.S. 36 Transitional Bilingual and E.S.L services have been organized to reflect current research and practices. We have four bilingual teachers and one E.S.L. teacher. All ELLs receive instruction from fully certified teachers. We have three self contained Bilingual classes (K-3) which serve 57 students. A certified ESL instructor uses the Push-In/Pull-Out model to service the students. Students are grouped and regrouped based on the skills needed to develop academic language as measured by the LAB-R, NYSESLAT and other informal tools for diagnostic; linguistic summaries such as portfolios; student work folders; journals, and other teacher-made assessments. All teachers serving our ELLs population are certified.

III. ELL Demographics

Public School 36 is located in Morningside Heights section of Manhattan. Our school (servicing grades Pre-K – 3) has a population of approximately 601 students from diverse backgrounds, mostly from the Hispanic background. The community is home to many immigrants from Puerto Rico, Mexico, Dominican Republic, Asia, Europe, Africa and Haiti. The school is located near Columbia University, The Bank Street College, Grants Tomb, The Riverside Church, and St. John’s Cathedral. The ethnic distribution of the student population at Margaret Douglas includes: African Americans 63.3%, Hispanics 34.4%, Caucasians .05%, Asian and Others 2.0%. The total number of ELL students is 91, which make up 15% of the total student population.

Our instructional program includes a K Dual Language class (Spanish/English), K CTT Bilingual (Spanish/English) class, 1st grade CTT Bilingual class (Spanish/English), 2nd/3rd Bilingual class (Spanish/English) and a freestanding ESL class. The three Transitional Bilingual classes and the Dual Language class service approximately 57 students. The Freestanding ESL class services 34 students (K-3). We offer Bilingual and ESL services to entitled general education and special education students. Our instructional program is designed to meet the needs of the English Language Learners using the most current research on ELL instruction while taking into account the school’s cultural diversity.

Freestanding ESL - Number of ELLs by Grade in Each Language Group

	K	1	2	3
Spanish	2	9	13	3
Chinese	1	1	0	0
Haitian Creole	0	2	0	0
French	0	0	0	1
Icelandic	0	1	0	1
Other	0	0	1	0

Dual Language (ELLs/EPs) – Number of ELLs by Grade in Each Language Group

	K	
	ELL	EP
Spanish	8	7

Transitional Bilingual Ed. – Number of ELLs by Grade in Each Language Group

	K	1st	2nd	3rd
Spanish	8	18	9	8

Our students speak the following languages as indicated by the home language survey:

Bengali (1)	Mandarin (1)
Chinese (4)	Mandinka (AKA Mandingo) (1)
French (6)	Philipino (AKA Tagalog) (1)
H. Creole (2)	Portuguese (1)
Korean (1)	Wolof (1)
Spanish (153)	
Icelandic (2)	
English (421)	
German (1)	
Hindi (1)	
Italian (1)	

IV. Parent's Choice

At registration parents are given a Home Language Survey (HLIS) and registration materials in their native language. There are staff members who are available to assist parents, when needed. The ESL teacher, after conducting an interview and checking the Home Language Survey, will identify the students who are eligible candidates to take the Language Battery Assessment (LAB-R). This test determines if the child is entitled or not entitled to services. The parents are then informed of their child's status for services. If the child is identified as needing services, the child is enrolled in the appropriate program within ten days.

There are several guidelines in place to ensure that parents understand all three program choices.

All parents of newly enrolled English Language Learners are invited to attend an orientation session within 10 days of ELL's enrollment. A certified ESL teacher, Assistant Principal, and Parent Coordinator conduct the orientation session at a designated time during a two-week interval. Parents are given the opportunity to view a parent information CD, in their native language, which describes the various programs offered by the city to their children. The program placement options are presented with clarity and objectivity. The parent orientation CD is available in nine languages. If parents are unable to attend the orientation, parent brochures are disseminated in their native language to the home, with a parent selection form in order to further explain the various program offered. Parents are given the opportunity to ask questions regarding the various programs offered before making a choice for their child.

After reviewing the parents' selection forms, program choices requested are categorized as Transitional Bilingual class, Dual Language or mandated English as a Second Language. Our programs are aligned according to parent choices.

V. Current English Language Learners Instructional Programs

P.S. 36 has organized its Transitional Bilingual and ESL program to implement CR Part 154 regulations and the No Child Left Behind Act. P.S. 36 is a Title I and Title III school. This funding helps ensure that ELLs receive the appropriate services in order to meet and exceed all city and state performance and content standards.

The components of the Transitional Bilingual/ESL program in our school is designed to assist in the implementation of the LAP Guidelines, using the Balanced Approach to Literacy, the Workshop Model, Reading Reform and Everyday Math. A differentiated approach to instruction for all proficiency levels will be implemented. The Workshop Model will be the primary form of instruction in all content areas. Balanced Literacy, Reading Reform, and ESL instruction/methodologies will be used to develop the four modalities of language: reading, writing, listening, and speaking.

Based on the school analysis of our TBE classes / ESL classes, the goal of our program will be to continue to provide our students with instruction that will permit our students to attain language proficiency within three years. We will continue to provide grade level academic work in native language arts and we will provide instruction in both Spanish and English.

The Transitional Bilingual/E.S.L. programs in our school are designed to assist in the implementation of the LAP Guidelines using the Balanced Approach to Literacy, the Reading Reform, and the Everyday Math program.

Purpose:

- To advance the literacy and academic skills of ELLs
- To incorporate in our instructional program the current researched and proven strategies used in the teaching of ELLs.
- To develop the skills students needed to perform at city and state grade level in all subjects
- To provide language development in the four modalities with an emphasis on building reading comprehension and writing skills

Dual Language - currently being offered to our (Kindergarten)

The goal of the Dual Language is for our students to become bilingual and bi-literate in both English and Spanish. The program develops and maintains the students' primary language (Spanish), while learning English language skills. This program also gives the opportunity to students who are English proficient to learn Spanish (the target language). Students receive half their instruction in English and half in the second language (Spanish).

Dual Language Services:

- . **Supports students who are in need of English language development**
- . **Provides an opportunity to English proficient students to learn a second language (Spanish)**
- . **Students become bilingual, bi-literate and bicultural in English/Spanish**

. The Dual Language model is currently using the alternate day alternate language model

E.S.L Instruction

Freestanding English as a Second Language

The Freestanding ESL program services students in grades K-3. The levels of the students range from beginners to advanced proficiency level. Students receive instruction according to their proficiency level, ranging from 180 minutes to 360 minutes a week. They receive instruction with fully certified teachers.

- Our E.S.L. instruction utilizes scaffolding strategies: such as modeling, bridging, schema building, text representation, visual aid, and contextualization.
- Beginners and Intermediate students receive 360 minutes of ESL instruction per week
- Advanced students receive 180 minutes of ESL weekly per CR Part 154 regulation.
- All students receive 360 minutes of ELA per week
- The workshop model is used to provide opportunities for specific second language methodologies
- The ESL and classroom teachers work collaboratively to best service our students

For All Programs	B	I	A
ESL instruction for all ELL's as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for all ELL's as required under CR Part 154			180 minutes per week
For Bilingual Programs			
Native Language Arts	60 %	50 %	25%

The goal of the ESL program is to help students attain English proficiency in a comfortable, nurturing environment conducive to learning.

Supplementary Programs

Part of our funding is used to create supplementary programs for ELLs and their families. These programs include:

- **E.S.L Afterschool Academy** which services ELLs in grades 1-3 who scored at the beginner, intermediate and advanced levels on the NYSESLAT. Certified Bilingual and ESL teachers provide supplemental instruction in alignment with the New York City and New York State performance standards. The students receive instruction in mathematical problem solving skills, writing and reading comprehension..
- **Parent E.S.L Academy:** E.S.L classes are offered to parents and people in the community.
- **Family Celebrations:** Throughout the course of the year, P.S. 36 offers many events in which we invite parents to come to school to celebrate their child's achievements in the academics and the arts.
- **Translations and Interpretation Services:** All communication sent to the home is translated in English and Spanish. Materials are mailed in a timely manner. Staff members present assist with the daily communication between parents and school staff. Additional funding is available to translate important documents when needed. These services are offered to increase the involvement of parents within the school.

VI. Assessment Analysis

After analyzing the NYSESLAT scores and reviewing the needs of our students, we concluded that our students needed assistance with reading and writing. This implies that our LAP and instructional focus must be modified to address these components (22 out of 71 students (k-2) scored in the beginning (B) level; 19 students at the intermediate (I) level; 23 students at the advanced (A) level; and 6 students tested out). Most of our students showed mastery in the speaking and listening modalities. However, there are students who still need additional support in reading comprehension and writing skills.

Overall NYSESLAT* Proficiency Results (*LAB-R for New Admits)

	K	1	2	3
Beginner(B)	1	20	4	2
Intermediate(I)	0	6	8	5
Advance(A)	2	5	11	9
Total	0	31	23	16

The quality instruction in every classroom, will enable students to become critical thinkers, creative problem solvers and to achieve their personal best. Our instructional policy must now focus more on the reading and writing component simultaneously. The emphasis will be on reading and writing for our Transitional Bilingual and Freestanding ESL classes. The Rigby Into English and Reading Reform Program – The Writing Road to Reading, will assist pedagogues in providing an efficient method to teach children to speak, write, spell and read. Students will also continue to learn sound and letter relationships, phonics, phonemic awareness, decoding skills, vocabulary development, reading and listening comprehension. In addition, students will be given a notebook to keep a journal, to write their thoughts, poems, and reflections. Teachers will incorporate reading and writing across the curriculum. All teachers will do more accountable talk with the students. Teachers collaborate as a team to plan effectively. Speaking and listening will also be taken into account when planning. Daily read-alouds will enhance listening skills. Writing across the curriculum will improve writing skills. All students will read independently on a daily basis.

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	Beginner(B)	Intermediate(I)	Advance(A)	Proficient
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Implications for Instructions:

Our instruction must continue to be focused to address our students’ needs. In analyzing the NYSESLAT scores as well as other assessments (LAB-R, Teacher Assessments, Acuity, and informal observations), we have determined that our ELL students need the most help in reading and writing. Therefore, we have decided to implement the following adjustments and improvements:

- To improve reading comprehension, the ESL and ELA teacher will focus on vocabulary development. Teachers will use StoryTown to increase vocabulary; students will be engaged in enriched story related writing. Teachers will augment their students’ vocabulary through Read Aloud. In addition, strategies will be taught to improve reading fluency and comprehension. These strategies are: visual clues, semantic, syntax cues, and character analysis.
- To improve writing, 4 periods per week of ESL instruction will be provided to the students. Students will receive “Push-in” services during two English Language Arts (ELA) periods and will be pulled out, by the ESL teacher, 2 periods per week to improve writing skills. Students will receive standard based writing instruction: writing mechanics- word order, capitalization, punctuation, spelling, and penmanship. They will also receive instruction in Grammar: subject-verb agreement, noun-pronoun reference, sentence fragments and run-ons. We will also use graphic organizers, modeling, shared-writing and editing. Finally, the teacher will incorporate a writing rubric to assess the level of proficiency in topics taught and will utilize self-evaluation for self-discovery.
- The After School Academy will offer instruction on specific modalities (reading and writing) and also to help students familiarize themselves with the format of the NYSESLAT.
- Newcomers are given additional support in listening, speaking, and the use of technology in the classroom.

November 2009 GRADE 3 ELA (ACUITY) Performance of Former ELLs

Chart Represents % of Students Scoring at Each Tier
Tier 1 (0-25%) Tier 2 (26-50) Tier 3 (51-75%) Tier 4 (76-100%)

	Tier 1	Tier 2	Tier 3	Tier 4
Former ELLs	0%	25%	75%	0%
School Performance	9%	33%	45%	13%
District Performance	9%	40%	42%	10%

- Grade 3 students who are former ELLs are outperforming peers In ELA at both the school and district levels. (75% of former ELLs scored at Tiers 3 and 4 compared to 58% school-wide and 52% district wide).

Implications for LAP in English Language Arts Area

To improve our students’ academic achievement and assessment, we have chosen to implement the following strategies:

- ESL teacher and classroom teachers will work collaboratively to service our students using research-based instructional strategies.
- Teachers will analyze data to address the needs of the students.
- Provide opportunities for children to communicate and interact with one another purposefully.
- Provide differentiated instruction by analyzing student data to identify strengths and weaknesses and utilize findings to tailor students' instructions.
- Literacy coach will continue to work closely with teachers (ELA, ESL, and TBE) to support rigorous instruction.
- TBE classes will continue to follow the requirements stated in the CR Part 154
- ESL dictionaries and glossaries will continue to be used in the ELA & TBE classrooms.

November 2009 GRADE 3 MATH (ACUITY) Performance of Former ELLs

Chart Represents % of Students Scoring at Each Tier

Tier 1 (0-25%) Tier 2 (26-50) Tier 3 (51-75%) Tier 4 (76-100%)

	Tier 1	Tier 2	Tier 3	Tier 4
Former ELLs	0%	0%	25%	75%
School Performance	8%	24%	29%	39%
District Performance	8%	27%	36%	29%

- Grade 3 students who are former ELLs are outperforming peers In Mathematics at both the school and district levels. (100% of former ELLs scored at Tiers 3 and 4 compared to 68% school-wide and 65% district wide).

Implication for LAP in Mathematics

- Analyze ELLs data to drive instruction and differentiate instruction
- Familiarize students with the vocabulary used in math
- Encourage teachers to attend professional development focusing on ELL instructional needs.
- Incorporate writing as a component of the math lessons
- Math coach will continue to work closely with teachers to support rigorous instruction

V11. Plan for Newcomers

All students entering our school are made to feel special. We provide a nurturing and caring environment that is conducive to learning which includes:

- An informal assessment is given to identify the students' strengths and weaknesses
- Effective communication between home and school.
- Encouraging students to participate in the ESL Afterschool Academy
- Students working with a buddy to assist in the daily activities

V111. Plan for Students with Interrupted Formal Education (SIFE) /Long Term ELLs/ and Special Education Students: Our instructional plan would include:

- Assessment of the student to identify the strengths and weaknesses
- Encourage student to participate in the ESL Afterschool Academy
- Effective communication between home and school
- Students work with a buddy to assist in the daily activities
- Grade appropriate instructional materials
- Provide differentiated instruction
- Continue the collaboration between ESL teacher and classroom teacher

English Language Learners who are in CTT and self contained special education classes are serviced according to their Individual Educational Plans (IEPS). Currently we have no SIFE or Long Term ELLs.

1X. Professional Development:

Our Professional development is provided by community support personnel organization, off-site workshops, and school staff.

- Support Personnel: ESL staff and teachers have attended the following workshops
 - * Differentiated instruction in the ESL classroom
 - * Scaffolding in the content areas
 - * Native Language Literacy Development
 - * ESL in the Mathematics classroom
- School Staff: Our Professional Development program, focuses on
 - * The literacy development of our ELL population

- * The use of technology and online resources to make instruction more comprehensible
 - * Sessions are given in Mathematics and Science on how to scaffold instruction through the use of manipulatives and experiments.
- Our teachers attend a variety of off-site workshops to learn the latest strategies and methodologies to service our ELL population
- *All teachers servicing ELLs will attend workshops provided by The Office of English Language Learners and BETAC.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2009-2010

Form TIII – A (1)(a)

Grade Level(s) K-3

Number of Students to be Served: 91 LEP

Number of Teachers 5

Other Staff (Specify)

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 36M is committed to providing a quality education to our ELLs. Our school implements a freestanding ESL program in accordance with CR Part 154 and Title III guidelines for approximately 91 students. The E.S.L Programs provide services to all entitled students using the push-in/pull-out models. All bilingual students receive instruction as per the Language Allocation Policy. Instruction is tailored to comply with the city and state performance standards. All Students are provided with differentiated instruction to meet or exceed city and state performance standards. All bilingual and ESL teachers are fully certified. We have a Kindergarten CTT Bilingual class, one Kindergarten Dual Language (Spanish) class, one 1st grade CTT Bilingual class, one Bridge 2nd/3rd grade Bilingual and one ESL class in accordance with CR Part 154 and Title III guidelines. Our goal and vision is to create a learning community in which students and staff as well as parents learn together through meaningful experiences. Additionally, staff members as well as parents participate in high quality professional development. Pedagogues are provided with on-going support to enhance teaching and learning, leading to improved academic student performance and achievement.

P.S. 36 M. Title III program provides English Language Learners with supplemental instruction in an E.S.L After school Academy. The after-school instructional program will invite and provide services to ELLs in grades 1-3 who scored at the Beginning, Intermediate, and Advanced levels on the NYSESLAT (approximately 40 – 45 students). The E.S.L After School Academy classes will meet weekly on Tuesdays and Wednesdays, for a total of 17 sessions beginning in October 2009 through March 2010, from 3:00 P.M. to 5:30 P.M. There will be a total of three classes with 12-15 students in each. Certified Bilingual and ESL teachers will provide the supplemental instruction in alignment with the New York City and New York State Performance Standards. In addition, one lead teacher will be hired to support the program and the implementation of the academic components.

Instruction will focus on Reading Comprehension, Writing, and Mathematics Problem Solving. Various strategies will be used to provide the students optimum opportunity to gain proficiency towards achieving New York State Standards and meeting the expectations of the NYSESLAT. To enhance the effectiveness of the program, instructional and supplemental material will be purchased in mathematics problems solving and NYSESLAT practice. In addition, general supplies will be purchased such as: chart paper, markers, erasers, and certificates of achievement for the E.S.L. Academy.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

At P.S. 36M, the Title III Professional Development Program will focus on providing teachers the opportunity to enhance their knowledge by offering professional development in the following areas: the infusion of ESL strategies in the content areas, analyzing data (i.e. NYSESLAT) to drive instruction, how to differentiate instruction based on Language Proficiency, and the aligning of the balanced literacy model for LEPs with the citywide core curriculum. In addition, a study group will be created to research the effectiveness of current ESL programs and instructional strategies. The professional books that will be purchased for this activity will be: Assessing, & Teaching Beginning Writers, Reading Miscue Inventory from Evaluation to Instruction, and Assessing, and Teaching Beginning Readers. School administrators and ESL/Bilingual Teachers will facilitate scheduled professional development sessions. Participating teachers will receive two session 1-hour professional development workshops after school from 3:10-4:10 p.m. The following is a projected format for staff development and training:

1. Analyzing Data to Drive Instruction - October 2009
2. ESL Strategies across the Content Areas – November 2009
3. Differentiated Instruction – December 2009

Parental and Community Involvement

Parents/guardians of English Language Learners at P.S. 36M will be provided with two workshops. The workshop sessions will encourage parents to become active participants in their child's educational experience. The workshop will be held monthly based on parent's availability. Translation services will be provided and refreshments will be served. The following reflects the workshop topics:

- How to Prepare My Child for City/State Assessments
- The Components and Structure of the NYSESLAT

At the end of the After School Academy Program, we will have a culminating activity. The students will be presented with certificates of participation. Refreshments will be served to participants and their parents.

School: PS 36 – Margaret Douglas (05M036) BEDS Code:

Title III LEP Program

School Building Budget Summary

Allocation:		
Budget Category	Budgeted Amount	Explanation of Proposed Expenditure
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	\$12,721.95(Teachers)	17 wks. X 5 hrs/wk x 3 teachers @ \$49.89 hr. =\$12,721.95 Professional Development: 3 teachers 1 hr. x 2 workshops x \$49.89 = \$299.34 Parent Workshop: 2 workshops x 1 hr. ea. X 1 teacher x \$49.89 = \$99.78
Purchased services such as curriculum and staff development contracts	\$299.34 99.78 \$ 73.70	Attanassio: Staff development materials (for after school): Assessing & Teaching Beg. Writers \$20.85 Reading Miscue Inventory from Evaluation to Instruction \$32.00 Assessing & Teaching Beginning Readers \$20.85
Supplies and materials	\$1446.50 \$174.67	Instructional Supplies and materials for the after school program (Attanasio & Ass.) 3 rd Grade Getting Ready for the NYSESLAT =\$495.00 2 nd grade “ “ “ “ <u>\$79.75@2=\$159.50</u> 1 st grade E.S.L Library \$396.00 3 rd grade Reluctant Reader classroom library \$396.00 Staples notebooks, folders, pencils = \$174.67
Travel		N/A
Other	\$184.06	Refreshments for parent workshops & End of program celebration
TOTAL	\$15,000	N/A

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

The data used to assess P.S. 36's written translation and oral interpretation needs is based on the Home Language Survey completed by parents upon registering the student into the public school system.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The majority of our non-English speaking parents are Spanish speakers. Other languages spoken include: Chinese, French, Haitian Creole, German, Hindi, Italian, Korean, Mandarin, Mandinka, Philipino, Portuguese, and Wolof. The parents speaking languages other than Spanish show proficiency in English and do not require translation or interpretation. This information was shared by the ESL teacher.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

The written translations provided by PS 36 include Spanish language versions. Translations are provided by in house staff members: Parent Coordinator, ESL and Bilingual Teachers.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translations are provided by in house staff members: Parent Coordinator, ESL and Bilingual Teachers.

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

During the 2009-2010 school year, all parents received the Parent's Bill of Rights and Responsibilities in their native Language. We have a number of Spanish speaking pedagogues and staff members, as a result, the majority of our parents are able to communicate with school personnel.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	\$416,413.00	\$80,798.00	\$497,211.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$4,164.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		\$807.98	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$20,812		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		\$2,867.02	
6. Enter the anticipated 10% set-aside for Professional Development:	\$63,950.02		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		\$77,123.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year: **98%**
9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

There is one new pedagogue on staff. This teacher has been assigned a mentor who assists with the classroom management, planning, and implementation of best practices. This teacher also receives ongoing support from Instructional Specialists/Coaches (ELA and Mathematics).

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy.

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

P.S. 36M, Margaret Douglas School Parent Involvement Policy 2009-2010

I. General Expectations

The purpose of this school’s Parental Involvement Policy is to:

- Remain consistent with Section 1118 of the Elementary and Secondary Education Act (ESEA)
- To provide a description of how the school and parents work cooperatively to provide for the successful education of the children of P.S. 36.
- Ensure that the school is in compliance with the Title I, Part A, Parental Involvement requirements by providing opportunities for the participation of all parents.
- Provide opportunities for all parents to be involved with the decision making process.

II. Description of How School Will Implement Required Parental Involvement Policy Components.

P.S. 36 will take the following actions to coordinate, integrate, and encourage parental involvement:

- Instructional activities across all the grade levels (Literacy Night, Math Fun Day etc.)
- Provide training across all the grade levels as it relates to New York State Performance Standards and performance expectations.
- Provide opportunities for parents to learn ways to assist child/children at home.
- Provide assistance in understanding various forms of assessments.
- Invite guests/ presenters to address issues of concern and/or interest.

2. School-Parent Compact

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website

P.S. 36 – MARGARET DOUGLAS SCHOOL SCHOOL – PARENT COMPACT

The School Agrees:	The Parent/Guardian Agrees
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<ol style="list-style-type: none"> 1. To provide a safe and nurturing environment where each person is treated with respect. 2. To actively involve parents in planning, reviewing and improving the Title I programs and the Parental Involvement Policy. 3. To work to strengthen the partnership between school, home and community. 4. To provide performance profiles and individual student assessment results for each child. 5. To work collaboratively with colleagues to enhance the learning experience of each child, maximizing the opportunity to meet the performance standards in all curriculum areas. 6. To communicate with parents via: Parent-teacher conferences, reports on child's academic progress, PA meetings, letters, and phone calls. 7. To provide on-site workshops and activities for parents. 	<ol style="list-style-type: none"> 1. To attend workshops and trainings provided to assist with learning strategies. 2. To assist child/children with schoolwork: Read for 15 to 30 minutes per day to Pre - Kindergarten through First Grades; listen to Grades 2 and 3 read for 15 to 30 minutes per day. 3. To monitor child's attendance at school, class work and homework. In addition, ensure that child meets health requirements (i.e. immunizations). 4. To attend parent-teacher conferences and other functions and appointments as they relate to child's academic progress. 5. To ensure that child is prepared for the school day's work (homework completed, pencils, notebook, etc.) 6. To reply to all letters, messages and telephone calls from school. 7. To speak to my child on a daily basis about his/her day at school. 8. To resolve all conflicts/discrepancies in a respectful manner. 9. To support my child in meeting the New York State Standards. 10. To ensure that my child comes to school dressed in uniform. 11. To ensure that my child does not bring to school: jewelry, toys, candy or other items that may distract learning.
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**P.S. 36 – MARGARET DOUGLAS SCHOOL
SCHOOL – PARENT COMPACT
SIGNATURE SECTION**

We agree to work together, to the best of our abilities, as educators and parents to fulfill our common goal of providing for the successful education for our children.

Signature of School Teacher

Signature of Parent/Guardian

Print Name

Phone Number ____ **A.M.** ____ **P.M.**

Best time to contact: _____

Date: _____

Print Name

Phone Number ____ **A.M.** ____ **P.M.**

Best time to contact: _____

Date: _____

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

ELA – REFER TO PAGES: 14, 17, 38, 39

MATHEMATICS – REFER TO PAGES: 15, 18, 41

3. Instruction by highly qualified staff.

Currently 98% of P.S. 36 Staff is highly qualified.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

On and off- site workshops and training are provided through our LSO for all staff.

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **Not Applicable**

6. Strategies to increase parental involvement through means such as family literacy services.

Parents are encouraged to participate in our: Learning Leaders Parent Volunteer Program, GED Program (English/Spanish), and ESL Programs. In addition, parents are invited to attend workshops facilitated by Instructional Coaches, Testing Coordinator, Teachers, and Administrative Staff.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

During the spring semester, we provide transitional workshops for parents and students to acclimate pre-schoolers for the new grade and class. Students also have the opportunity to visit classes and teachers.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

The Data Specialist/Testing Coordinator meets with teachers on a consistent basis to analyze and interpret data. Dialogue takes place about the effectiveness of instructional programs and next steps to improve student achievement.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

There are a number of structures and programs in place to assist struggling students. Such as: Academic Intervention Services in ELA and Math, ESL Services, After-school programs, 37.5 Tutoring Services, and 1 to 1 Reading Buddies.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Pre-Kindergarten is state funded. Funds are distributed equally to meet individual classes needs, purchase supplies and materials, and to fund educational trips. Funds are also used for expenses relative to parent workshops.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS (NOT APPLICABLE)

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and

8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: _____ **SURR¹ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

¹ School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

**APPENDIX 7: SCHOOL-LEVEL REFLECTION AND RESPONSE TO SYSTEM-WIDE IMPLICATIONS OF FINDINGS FROM
AUDITS OF THE WRITTEN, TESTED, AND TAUGHT CURRICULUM IN ELA AND MATHEMATICS**

All schools must complete this appendix.

Background

From 2006 to 2008, the New York City Department of Education (NYCDOE) and the New York State Education Department (NYSED) commissioned an “audit of the written, tested, and taught curriculum” to fulfill an accountability requirement of the No Child Left Behind (NCLB) Act for districts identified for “corrective action.” The focus of the audit was on the English language arts (ELA) and mathematics curricula for all students, including students with disabilities (SWDs) and English language learners (ELLs). The audit examined the alignment of curriculum, instruction, and assessment as well as other key areas—such as professional development and school and district supports—through multiple lenses of data collection and analysis. The utilized process was a collaborative one, intended not to find fault but to generate findings in concert with school and district constituency representatives to identify and overcome barriers to student success. As such, the audit findings are not an end in themselves but will facilitate important conversations at (and between) the central, SSO, and school levels in order to identify and address potential gaps in ELA and math curriculum and instructional programs and ensure alignment with the state standards and assessments.

Directions: All schools are expected to reflect on the seven (7) key findings of the “audit of the written, tested, and taught curriculum” outlined below, and respond to the applicable questions that follow each section.

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

Overall: There was limited evidence found to indicate that the ELA and mathematics curricula in use are fully aligned to state standards. Although New York City is a standards-based system, teachers do not have the tools they need to provide standards-based instruction to all students at all levels, particularly ELLs. There is a lack of understanding across teachers, schools, and audited districts regarding what students should understand and be able to do at each level in ELA and mathematics.

1A. English Language Arts

Background

A curriculum that is in alignment will present the content to be taught (as outlined by the state standards), with links to the following: an array of resources from which teachers may choose in teaching this content; a pacing calendar and/or suggested timeframe for covering the curriculum material; a description of expectations for both the teacher’s role and the student level of cognitive demand to be exhibited; and a defined set of student outcomes—that is, what the student should know and be able to do as a result of having mastered this curriculum. The New York State ELA Standards identify seven different areas of reading (decoding, word recognition, print awareness, fluency, background knowledge and vocabulary, comprehension, and motivation to read) and five different areas of writing (spelling, handwriting, text production, composition, motivation to write) that are addressed to different degrees across grade levels. Although

listening and speaking are addressed within the New York State ELA Standards, they are not further subdivided into topic areas. A written curriculum missing literacy competencies or performance indicators at any grade level will impact the alignment of the curriculum to state standards. A written curriculum that does not address the areas in reading identified by the state standards will also impact vertical and horizontal alignment within and between schools by creating gaps in the Grades K–12 curriculum. *Vertical alignment* is defined as the literacy knowledge addressed at a grade level that builds upon and extends learning from the previous grade level, whereas *horizontal alignment* refers to agreement between what is taught by teachers addressing a common subject across a single grade level.

ELA Alignment Issues:

- **Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.
- **Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.
- **Taught Curriculum.** The *Surveys of Enacted Curriculum* (SEC)² data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.
- **ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to

² To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the *Surveys of Enacted Curriculum* (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards (intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

– **English Language Learners**

Multiple data sources indicate that there is a great deal of variation in the curriculum and instruction that ELL students receive, by grade level, by type of ELL program or general education program, and by district. For example, some of the best instruction observed by site visitors was found in ELL program classrooms at the elementary level, which contrasted sharply with the generally lower quality of ELL program instruction at the secondary level. The auditors found that planning for ELL education at the city and even district levels did not percolate down to the school and teacher levels. Consequently, planning for ELL education in the audited schools generally occurred at the level of individual teachers or ELL program staff, contributing to the variations in curriculum and instruction observed across ELL and general education programs. Further, there is a general lack of awareness of the New York State Learning Standards for ESL.

Please respond to the following questions for Key Finding 1A:

1A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student progress. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(YES – APPLICABLE)**

Applicable Not Applicable

1A.3: Based on your response to Question 1A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As indicated through the data presented earlier, there is need of continued improvement in English Language Arts across all grade levels.

1A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will address the relevant issues pertaining to ELA by ensuring the following continues:

KINDERGARTEN:

- Ongoing professional development and support in Listening and Writing Development.
- Emphasis on using words and drawings to compose and revise writing.

- Encouraging students to strengthen listening skills through the exposure of various aspects of presentation (voice, conventions, organization, and choice).

GRADES 1 AND 2

- Ongoing professional development and support in Reading Comprehension, Listening Comprehension and Writing Development.
- Engaging students in the Reading/Writing Process (planning, drafting, revising, editing, proofreading, and publishing)
- Encouraging students to think within written text (word attack skills, monitoring and correcting, using information, summarizing, and maintaining fluency), thinking beyond the text (predicting, making connections, inferring, and synthesizing), and thinking about the text (analyzing and critiquing).
- Exposing students to aspects of presentation (voice, conventions, organization, and word choice) and providing opportunities to interact and extend discussions within the classroom.

GRADE 3

- Ongoing professional development and support in Reading Comprehension, Listening Comprehension and Writing Development.
- Engaging students in the Reading/Writing Process (planning, drafting, revising, editing, proofreading, and publishing).
- Focusing the writing on stronger organization, idea development, language use, word choice, and voice.
- Encouraging students to think on a more sophisticated level within written text (word attack skills, monitoring and correcting, using information, summarizing, and maintaining fluency), thinking beyond the text (predicting, making connections, inferring, and synthesizing), and thinking about the text (analyzing and critiquing).
- Exposing students to aspects of presentation (voice, conventions, organization, and word choice) and providing opportunities to interact and extend discussions within the classroom.
- Supplementation of literacy curriculum with the Storytown Reading Series by Harcourt.

1B. Mathematics

Background

New York State assessments measure conceptual understanding, procedural fluency, and problem solving. In the New York State Learning Standard for Mathematics, these are represented as *process strands* and *content strands*. These strands help to define what students should know and be able to do as a result of their engagement in the study of mathematics. The critical nature of the process strands in the teaching and learning of mathematics has been identified in the New York State Learning Standard for Mathematics, revised by NYS Board of Regents on March 15, 2005: The process strands (Problem Solving, Reasoning and Proof, Communication, Connections, and Representation) highlight ways of acquiring and using content knowledge. These process strands help to give meaning to mathematics and help students to see mathematics as a discipline rather than a set of isolated skills. Student engagement in mathematical content is accomplished through these process strands. Students will gain a better understanding of mathematics and have longer retention of mathematical knowledge as they solve problems, reason mathematically, prove mathematical relationships, participate in mathematical discourse, make mathematical connections, and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the

indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

- A review of key district documents for mathematics shows substantial evidence that the primary mathematics instructional materials for Grades K–8 (*Everyday Mathematics* [K–5] and *Impact Mathematics* [6–8]) are aligned with the New York state *content strands* except for some gaps that appear at the middle school level in the areas of measurement and geometry and number sense and operations. The instructional materials that were available at the high school level during the time of the audits (New York City Math A and B [8–12]) were aligned with the 1999 standards but not with the newer 2005 standards. Furthermore, these documents show that there is a very weak alignment to the New York state *process strands* for mathematics at all grade levels.
- The SEC data for mathematics curriculum alignment (similar to Key Finding 1A for ELA), shows that there is a lack of depth in what is being taught in the mathematics classroom as compared to what is required by the state standards.

Please respond to the following questions for Key Finding 1B:

1B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student progress. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(YES – THERE IS SOME CONCERN ABOUT THE ALIGNMENT TO NEW YORK STATE PROCESS STRANDS FOR MATHEMATICS)**

Applicable Not Applicable

1B.3: Based on your response to Question 1B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

As indicated through the data presented earlier, there is need of continued improvement in Mathematics.

1B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

The school will address the relevant issues pertaining to Mathematics by ensuring the following continues:

- Providing ongoing professional development geared towards the inclusion of Process Strands in Mathematics planning.
 - Improving strategy building and problem solving capability.
 - Encouraging ongoing discourse during the mathematics workshop.
-

KEY FINDING 2: INSTRUCTION

Overall: Multiple data sources indicate that direct instruction and individual seatwork are the predominant instructional strategies used by teachers in audited districts; there is indication of limited use of best practices and research-based practices, including differentiated instruction. A number of schools in audited districts further evidenced a lack of student engagement in classrooms, particularly at the secondary level. These data also show that there is an intention to use research-based and best practices; yet according to the interviews, SEC, and classroom observations, there is limited evidence of implementation and monitoring of such practices. Interview data indicate that in audited districts, teachers indicate a need for more support focused on differentiation of instruction for all learners.

2A – ELA Instruction

Classroom observations in audited schools show that direct instruction was the dominant instructional orientation for ELA instruction in almost 62 percent of K–8 classrooms. (In direct instruction, the teacher may use lecture- or questioning-type format. It includes instances when the teacher explains a concept, reads to students, or guides students in practicing a concept.) Direct instruction also was observed either frequently or extensively in approximately 54 percent of the high school ELA classrooms visited. On a positive note, high academically focused class time (an estimate of the time spent engaged in educationally relevant activities) was observed frequently or extensively in more than 85 percent of K–8 classrooms visited, though this number fell slightly to just over 75 percent of classrooms at the high school level. Student engagement in ELA classes also was observed to be high – observed frequently or extensively 71 percent of the time in Grades K–8, but this percentage shrank to 49 percent at the high school level. Finally, independent seatwork (students working on self-paced worksheets or individual assignments) was observed frequently or extensively in approximately 32 percent of the K–8 ELA classrooms visited and just over 34 percent of classrooms in high school.

Please respond to the following questions for Key Finding 2A:

2A.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student progress. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(APPLICABLE IN SOME CLASSROOMS)**

Applicable Not Applicable

2A.3: Based on your response to Question 2A.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Results of administrative and cabinet members (Instructional Coaches, Data Specialist) classrooms visits indicate this finding to be applicable in some classrooms.

2A.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Pedagogues will continue to receive professional development (provided by Instructional Coaches/Administrative Staff) geared towards best instructional practices proven to enhance teaching and learning across curriculum areas.

2B – Mathematics Instruction

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM³)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

Please respond to the following questions for Key Finding 2B:

³ To examine instruction in the classrooms, the School Observation Measure (SOM) was used to capture classroom observation data for the district audit. The SOM was developed by the Center for Research in Educational Policy at the University of Memphis. The SOM groups 24 research based classroom strategies into six categories: (1) instructional orientation, (2) classroom organization, (3) instructional strategies, (4) student activities, (5) technology use, and (6) assessment. Two to seven key classroom strategies are identified within each category for a total of 24 strategies that observers look for in the classroom. These 24 strategies were selected to address national teaching standards.

2B.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student progress. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(APPLICABLE IN SOME CLASSROOMS)**

Applicable Not Applicable

2B.3: Based on your response to Question 2B.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Results of administrative and cabinet members (Instructional Coaches, Data Specialist) classrooms visits indicate this finding to be applicable in some classrooms.

2B.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Pedagogues will continue to receive professional development (provided by Instructional Coaches/Administrative Staff) geared towards best instructional practices proven to enhance teaching and learning across curriculum areas.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

In a number of audited schools, respondents stated that teacher turnover was high, with schools accommodating a relatively high percentage of new and transfer teachers each year.

Please respond to the following questions for Key Finding 3:

3.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

Teacher turnover is monitored on a year to year basis by the administrative staff.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(NOT APPLICABLE)**

Applicable Not Applicable

3.3: Based on your response to Question 3.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The percentage of staff returning year to year dispels the relevancy of this finding.

3.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

Interview data (from classroom teachers and principals) indicate that professional development opportunities regarding curriculum, instruction, and monitoring progress for ELLs are being offered by the districts, however, they are not reaching a large audience. Many teachers interviewed did not believe such professional development was available to them. A number of district administrators interviewed mentioned the presence of QTEL (Quality Teaching for English Learners) training, but few classroom teachers seemed aware of this program. Although city, district and some school-based policies (e.g., Language Allocation Policy) and plans for ELL instruction do exist, rarely were they effectively communicated to teachers through professional development and other avenues.

Please respond to the following questions for Key Finding 4:

4.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student progress. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(NOT APPLICABLE)**

Applicable Not Applicable

4.3: Based on your response to Question 4.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL teacher communicates with classroom teachers on a consistent basis. Dialogue takes place about the effectiveness of programs and the extent to which students are making progress. The ESL teacher coordinates with bilingual teachers to ensure that curriculum is aligned to the New York State Standards and that student progress is being monitored.

4.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

Data from district and teacher interviews indicate that there is very little specific monitoring of ELLs' academic progress or English language development. Testing data, where they do exist (for example, the NYSESLAT yearly scores) either are not reported to all teachers involved in instructing ELLs or are not provided in a timely manner useful for informing instruction. If and when testing data are provided, the data are not disaggregated by proficiency level of ELL student, students' time in the United States, or type of program in which the ELL is enrolled (i.e., ESL, TBE, Dual Language, or general education).

Please respond to the following questions for Key Finding 5:

5.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student performance. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(NOT APPLICABLE)**

Applicable Not Applicable

5.3: Based on your response to Question 5.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The ESL Teacher meets with the Data Specialist on a consistent basis to interpret and analyze the scores of ELLs. Scores reports are made available to pedagogues and discussed during grade level conferences.

5.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

While the DOE and individual schools have made a substantial investment in professional development for special and general education teachers, classroom observations, IEP reviews, and interviews indicate that many general education teachers, special education teachers, and school administrators do not yet have sufficient understanding of or capacity to fully implement the range and types of instructional approaches that will help to increase access to the general education curriculum and improve student performance. Further, many general education teachers remain unfamiliar with the content of the IEPs of their students with disabilities, have a lack of familiarity with accommodations and modifications that would help support the students with disabilities in their classrooms, and are not knowledgeable regarding behavioral support plans for these students.

Please respond to the following questions for Key Finding 6:

6.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student performance. This level of dialogue is used to assess the effectiveness of the school's educational programs in place.

6.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(APPLICABLE)**

Applicable Not Applicable

6.3: Based on your response to Question 6.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

The data indicates that Special Education student academic performance needs improvement.

6.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers need continued support (professional development) in order to meet the needs of our IEP students. The administration staff encourages teachers to attend DOE professional development sessions geared towards teaching the special learner.

KEY FINDING 7: INDIVIDUALIZED EDUCATION PROGRAMS (IEPS FOR STUDENTS WITH DISABILITIES)

Although IEPs clearly specify testing accommodations and/or modifications for students with disabilities, they do *not* consistently specify accommodations and/or modifications for the *classroom environment* (including instruction). Further, there appears to be lack of alignment between the goals, objectives, and modified promotion criteria that are included in student IEPs and the content on which these students are assessed on grade-level state tests. Finally, IEPs do not regularly include behavioral plans—including behavioral goals and objectives—even for students with documented behavioral issues and concerns.

Please respond to the following questions for Key Finding 7:

7.1: Describe the process your school engaged in, during the 2008-09 school year, to assess whether this finding is relevant to your school's educational program.

The Margaret Douglas School encourages teachers to reflect on teaching and learning. During grade conferences, staff meetings, and individual conferences with the administration staff, pedagogues share concerns as it relates to the curriculum and student performance. This level of dialogue is used to assess the effectiveness of the school's educational programs and policies in place.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school. **(SOMEWHAT APPLICABLE)**

Applicable Not Applicable

7.3: Based on your response to Question 7.2, what evidence supports (or dispels) the relevance of this finding to your school's educational program?

Teachers seek guidance from the SETTS teacher and other support personnel to assist teachers with the completion of IEPs.

7.4: If the finding is applicable, how will your school address the relevant issue(s)? Indicate whether your school will need additional support from central to address this issue.

Teachers are encouraged to attend workshops and training sessions relative to writing IEPs and identifying testing modifications and accommodations for individual students.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10

This appendix will not be required for 2009-10.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09 programs funded with Contract for Excellence 09 (HS) dollars in 2009-10, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY10 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2009-10)

APPENDIX 9: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)

Currenty, PS 36 has 3 Students in Temporary Housing (STH).

2. Please describe the services you are planning to provide to the STH population.

The following support and services are provided to Students in Temporary Housing: At risk counseling, referral services to Community Based Organizations, clothing as needed, and information regarding food banks.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.