



**[THE SAINT ALBANS SCHOOL]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (29Q-036)**

**ADDRESS: 187-01 FOCH BLVD, ST. ALBANS, N.Y. 11412**

**TELEPHONE: 718-528-1862**

**FAX: 718-723-6928**

**TABLE OF CONTENTS**

**SECTION I: SCHOOL INFORMATION PAGE.....3**

**SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE.....4**

**SECTION III: SCHOOL PROFILE.....5**

**PART A: NARRATIVE DESCRIPTION.....5**

**PART B: CEP SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT (SDAS).....6**

**SECTION IV: NEEDS ASSESSMENT.....10**

**SECTION V: ANNUAL SCHOOL GOALS.....11**

**SECTION VI: ACTION PLAN.....12**

**REQUIRED APPENDICES TO THE CEP FOR 2010-2011.....13**

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM.....14**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs).....16**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION.....18**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS.....19**

**APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT,  
        CORRECTIVE ACTION, AND RESTRUCTURING.....25**

**APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)...26**

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)....27**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES.....28**

**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 36      **SCHOOL NAME:** The Saint Albans School

**SCHOOL ADDRESS:** 187-01 Foch Blvd, St. Albans, N.Y. 11412

**SCHOOL TELEPHONE:** 718-528-1862      **FAX:** 718-723-6928

**SCHOOL CONTACT PERSON:** Lynn M. Staton      **EMAIL ADDRESS:** lstaton@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Lynn M. Staton

**PRINCIPAL:** Lynn M. Staton

**UFT CHAPTER LEADER:** Donna Giugliano

**PARENTS' ASSOCIATION PRESIDENT:** Adrienne Bond

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* \_\_\_\_\_

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 29Q      **CHILDREN FIRST NETWORK (CFN):** 205

**NETWORK LEADER:** Dr. Joanne Joyner-Wells

**SUPERINTENDENT:** Mr. Lenon Murray

**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 member 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/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*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
Lynn M. Staton	*Principal or Designee	
Donna Giugliano	*UFT Chapter Chairperson or Designee	
Adrienne Bond	*PA/PTA President or Designated Co-President	
Shameeka Pugh	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	
Tamra Haigler	Member/Teacher	
Sharon Thompson	Member/Asst.Principal CSA Rep	
Beverly Dhana	Member/Teacher	
Joi Hardaway	Member/	
Rajeeyah Young	Member/	
Willard Price	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

\* Core (mandatory) SLT members.

### **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.

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P.S.36 is a collaborative community school. We strive for "**Excellence for All**" in everything we do. We view ourselves as lifelong learners on a journey towards excellence. Our daily mission is to make sure all children are safe and receive an exemplary sound education. Everyone works together as partners to make sure we provide diverse experiences for the children of P.S. 36. It is our intent at P.S. 36 to nurture the "whole child".

Public School 36, The St. Albans School is located in the St. Albans section of Queens, New York. The community is a cultural magnet known for the many jazz artists that lived in the area. The community is comprised of single home families and homes, single parent families, foster homes and a small number in homeless shelters and some raised by grandparents.

P.S. 36 is a small K-5 school with two buildings. Grades K-3 are housed in the main building and grades 4-5 are in the mini building directly behind the main building. At P.S. 36 we are very involved with a Kaleidoscope of activities that include the community as well as abroad. We pride ourselves in teaching our children to be thoughtful learners and dutiful citizens. There are 480 students at P.S. 36 and we have a partnership with District 75 that extends well beyond. We have 16 D75 inclusion students in grades 2-5. These students are in our general education classes and they are included in all activities at the school.

There are 16 general education classes, 2 Collaborative Team Teaching classes and 4 Special Education classes. Our special education students have shown growth over the last two years and we have had success in reducing services on their IEPs as needed.

We have a very diverse teaching population as it relates to years of teaching experiences. We pride ourselves with providing professional development to all staff members to insure they are on board with all of the new and innovative changes in education. We strive to develop master teachers and create lifelong learners in them.

We pride ourselves in making sure we know our students and their families. We participate in a variety of programs to help develop consciousness among our students, staff and parents. We aim for all students to be proficient by grade 3.

The enhancement of our instructional programs and strategies are forever changing to help provide a comprehensive education for all students at P.S. 36. We use Good Readers, Good Habits in grades K-5. It is a balanced literacy program that focuses on getting our children to read more. In K-1 we use Everyday Math and in grades 2-5 we use Mathematics in Progress. P.S. 36 has a wealth of supporting materials and every classroom has computers and a smartboard. The school is wireless which allows for us to access additional resources to support instruction at P.S. 36.

As a collaborative community school we have a variety of community partnerships to help us provide wrap around services to the P.S. 36 families.

Our vision continues to be to prepare our students to meet the higher academic standards of achievement for success. P.S. 36 is preparing leaders for tomorrow. We want our children to be socially conscious citizens of their community and of the world. We as educators must be multifaceted in order to provide the instruction, guidance, skills and love to support “the whole” child. At P.S. 36 we craft lifelong learners that are able to meet intellectually, socially, emotionally, physically, linguistically all of the challenges that await them in the future.

**SECTION III – Cont’d**

**Part B. School Demographics and Accountability Snapshot (SDAS)**

**Directions:** A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	The Saint Albans School				
<b>District:</b>	29Q	<b>DBN #:</b>	29Q036	<b>School BEDS Code:</b>	342900010036

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	0	0	0		92.9	93.5	TBA		
Kindergarten	46	62	51						
Grade 1	85	72	83						
Grade 2	76	93	63	<b>Student Stability: % of Enrollment</b>					
Grade 3	79	71	93	(As of June 30)	2007-08	2008-09	2009-10		
Grade 4	99	83	79		92.9	88.1	TBA		
Grade 5	99	98	101	<b>Poverty Rate: % of Enrollment</b>					
Grade 6				(As of October 31)	2007-08	2008-09	2009-10		
Grade 7					63.5	57.5	73.9		
Grade 8									
Grade 9				<b>Students in Temporary Housing: Total Number</b>					
Grade 10				(As of June 30)	2007-08	2008-09	2009-10		
Grade 11					8	27	TBA		
Grade 12									
Ungraded				<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	484	479	470		0	4	1		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	53	53	41						
No. in Collaborative Team Teaching (CTT) Classes	0	0	9	Principal Suspensions	0	0	TBA		
Number all others	19	22	21	Superintendent Suspensions	1	0	TBA		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants			
# in Dual Lang. Programs	0	0	0	Early College HS Participants			
# receiving ESL services only	15	8	11	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	0	2	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	33	31	32
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	3	3	3
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	9	10	7
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	33	31	32
American Indian or Alaska Native	0.2	0.4	0.4	Percent more than two years teaching in this school	99	98	98
Black or African American	91.3	87.3	87.4	Percent more than five years teaching anywhere	80	80	85
Hispanic or Latino	4.8	5.6	6.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.4	0.8	1.3	Percent Masters Degree or higher	100	100	100
White	2.3	4.2	2.6	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	100
Multi-racial							
<b>Male</b>	53.3	52.8	51.9				
<b>Female</b>	46.7	47.2	48.1				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>	

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<u>Differentiated Accountability Phase (Check ✓)</u>		<u>Category (Check ✓)</u>		
		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
Improvement (year 1)				
Improvement (year 2)				
Corrective Action (year 1)				
Corrective Action (year 2)				
Restructuring (year 1)				
Restructuring (year 2)				
Restructuring (Advanced)				

<b>Individual Subject/Area Outcomes</b>	<b>Elementary/Middle Level (✓)</b>		<b>Secondary Level (✓)</b>	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

**This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:**

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American	✓	✓	✓				
Hispanic or Latino							
Asian or Native Hawaiian/Other Pacific Islander							
White	✓	✓	✓				
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	YSH	✓					
Limited English Proficient							
Economically Disadvantaged	✓	✓					
<b>Student groups making AYP in each subject</b>	4	4	1				

### Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ <sup>SH</sup>	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

*Note: NCLB/SED accountability reports are not available for District 75 schools.*

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

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	66.0	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	A- (10.7)	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	B- (16.2)	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	B-(34.6)	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	4.5	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## 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/Teacher 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 your school's 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?
- 

P.S. 36 strives to provide a comprehensive educational structure for all children. Over the past years P.S. 36 was on an upward trend with most of our children being a level 3, however on the most recent 2009-2010 our scores in ELA and Mathematics declined. We are a small school with most of our students on Level 2 and 3 in both ELA and Mathematics. We had a decrease in level 4 students and more level 1 students as indicated on the ELA and Mathematics State Assessments. We find that girls scored on level or higher than the males in their grades in both ELA and Mathematics. The percentage of special education students continues to increase academically in both ELA and Mathematics. We used Learning Directions to help us track our student performance and progress through practice ELA and Mathematics assessments, Unit assessments, checklist running records and other items. The interim assessments indicated our students weaknesses were in a variety of areas such as:

- ✓ Inference
- ✓ Main idea and supporting details
- ✓ Critical analysis

We see a need to increase AIS services for students and teach more specific skills based lessons to address specific needs. Every 8-10 weeks our children are assessed through running records and students who fall below are provided with additional AIS support. Current support services are provided by the AIS teacher, Literacy Coach, Enrichment Cluster teachers, paraprofessionals and volunteers. Our children are not reading beyond the school day so we have planned for more parent workshops and incentives for reading outside of school. In mathematics we went down in grades 3-5 and we can attribute that to many of our children not mastering the basic facts and not being able to conceptualize higher level tasks. Because we did not make a significant increase in mathematics we have a push in mathematics period on Fridays, we dedicated M-W during the extended 37 ½ minute program to mathematics and teachers are providing additional problem solving tasks for homework assignments. There is a need to revisit our pedagogy and hone in on more structured lessons with assessments directly following to see if children know it. Strengthening the lower grades with the basic facts and providing parents with more resources to help their children at home. An emphasis has been placed on setting benchmarks and seeing where children are in September, November, March, and June.

We have grown as a staff as it relates to communicating and talking about data. Using data to drive instruction has improved and guided teachers to differentiate more. Our goal is for every child to be proficient by grade 3 and we are continuing to build capacity through parent workshops, teacher

professional development, after-school and in house intervention services and additional opportunities and use of technology. I am proud to say we have involved all teachers in the teacher team inquiry study and that has sparked a lot more conversations about teaching and learning. There is a focus to strengthen academic rigor in all grades so that we can bring our goal to fruition. Teachers are using the item analysis more for grades 4-5 to help them craft lessons. We use the reading and mathematics indicators and do an item analysis for grades 3-5. It especially helps us with grade 3 who have not existing testing information. As we continue to look at the ELA and mathematics data we will improve in our instruction to provide students with all they need to succeed.

We have 480 students however our parent involvement needs to improve. We continue to do outreach, offer support and ongoing opportunities for parents to partner with us. Recognizing the different stresses on parents we will continue to offer incentives, diverse workshops to help parents partner with us on their child's academic journey. We tend to have more parents for the social activities so we have tied an instructional focus to a social activity.

We at P.S. 36 have made many accomplishments, but we have many roads to travel. As we begin to look at our students that are not performing well, there is a connection with absenteeism, lateness, lack of parental involvement and weak basic skills. We're trying to approach it with support services, reaching out to parents individually and having them come in to work with the teacher and administrators. We will continue to strengthen our students through remediation, differentiation and enrichment to help them move to the next level.

## 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 2010-11 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school's annual goals described in this section.

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**Our latest progress report indicates that we are not making significant progress in the area of mathematics therefore it is imperative that we raise the level of academic achievement for students in grades K-2 to impact on grades 3-5.**

**Goal 1-** To increase mathematics performance in grades 3-5 and build capacity in mathematics in grades K-2.

By June 2011, P.S 36 would have reduced the number of level 1 students by 5% and increased the number of level 3 students by 5%.

**The Special Education students have made a little progress as indicated on the most recent progress report. We continue to provide the additional support to the teachers to help them provide direct instruction to their students.**

**Goal 2-**To address academic and instructional needs of the special education students in ELA.

By June 2011, through the implementation of a comprehensive structured program at raising the level of independent reading and increasing stamina in reading, our special education students will improve their ELA performance by 5% as measured by the Reading Indicators..

**Our Quality Review report indicated that our parent response rate was low, therefore to support student achievement, we are devoted to improving parent involvement through ongoing outreach and workshops.**

**Goals 3-**To promote a professional learning community among our parents to better support the academic journey of their children.

By June 2011, P.S. 36 will have increased parent outreach by 50% and developed an ongoing conversation about student academics.

**One of our Quality Review recommendations was to engage teachers in more use of data to build capacity.**

**Goal 4-**To increase teacher use of data to support differentiation in ELA and Mathematics.

By June 2011 100% of P.S. 36 teaching staff would have been exposed to a variety of resources and professional development to help them develop more differentiated best practices in their classrooms in ELA and Mathematics.



**Indicators of Interim Progress and/or Accomplishment**

*Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*

**ELA and Mathematic indicators that will give an item analysis, ELA and mathematics State Assessments, Unit assessment in Mathematics and Reading program, Informal assessment, Student work, Running records, conference notes and standards tracking sheet.**

## 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 2010-11 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, PLA, 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):** Special Education

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>Goal 2-to address academic and instructional needs of the special education students in ELA.</b></p> <p><b>By June 2011 through the implementation of a comprehensive structured program at raising the level of independent reading and increasing stamina in reading, our special education students will improve their ELA performance by 5% as measured by the Reading Indicator.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>✓ A review of all IEP's especially new students to the school and revisit the specific needs of the students.</li> <li>✓ Strengthen the basic skills and provide more reading opportunities for students with books on their level.</li> <li>✓ Provide frequent assessments to track student strengths and weaknesses and craft lessons to support data analysis.</li> <li>✓ Provide more conference time and writing time for students to express themselves in small setting or one on one situations.</li> <li>✓ Extend the libraries to include more interesting topics for boys</li> <li>✓ Use more interactive technology and hands on center activities to engage students</li> <li>✓ Offer more short term incentives to read at home</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax Levy  Fair Student Funding  Title 1</b></p> <p><b>All support staff will provide services such as the Data Specialist/Literacy Coach, Mathematics Enrichment Cluster, Paraprofessionals, IEP and AIS Teacher, and classroom teacher</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>ELA and Mathematic indicators that will give an item analysis, ELA and mathematics State Assessments, Unit assessment in Mathematics and Reading program, Informal assessment, Student work, Running records, conference notes and standards tracking sheet.</b></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 2010-11 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, PLA, 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):** Parent Involvement

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><b>To promote a professional learning community among our parents to better support the academic journey of their children.</b></p> <p><b>By June 2011, P.S. 36 will have increased parent outreach by 50% and develop an</b></p>
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	<b>ongoing conversation about student academics.</b>
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	<ul style="list-style-type: none"> <li>✓ Continue to offer parent workshops before each PTA meeting.</li> <li>✓ Involve parents in a parent-child book club</li> <li>✓ Send an article for parents to read and discuss at the workshops</li> <li>✓ Engage parents as volunteers in grades K-2 in Cookshop</li> <li>✓ Partner with outside organizations to do workshops and forums for parents.</li> <li>✓ The parent coordinator will do more outreach and provide monthly tidbits to help parents help their children.</li> </ul>
<b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i>	<b>Tax Levy</b> <b>Fair Student Funding</b> <b>Title 1</b>  <b>All support staff will provide services such as the Data Specialist/Literacy Coach, Mathematics Enrichment Cluster, Paraprofessionals, IEP and AIS Teacher, and classroom teacher</b>
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<b>We will look at attendance sheets at all events, the parent coordinators log and student performance in areas where we have had workshops. Additional indicators will be the running records, state assessments and informal assessments.</b>

## 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 2010-11 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, PLA, 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):** Curriculum and Instruction

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><b>To Increase teacher use of data to support differentiation in ELA and Mathematics.</b></p> <p><b>By June 2011 100% of P.S. 36 teaching staff would have been exposed to a variety of resources and professional development to help them develop more differentiated best practices in their classroom in ELA and Mathematics.</b></p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> <li>✓ Teachers will be provided with more opportunities to plan differentiated lessons and use data to do so</li> <li>✓ ARIS and other assessment vehicles will be analyzed more frequently to track student performance.</li> <li>✓ Professional development will be dedicated to teachers developing tasks and extending their practices in differentiation</li> </ul>

<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Tax Levy  Fair Student Funding  Title 1</b></p> <p><b>The administrative and Inquiry team will provide services for the staff. Outside workshops and CFN support staff will assist</b></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><b>We will look at student progress and performance through the running records, informal assessments, conference notes, reading , writing and mathematics journals, teacher observations, state assessments, ECLAS and EPAL and student observations</b></p>

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**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: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

**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	15	15	N/A	N/A	2			2
1	18	18	N/A	N/A				3
2	20	20	N/A	N/A				2
3	22	22	N/A	N/A			1	6
4	15	15	35		1		2	4
5	10	10			2		2	3
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)	<b>Description:</b> Provide a brief description of <b>each</b> 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.).
<b>ELA:</b>	<b>P.S 36 provides AIS ELA services to a variety of students through the paraprofessionals, data specialist/literacy coach, AIS and IEP teacher, Speech teacher and classroom teacher. We do pull out /push in services using skills based instruction, Wilson, voyager, word work, vocabulary development, comprehension strategies, problem solving and computation work and writing. Through direct instructional strategies, small group or one on one services, we utilize a variety of strategies to engage students in conversation. We assess the students every 10 weeks and review data to inform instruction. Support providers articulate with teachers and utilize the units of study for the month to provide supporting instruction.</b>
<b>Mathematics:</b>	<b>P.S 36 provides AIS mathematics services to a variety of students through the paraprofessionals, data specialist/literacy coach, AIS and IEP teacher, Speech teacher and classroom teacher. We do pull out /push in services using skills based instruction, math baskets, vocabulary development, comprehension strategies, problem solving and computation work and writing. Through direct instructional strategies, small group or one on one services, we utilize a variety of strategies to engage students in conversation. We assess the students every 10 weeks and review data to inform instruction. Support providers articulate with teachers and utilize the units of study for the month to provide supporting instruction.</b>
<b>Science:</b>	<b>At P.S. 36 we have a science enrichment cluster teacher who serves the classroom and works in small groups in the after-school test prep program. She provides the innovative experiments and tasks in the science curriculum to students in grades K-5.</b>
<b>Social Studies:</b>	<b>Social Studies is delivered by the classroom teacher and additional intervention support is administered by the classroom teacher and paraprofessional through the use of small groups and one on one groups. Teachers use the Document based question methodology to engage students in social studies.</b>
<b>At-risk Services Provided by the Guidance Counselor:</b>	<b>The guidance counselor works with small groups of at risk and mandated students. He is on call for any crisis intervention situations that may arise. He reads literature, shows videos and discusses conflict intervention strategies to help students cope or solve situations. He conferences with parents and articulates with the school based support team.</b>

<b>At-risk Services Provided by the School Psychologist:</b>	<b>Our psychologist is at the school part time and he will see children if needed. He primarily reviews and assesses students with annuals and initial cases.</b>
<b>At-risk Services Provided by the Social Worker:</b>	<b>The social worker works with small groups of at risk . They read literature, discuss real life situations and do role playing, problem solving and teambuilding games. She conferences with parents and meets with the teachers.</b>
<b>At-risk Health-related Services:</b>	<b>The nurse meets with students who have health related services to discuss interventions and management strategies. She provides them with literature and conferences with parents. There is an on-site doctor once a month and sometimes we have interns that help to service the students with health needs. The nurse focuses on asthma which is very high in our school and community. She does a lot of workshops on keeping clean and healthy with the students.</b>

**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 (2010-2011) Language Allocation Policy to this CEP.

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**Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011**

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

**Section I. Student and School Information**

Grade Level(s) K-5      Number of Students to be Served:   12   LEP        Non-LEP

Number of Teachers   1 ( F status)        Other Staff (Specify) \_\_\_\_\_

**School Building Instructional Program/Professional Development Overview**

**Section II. Title III, Part A LEP Program Narrative**

**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.

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**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.

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**Section III. Title III Budget**

School:     P.S. 36          BEDS Code:     342000010036    

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$30,000	<b>1 F-Status ESL Teacher</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.		
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$1000.00	<b>Books on tape and leveled libraries</b>
<b>Educational Software (Object Code 199)</b>	\$1000.00	<b>Waterford software</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>	\$32,000.00	

### **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**

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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.

P.S. 36 keeps an open door policy with translation services available for PTA meeting, workshops, Parent-Teacher Conferences and school wide activities. Letters are sent out in various dominant languages of the students in the school. The parent coordinator reaches out to parents who need language assistance and other resources to support their child. Telephone logs, attendance sheets and literature is kept to communicate with non-English speaking parents. Many times parents will bring an English speaking relative or friend to help them navigate the 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.

We have staff members who speak the dominant languages of our parents and we enlist them to help us convey important information and keep the lines of communication open to our parents. We reach out with telephone assistance and we translate many of the documents. When we have evening activities we pay per session to have translation services available for parents. We are a language friendly school.

#### **Part B: Strategies and Activities**

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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.

We encourage our ESL/ELL parents as well as all parents to take an active role in their student's academic journey. We highlight various cultures in our school-wide activities all throughout the school year. We translate items and reach out via telephone to parents.

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.

We have utilized services from outside agencies, ESL teacher and staff that speaks some of the languages to help us provide a comprehensive translation service to our families. We utilize the telephone and link parents to school and community resources.

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>.

The ESL teacher hosts a meeting with our ESL parents to discuss the various services available in the school and the parent coordinator follows up with literature and telephone outreach.

**A-7.1**

**2010-2011 Request for Extension of Services**

**School District** 29Q                      **School District Address** 187-01 Foch Blvd, St. Albans, N.Y. 11412  
**School Building** P.S. 36Q              **School Building Principal** Lynn M. Staton

**Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs’ extension of services requests (for students who have received services for three years and beyond).**

SE	LEP students with disabilities whose IEP recommends ESL or bilingual instruction ( <i>Provide an explanation</i> )
AR	LEP students who have been designated at risk and are in a program designed to prevent a referral to a Committee on Special Education

**2010-2011 Request for Extension of Services**

**School District** 29Q  
**School Building** P.S. 36Q

**School District Address** 187-01 Foch Blvd, St. Albans, N.Y. 11412  
**School Building Principal** Lynn M. Staton

**Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).**

RF	LEP students who have been referred to the Committee on Special Education for a multidisciplinary evaluation
NL	LEP students who first entered an English language school system after grade two with interrupted, little or no formal schooling in their first language
HO	LEP students held over in grade
L	LEP students who have not met the performance standard in listening:
S	LEP students who have not met the performance standard in speaking:

**2010-2011 Request for Extension of Services**

**School District** 29Q  
**School Building** P.S. 36Q

**School District Address** 187-01 Foch Blvd, St. Albans, N.Y. 11412  
**School Building Principal** Lynn M. Staton

**Describe interventions being implemented based on the reason/code for ESL/ Bilingual programs' extension of services requests (for students who have received services for three years and beyond).**

R	LEP students who have not met the performance standard in reading Umaou Diallo is a special education student who is struggling. ESL services is listed on her IEP. She has taken the NYSELAT several times but does not meet the mastery performance level. The extension of services is requested to help develop her literacy language skills in reading. She struggles with comprehension and she will be provided with targeted intervention instruction in listening, reading and writing. It will be given in the content area in small group instruction. A more comprehensive approach will be used to help her develop in all areas of literacy language. She will be provided with extra periods of ESL instruction beyond her mandated units.
W	LEP students who have not met the performance standard in writing
LTA	Long term absences



## ***P.S. 36 - St. Albans School***

**“Where children come first.”**



187-01 Foch Boulevard

Tel: (718) 528-1862

St. Albans, NY 11412

Fax: (718) 723-6928

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**Lynn M. Staton**  
**Principal**

**Sharon D. Thompson**  
**Assistant Principal**

### **ESL Program at P.S. 36**

P.S. 36 has a total of 480 students in grades K-5. Approximately 2% of the population is ESL/ELL students. Those 12 students encompass 3 languages: Fulani (1), Haitian-Creole (6) and (5) Spanish. Parents are provided with the Home Language Survey, interviewed at the entry level, shown a video and the ESL teacher administers the LAB-R if needed. Parents are given all school-wide information and invited to attend a meeting in September on Back to School Night as well as Open School Night in November and in March. At this meeting the parents are given information on the services provided, discuss the program, converse about student progress and given a letter about the program. Our parents prefer to have their children instructed in English only. Currently we have 2 student that are on the advance level and the remainder are on the Beginning and Intermediate level. The pedagogues who conduct the initial screening are: Marlene Kohavy-ESL Teacher, Tamra Haigler-Literacy Coach, Vivian Glover-SETTS Teacher, Hilda Cortes-Paraprofessional, Sharon Thompson-Assistant Principal and Lynn Staton-Principal.

In order to help the ESL/ELL students linguistic and academic performance, we provide daily instruction in Balanced Literacy. The mini lessons help to improve writing organization, vocabulary, mechanics and fluency in English Language Arts. The teacher also helps cement skills in beginning print concepts, phonological awareness, oral language development, alphabetic knowledge and emergent writing with the students in grades K-2. If needed those same concepts are employed on the 3-5 students. Guided reading and writing skills, Independent reading and writing skills, Interactive writing, word work activities are used to engage the students and spark an interest in

learning. To enhance the ELL/ESL's listening skills, daily read alouds are added. Literacy support is not limited to the ESL periods, it extends across the building at all times through our print-rich environment, leveled libraries and quality student literature, and supported curriculum and teacher engagement of students. Patterns across proficiency levels and grades show that students need more activities around writing, comprehension and vocabulary. We instituted a word a week where teachers are doing more intensive word studies. The word walls in classrooms are an added addition and they act as a reference for when students are writing. Everyday Mathematics is used in grades K and 1 and Progress in Mathematics is used in grades 2-5. Each program has a pacing calendar and assessment piece that is used to evaluate student progress. The ESL teacher administers the NYSESLAT and provides supplemental services. We use checklists to identify the skills students have mastered and the ones they need to become proficient in. The ESL Teacher offers direct instruction and skills based activities using materials such as: Experiences in English and Reading/Language Arts (McGraw Hill), Language Basics (a magnetic letter board program), Alphabet Picture Letter Sound Cards, Great Leaps Reading grades K-2 and 3-5, Writing and Thinking for young authors at different levels, ESL Language Development (Scott Foresman), Best Practices in Reading (Options Publishing), Passageways Series, Board Games and activities in art and math are planned around language acquisition. Instruction is provided in small cooperative groups, peer to peer, teacher to student, whole group and some push in. The ESL teacher provides differentiated instruction in the various groups. Students with IEP's are provided with their ESL service and other related services. Instruction is given during school and several of the students remain for the 37 ½ minutes and the upcoming After-School program. Using all of our resources and support staff we provide comprehensive instruction to our ESL students. Teachers attend professional development and each classroom has an extra person be it a paraprofessional or a push in teacher to help provide and monitor instruction. The core subjects are also covered by the ESL teacher. She does literacy through the core subjects. We acknowledge our students cultural background and geographic roots through the celebration of various holidays and activities. We promote self-awareness and tolerance with our monthly character education topics.

Our parents are an integral part of our school and we provide translated items in both Spanish and Haitian-Creole. The letters are backpacked by the student and mailed. We have staff members that have developed working relationships with our parents and our parent coordinator assist parents. Various signs are translated in our lobby and we make translators available for events at our school. We make telephone calls to interpret information for our limited English proficient parents. During open school day and night we have translation services available for our parents. We keep an open dialogue with our parents and continue to try to improve.

New students are partnered with students who speak the same language to help for an easy transition. We set up a buddy system and the ESL teacher and classroom teacher assesses the student so services can be designed to meet the students' needs. The classroom teacher and ESL teacher articulate with each other and then the principal

and assistant principal to provide ongoing support to our ESL students. Support services are provided with the proper personnel and the progress of the students are discussed in grade level meeting and pupil personnel meetings.

The ESL teacher attends in-house professional development, online and outside professional development opportunities are also offered. The ESL teacher engages in updated literature and webinars to help her grow as a professional. The ESL program at P.S. 36 is thriving and continues to improve. We use more technology with the students and we hope to have a language assisted technology program for some of our parents.

**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 Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$261,491.00	\$13998.70	\$275,489.70
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,615.00	\$140.00	\$2755.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,074.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:   100%  

6. 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.

\* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

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

**Directions:** Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

**Explanation – School Parental Involvement Policy:** 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, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

***Explanation – School-Parent Compact:*** 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 nine 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 to all parents and disseminated in the major languages spoken by the majority of parents in the school.

## **Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

### **Section I: Schoolwide Program (SWP) Required Components**

**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.

The school surveys the parents at Meet the Teacher night requesting recommendations for programs and activities in the school. We also look at the Learning Environment Survey and student data to see what the specific needs of the schools are. The teacher teams and administrative team discusses specific focuses and we plan activities around those items. We have such things as literacy, math and science activities, spelling bees, 100 book challenges, science and mathematics fair, multicultural day, and much more. We include our parents and community partners. The teams review standardized assessment results, informal data and other data to determine what interventions and enrichments need to be put in place. We match the support service to the need. As a school we utilize the progress reports, past quality review recommendations, assessments, conversations, surveys, walkthroughs, feedback from our CFN partners and professional training to help us gain insight to what needs to be done to ensure our students are successful.

## 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.

P.S. 36 students are immersed in learning activities that are standards based and support interactive learning. There are a lot of opportunities for teachers to develop and craft their lessons to support strategies in critical thinking, problem solving and mastery of a variety of other skills and concepts. The school uses the Balanced Literacy approach where there is a focus on reading and writing. With creative scheduling teachers use the blocked time to do read alouds, guided reading and writing and independent reading and writing. Skills based lessons are taught and differentiated to address individual student strengths and weaknesses. The additional 37 ½ minutes in the afternoon is used for the level 1 and 2 students to help them focus on the basic skills. We have dedicated it to mathematics this year with math journaling, computation and problem solving. The teachers in P.S. 36 are very dedicated and they can often be seen working with small groups of students during their prep and lunch time. We use all of our support staff to assist children and provide interventions. Wilson and Voyager are used as well as a wealth of other materials. There is a period on Fridays where each class has a push in person to work in small groups in mathematics. Students are continuously assessed with informal assessments, standardized assessments, conferencing, reading logs, checklists, observations, rubrics and teacher observations. We look at data continuously and refine the interventions for our students.

## 2. Instruction by highly qualified staff.

The students at P.S.36 are instructed by highly trained staff. 100% of the pedagogy staff have degrees beyond Bachelors. All of the teachers are receiving professional development year round on a variety of topics. Teachers plan together during their common preps and facilitate some of the professional development. Teacher teams meet and plan during the Thursday, extended day time.

## 3. 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.

Professional development is valued at P.S. 36. Staff is engaged in some form to meet the needs of the students we service. Everyone takes ownership of their professional growth by attending in house, off site workshops and conferences. Teachers are provided with opportunities to share ideas and best practice strategies to improve their practices. Professional development is facilitated by the principal, assistant principal, literacy coach, data specialist, technology teacher, inquiry team members, special education support staff and outside vendors.

4. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 36 reviews resumes and looks for teachers who share the same learning philosophy and work ethic of the school. We have had the opportunity to have student teachers teach in our school and the administrative staff keeps a keen eye on them as a prospective for any vacancies. We have a stable staff that are committed and dedicated to educating the students and families of P.S. 36.

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

P.S. 36 presents workshop topics of interest to the parents based on a survey and the needs of the school. The parent coordinator, teachers, coaches, administrators and outside vendors facilitate learning communities among our parents. We have expanded our monthly workshops before PTA meetings and several on weekends. We include parents in anything educational for their children.

6. 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.

Local elementary school programs, state run preschool programs and neighboring early childhood centers visit P.S. 36 throughout the year. They are invited to special programs as well as we do transition workshops for parents of incoming students.

7. 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.

Teachers have opportunities to pilot new materials throughout the year that have a variety of assessment tools. They keep data binders to help them get a snap shot at the progress of their students. Students are given incoming assessments and every 10 weeks we re-assess students to see the progress they have made. Various checklists are also used as well such as conference notes and teacher observations to help look at student progress. We focus on diagnosing the student to enable us to provide instruction and intervention services. After reviewing data, teachers discuss the next steps to drive our instruction.

8. 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.

We provide after-school programs, push in and pull out services to help children become proficient in all areas. The assessments identify specific skills and the service addresses the weak areas.

9. 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.

P.S.36 has two after-school out of school programs run by community based organizations ChaRosa Foundation and ZenMaster. These programs provide tutorial, intervention and remedial, homework help and recreational activities. We have about 200 students who attend these programs. Several students attend other neighboring programs to receive the same services.

## **Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)**

### ***Explanation/Background:***

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

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

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

**Directions:** In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" <sup>1</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$261,491.00		
Title I, Part A (ARRA)	Federal	✓			\$13,998.70		
Title II, Part A	Federal		✓				

**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal			✓			
Title IV	Federal			✓			
IDEA	Federal		✓				
Tax Levy	Local		✓				

**Part D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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.

## **SWP Plan 2010-2011**

The data from the New York State Assessments, Acuity, Interim Assessment, ECLAS, DRA, informal assessments, teacher observations and the Learning Environment Survey have been used to determine the school-wide plan. All items were reviewed by the Inquiry Instructional Team, SLT and administrative team to be implemented during the 2010-2011 school year to help increase student achievement. This comprehensive needs assessment was determined over a two month period. One professional development day was held in June 2010 and a thorough discussion took place to discuss school-wide improvement needs. At the October PTA meeting a discussion was held with parents on various academic needs of the school. The school-wide programs plan will provide opportunities for students to meet the state's proficient levels in academic achievement. P.S. 36 will increase the amount and quality of learning time with our 37 ½ minute program, after-school programs and our ability to push in extra resources in classrooms.

P.S 36 students are immersed in learning activities that are standards based and support interactive learning. There are a lot of opportunities for P.S. 36 students to develop strategies, use critical thinking and problem solving skills as well as apply their knowledge in other situations. The school is grounded in Balanced Literacy and we have provided a lot of activities around reading, writing and mathematics and the children are immersed in it. Effective scheduling allow the teachers a block time for literacy everyday and the remainder of the day is dedicated to mathematics, science, social studies, art and other subjects. The 37 ½ minute program provides the additional learning time for level 1 and 2 students to work in small groups. And on Thursdays teacher teams meet to discuss student progress and performance. On Fridays we have a period where staff is pushed into classes and it is dedicated to mathematics. We do more skills based instruction in literacy and mathematics. During the day many of the out class enrichment teachers facilitate a guided group. Teachers collaborate and students are moved among the performance groups to better provide them the directed instruction for academic success. The AIS teacher works with students in grades 1-3 using the Wilson or/and Voyager Passport program. The Literacy teacher works with 3-5 grade students on specific skills and comprehension strategies. The Resource Room/ IEP teacher works with the resource room K-5 students on literacy and mathematics skills. All teachers assess the students and determine their immediate needs and set short term and long term goals. The paraprofessionals have been trained in literacy strategies and under the direction of the classroom teacher they work with struggling students in small groups on one on one. We are using the Study Island program in grades 3-5 in mathematics and literacy and the Waterford interactive program in grades 1-2. Both programs are computer monitoring programs that provide data on student progress as they master certain skills. The programs can also be used with the whole class on the smart boards in each classroom. Having the smart boards in each class has made the teachers engage in mastering technology. Many workshops have been held to teach the teachers and the Technology teacher offers continued support. Our level 3 and 4 students in grades 4 and 5 participate in the Project Boost program which is in its fourth year. This program involves the students doing research, taking trips, documenting through writing, technology and photos and presenting their study. Two teachers facilitate this program. We have club hour on Fridays for grades 3-5 and project day for grades K-2. Teachers host specific clubs and children are engaged in a variety of activities. We assess students using checklists, standardized assessments, informal assessments, observations, reading records, conference notes, teacher recommendations and student interviews. This helps the teacher design a plan of action to provide a comprehensive education for each student.

We involve the classroom teacher, paraprofessional, guidance counselor, enrichment staff, school based support team, parent coordinators, administrators, students and parents to develop a successful student. Wrap around support staff articulate regularly to make adjustments in the students support system.

The students at P.S. 36 are instructed by highly trained qualified staff. 100% of the teachers have two degrees and many have three degrees. This expertise is utilized to provide training throughout the year as well as to serve on various committees. Through grade conferences, professional development sessions, outside conferences, study groups etc. help to provide additional time for teachers to develop professionally. As a staff we read articles, books and utilize the strategies in the classroom. Professional development is valued at P.S. 36. All staff is engaged in some form of professional development. Everyone has taken charge of their professional learning. Teachers have the ability to present professional training they may want to attend and they must come back and turnkey the information to the staff. We continue to engage our parents in professional training to help them provide strategies to help their children.

We attract highly qualified staff because we have a strong reputation throughout the community. We are serious about the safety and learning of our children. We review resumes submitted through the mail, email, open market system and personal recommendations. The instructional team discusses what our needs are. Our parents would like a full service art program and we have discussed how to better provide these innovative programs with limited space.

We continue to engage parents through our various parent-child activities. We have partnered with the PTA and SLT and we hold workshops and family events in conjunction to our PTA meeting. The parent coordinator engages parents during arrival and dismissal. She reaches out to parents with home visits, telephone calls, emails and letters.

During the year we host the various day care center students as they transition to kindergarten. The schools visits and do a walkthrough and P.S. 36 staff does transition workshops with the staff and parents at their site. Our parent coordinator and pupil accounting secretary provide information to new and perspective parents to help them make the transition.

P.S. 36 uses a variety of diagnostic assessment to diagnose student needs. Teachers keep assessment binder and analyze the data to drive instruction. Teachers make open suggestions and recommendations for new types of materials, support services and to parents to provide the students with all the things they need to be successful. We provide timely assistance to students who are struggling. We are very involved with monitoring student progress and we utilize our pupil personnel team to review students in need of related services such as speech, occupational therapy, physical therapy, small classroom setting, pull-out or push in services. Services are expanded or reduced to accommodate our students in need. Coordination and integration of the federal, state and local services and programs and resources help to support NCLB and provide comprehensive programs for our students and families. We are able to offer violence prevention programs, gang awareness programs, nutrition programs, job search programs, early childhood resources, technical and vocational information for our parents and mental health support. P.S. 36 continues to support students, staff and families with our variety of activities, information and programs. We utilize outside agencies, CFN support staff and in house staff. Title one resources have helped to provide a variety of services and programs for P.S. 36. Our main goal is to make sure our children are well grounded, safe and provided a comprehensive education to succeed. Developing productive citizens to be able to give back is our focus and they must have all of the tools to make a difference.

## **APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING**

*This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.*

**NCLB/SED Status:** \_\_\_\_\_ **SURR<sup>3</sup> Phase/Group (If applicable):** \_\_\_\_\_

### **Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring**

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. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
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. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

### **Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring**

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.

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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.

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

## APPENDIX 7: 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>

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### **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.)  
**We currently have 8 students that live in the temporary housing.**
2. Please describe the services you are planning to provide to the STH population.  
**We as a school have reached out to the parents to see what needs the parents may have. We have provided clothing in the form of school uniforms, book bags and school supplies, paid for class trips and partnered with the shelters to provide busing for the students. The parent coordinator reaches out to these parents to provide other resource that the school might receive such as gift cards, toiletries and non-perishable food items.**

### **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 your Children First Network.

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

*This appendix will not be required for 2010-2011.*

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 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 2010-11)**

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 036 Saint Albans School					
<b>District:</b>	29	<b>DBN:</b>	29Q036	<b>School</b>		342900010036

**DEMOGRAPHICS**

Grades Served:	Pre-K		3	v	7		11		
	K	v	4	v	8		12		
	1	v	5	v	9		Ungraded	v	
	2	v	6		10				

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	0	0	0		92.9	93.5	91.8
Kindergarten	62	51	69				
Grade 1	72	83	67	<b>Student Stability - % of Enrollment:</b>			
Grade 2	93	63	83	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	71	93	69		89.8	88.1	92.5
Grade 4	83	79	98	<b>Poverty Rate - % of Enrollment:</b>			
Grade 5	98	101	75	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 6	0	0	0		63.4	73.9	73.9
Grade 7	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 8	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 9	0	0	0		8	27	39
Grade 10	0	0	0	<b>Recent Immigrants - Total Number:</b>			
Grade 11	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		0	4	1
Ungraded	0	0	1				
<b>Total</b>	<b>479</b>	<b>470</b>	<b>462</b>				

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	53	41	40	Principal Suspensions	0	0	1
# in Collaborative Team Teaching (CTT) Classes	0	9	13	Superintendent Suspensions	1	0	1
Number all others	22	21	23				

*These students are included in the enrollment information above.*

<b>Special High School Programs - Total Number:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	33	32	36
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	11	11	8
# receiving ESL services only	8	11	TBD				
# ELLs with IEPs	0	2	TBD				

*These students are included in the General and Special Education enrollment information above.*

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	5	4	7

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	97.0	100.0	100.0
				% more than 2 years teaching in this school	63.6	75.0	86.1
				% more than 5 years teaching anywhere	57.6	65.6	77.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	94.0	94.4
American Indian or Alaska Native	0.4	0.4	0.4	% core classes taught by "highly qualified" teachers	93.3	100.0	100.0
Black or African American	87.3	87.4	92.4				
Hispanic or Latino	5.6	6.4	4.8				
Asian or Native Hawaiian/Other Pacific	0.8	1.3	0.4				
White	4.2	2.6	1.7				
<b>Male</b>	52.8	51.9	51.3				
<b>Female</b>	47.2	48.1	48.7				

#### 2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

#### NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

<b>SURR School (Yes/No)</b>		If yes,					
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#### Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	X	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

#### This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			Progress Target
	ELA	Math	Science	ELA	Math	Grad Rate**	
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	X	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>3</b>	<b>4</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	D	<b>Overall Evaluation:</b>					P
<b>Overall Score:</b>	25.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					P
School Environment:	6.5	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	1.1	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	15						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

<b>KEY: AYP STATUS</b>	<b>KEY: QUALITY REVIEW SCORE</b>
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

\* = 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.*

\*\*[http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation\\_rate\\_memo.pdf](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)



## P.S. 36 - St. Albans School

"Where children come first."



187-01 Foch Boulevard  
St. Albans, NY 11412

Tel: (718) 528-1862  
Fax: (718) 723-6928

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Lynn M. Staton  
Principal

Sharon D. Thompson  
Assistant Principal

P.S. 36  
The St. Albans School  
Parent Compact

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

**School**

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

**We understand:** the need to offer a flexible number of meetings at various times and if necessary seek funds to provide transportation or childcare when possible.

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

**We understand:** the need to provide performance profiles and individual student assessment results for each child and other pertinent individual school district education information.

**We understand:** the need to provide quality curriculum and instruction.

**We understand:** the need to deal with communication issues between teachers and parents through:

- Parent-Teachers conferences
- Reports to parents on their children's progress
- Reasonable access to staff
- Opportunities to volunteer and participate in their child's class
- Observation of classroom activities

**We understand:** the need to assure that parents may participate in professional development activities, i.e. workshops on literacy, reading, mathematics, assessments, social studies, sciences and other curriculum items.

**Parent/Guardian**

**I understand:** the need to become involved in the strategies designed to encourage my participation in parent involvement activities.

**I understand:** the need to participate in or request technical assistance training that the school or district office offers on child rearing practices and teaching and learning strategies.

**I understand:** the need to work with my child on schoolwork; read to my child on a daily basis and encourage my child to read to me each day.

**I understand:** the need for me to monitor my child's

- Attendance and punctuality at school
- Homework
- Television watching
- Health needs

**I understand:** the need to share responsibility for my child's improved academic achievement.

**I understand:** the need to communicate with my child's teachers about his/her educational needs.

**I understand:** the need to ask parents and parent groups to provide information to the school on the type of training or assistance I would like and/or need to help me be more effective in assisting my child in the educational process.

**Together we will promote harmony and unity among all of our students, parents, staff and community partners.**

---

Parent/Guardian Signature

Date



## P.S. 36 - St. Albans School

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Lynn M. Staton  
Principal

Sharon D. Thompson  
Assistant Principal

### Title I Parent Involvement Policy and Parent-School Compact for PS 36Q

#### Section I: Title I Parent Involvement Policy

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

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

PS 36Q's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the PS 36Q Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to

survey their members for additional input. To increase and improve parent involvement and school quality, PS 36Q will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a <sup>4</sup>dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

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Please note that only New York City Public schools that have attained a student population of two-hundred (200) or more will receive funding to hire a Parent Coordinator.

**PS 36 will further encourage school-level parental involvement by:**

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

**Section II: School-Parent Compact**

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

**School Responsibilities:**

**Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:**

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and

- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

**Support home-school relationships and improve communication by:**

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

**Provide parents reasonable access to staff by:**

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

**Provide general support to parents by:**

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);

- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**Parent/Guardian Responsibilities:**

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

**Student Responsibilities:**

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

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by the Principal on October 21, 2009.

This Parent Involvement Policy was updated on October 15, 2009.

The final version of this document will be distributed to the school community on January 20, 2010 and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>205</b>	District <b>29</b>	School Number <b>36</b>	School Name <b>The St. Albans</b>
Principal <b>Lynn M. Staton</b>		Assistant Principal <b>Sharon D. Thompson</b>	
Coach <b>Tamra Haigler</b>		Coach	
Teacher/Subject Area <b>Marlene Kohavy-ESL</b>		Guidance Counselor <b>Gary Spero</b>	
Teacher/Subject Area <b>Vivian Glover-SETTS</b>		Parent	
Teacher/Subject Area		Parent Coordinator <b>Carol Rajaram</b>	
Related Service Provider		Other	
Network Leader <b>Dr. Joanne Joyner-Wells</b>		Other	

### B. Teacher Qualifications

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

Number of Certified ESL Teachers	<b>1</b>	Number of Certified Bilingual Teachers	<b>0</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	<b>0</b>

### C. School Demographics

Total Number of Students in School	<b>470</b>	Total Number of ELLs	<b>12</b>	ELLs as Share of Total Student Population (%)	<b>2.55%</b>
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## Part II: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. When children are registered they are presented with a home language survey and they are identified using that form. The pupil accounting secretary and the ESL teacher reviews the surveys and identify the students who will be assessed.
2. The ESL teacher contacts all parents via letters and telephone to discuss the program their child will be in. We use staff to interpret if there is a need. A meeting is held where the parents watch the video and they can discuss the program aspects. All of this is done by Open School Day/Night in November.
3. We have a small population and we backpack the letters and then follow up with a telephone call.
4. After reviewing the surveys, the ESL teacher assesses the students and then between the ESL teacher, classroom teacher and the principal a decision is made to provide services to the student.
5. Parents want the additional services for their children to be successful
6. Yes

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	3	3	1	1	1	3								12
<b>Push-In</b>														0
<b>Total</b>	3	3	1	1	1	3	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>		<b>Newcomers (ELLs receiving service 0-3 years)</b>	8	<b>Special Education</b>	3
<b>SIFE</b>		<b>ELLs receiving service 4-6 years</b>	1	<b>Long-Term (completed 6 years)</b>	

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	8		2	1		1				9
<b>Total</b>	<b>8</b>	<b>0</b>	<b>2</b>	<b>1</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>9</b>

Number of ELLs in a TBE program who are in alternate placement:

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	Other:
Native American:	White (Non-Hispanic/Latino):

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	1				2								5
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian	1	2	1	1	1									6
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						1								1
<b>TOTAL</b>	3	3	1	1	1	3	0	0	0	0	0	0	0	12

# Part IV: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction delivered?
    - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
    - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
  2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
  3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
  4. How do you differentiate instruction for ELL subgroups?
    - a. Describe your instructional plan for SIFE.
    - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
    - c. Describe your plan for ELLs receiving service 4 to 6 years.
    - d. Describe your plan for Long-Term ELLs (completed 6 years).
    - e. Describe your plan for ELLs identified as having special needs.
- 1a-We have pull out and push in programs 1b-The program has heterogeneous mixture 2. We have an F-status ESL teacher who works 3 days a week to ensure the mandated number of instructional minutes are provided. 3. The F-status teacher articulates with the classroom teacher and support the content area instruction. A lot of vocabulary and picture relationship strategies are used as well as identifying the words in context. 4.a- we have no SIFE students at this time in ESL. 4b-Those students receive the same services described above. 4c-Those students are looked at closer because many of them pass the ELA assessment but cannot pass the NYSELAT. 4d-Those students are provided the extra services in AIS programs and this year we will have a test prep for the NYSELAT for those students. 4e-The ELL special education population receive their services in small groups and the ESL teacher provides strategies to the classroom teacher and paraprofessional on how to help the student.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Arts and Native Language Support**

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.



50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

## B. Programming and Scheduling Information--Continued

- Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
- Do required services support, and resources correspond to ELLs' ages and grade levels?
- Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
- What language electives are offered to ELLs?

5. We have a AIS period for push in math, Balanced Literacy is practiced throughout with an emphasis on guided reading. Our 37 1/2 minute program is solely programed for mathematics and the ELL students participate in all of the school-wide programs. We will begin our test prep in ELA and mathematics in January for students in grades 3-5. 6. The F-Status ESL teacher, literacy coach, AIS teacher and classroom teacher supports the students with a variety of strategies to help them meet proficiency on the NYSESLAT. The ESL teacher practices skills that are on the test and sends information home for parents to help. 7. As a school we are reading, talking and writing more and we encourage parents to get involved in extracurricular activities with their children. 8. At this time all programs will be in place providing the budget remains the same. 9. All ELLs are included in all programs that the school has. Parents receive the information in their native language and we have translation services available at most activities. 10. We have picture books, guided reading books, comprehension and skills books, technology and other media to help the students. 11. We support native language with reading books from

the various cultures and providing the parents with literature in their native language. 12. Yes 13. We identify the student and then the ESL teacher goes to visit the classroom and articulates with the teacher. Ongoing dialogue happens with the parents and child and throughout the year we provide support for the ELL families. 14. Spanish and Haitian Creole is our dominant language. We do have a child who speaks a dialect from Africa but her parents are fluent in English and prefer to receive their information in English.

### C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

### D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1. The ESL teacher has the ability to go online and take various webcast, view best practices in ESL and attend workshops provided by the CFN. 2. The ESL teacher, SETTS teacher and Assistant Principal discuss transitions and we contact the specific school to ensure the proper services will be provided. We also dialogue with parents and the student to help them get ready for the transition. 3. The teachers are provided with ongoing training in the form of opening conference, Election Day and Brooklyn Queens Professional day along with literature and ability to view best practice lessons on the ARIS promising practices site.

### E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1. Parental involvement is not as good as we would like although we have workshops they are poorly attended by by ELL and non ELL parents. 2. We have a variety of agencies that service all of our parents and provide a variety of services. 3. We do a survey at the beginning of the year and we look at our learning environment survey to help us plan. 4. Our activities focus around fun educational topics where parents and children are involved. We have translation services available and most of our parents will bring a fluent family member to assist them.

## Part V: Assessment Analysis

### A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1												1
Intermediate(I)		1	1	1		1								4

Advanced (A)						1								1
Total	0	2	1	1	0	2	0	0	0	0	0	0	0	6

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B													
	I		2											
	A			1										
	P				1		2							
READING/ WRITING	B		1											
	I		1	1	1		1							
	A						1							
	P													

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			1						1
4			2		1				3
5									0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
6									0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

**Native Language Tests**

	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
C								

**Part VI: LAP Assurances**

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		10/31/10
	Assistant Principal		10/31/10
	Parent Coordinator		10/31/10
	ESL Teacher		10/31/10
	Parent		
	Teacher/Subject Area		10/31/10
	Teacher/Subject Area		10/31/10
	Coach		10/31/10
	Coach		
	Guidance Counselor		10/31/10
	Network Leader		10/31/10
	Other		