



**PUBLIC SCHOOL 36**

**2010-2011**

**School Comprehensive Educational Plan  
(CEP)**

**school: 31R036**

**address: 255 Ionia Avenue, Staten Island NY 10312**

**telephone: 718-984-1422**

**fax: 718-227-6354**

**CFN 604**

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**Section I: School Information Page**

**School Number:** Public School 36    **School Name:** John C. Drumgoole School  
**School Address:** 255 Ionia Ave Staten Island, New York 10312  
**School Telephone:** 718-984-1422    **Fax:** 718-227-6354  
**School Contact Person:** Barbara Bellafatto    **Email Address:** [bellaf@schools.nyc.gov](mailto:bellaf@schools.nyc.gov)

<b><u>Position/Title</u></b>	<b><u>Print/Type Name</u></b>
<b>School Leadership Team Chairperson:</b>	Eddie Bernstein
<b>Principal:</b>	Barbara Bellafatto
<b>UFT Chapter Leader:</b>	Rodney Schneider
<b>Parents’ Association President:</b>	Marie Stackhouse

**District and Network Information**

<b>District:</b> 31	<b>Children First Network 604</b>
<b>Network Leader:</b>	Gregory Jaenicke
<b>Superintendent:</b>	Erminia Claudio

## 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 NYC DOE 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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Barbara Bellafatto	*Principal or Designee	
Rodney Schneider	* UFT Chapter Chairperson or Designee	
Marie Stackhouse	*PA/PTA President or Designated Co-President DC 37 Representative, if applicable	
Andrea Santiamo	Member/staff	
Ellen M. Ebrahim	Member/parent	
Janet Pacifico	Member/staff	
Edward Bernstein	Member/parent	
Beth Bernstein	Member/parent	
Debbie Bossert	Member/staff	
Narcissa Pannone	Member/parent	

\* 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.

#### School Vision and Mission

##### Vision Statement

The John C. Drumgoole School is a true community school. We strive to prepare our students for the changing world that awaits them. We provide a comprehensive, challenging curriculum that draws on pedagogical approaches focused on student centered learning.

##### Mission Statement

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

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

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

P.S. 36 is housed in two adjacent buildings. Our main building services Pre-kindergarten through first grade and third, fourth and fifth grades. Second grade students are located in our annex. Our total student population, as of September 2010, is 912, including 212 IEP students in self-contained, collaborative team-teaching classes and general education classes. There are currently 36 general education classes including seven that follow the CTT model, as well as one 12x1 and two 12x1x1 classes. We offer four half-day pre-K sessions for our youngest learners. Attendance averaged 94.20% during the 2009-2010 school year.

During the 2010-2011 school year the staff includes: one principal, two assistant principals, 61 teachers, 14 teacher assistants, four speech service providers, one IEP/SETTS provider, three members of the School Assessment Team, a part -time guidance counselor, and itinerant occupational, physical, and hearing therapists.

P.S. 36 continues to score above city averages on standardized testing. In spring 2010, 62 %of all tested students in grades three, four and five scored at/above standard in English Language Arts. 75% of all students in grades three, four and five scored at/above standard in Mathematics.

P.S. 36 implements a comprehensive approach to balanced literacy through the workshop model. All classrooms have a leveled library and a meeting area and teachers have incorporated the components of reader's workshop including read aloud, shared reading, guided reading and independent reading. We utilize a hands-on minds on program to deliver Science, and the primary vehicle for Social Studies instruction is through projects-based learning using the Independent Investigative Model.

Public School 36 began implementing components of the *School-wide Enrichment Model* in 2008, and is continuing to expand use of the model to met the needs of diverse learners and build curriculum that meets the Core Common National Standards. SEM is a model of instruction that supports our belief that all children have unique interests and talents, and academic excellence can be supported though the pursuit of these interests. Students are encouraged to identify their own learning styles, and meet the demands of academic tasks through their strengths.

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

P.S. 36 is not eligible for Title I funding, and other reimbursable funding is minimal, which limits the availability of additional personnel to provide academic intervention services for “at risk” students. Early Grade Class Reduction monies are utilized to reduce the student to teacher ratio providing greater opportunities for teachers to differentiate and individualize instruction. Teachers in all grades have received professional development and the necessary resources to provide additional support for at-risk and ESL students through small group instruction and supplemental materials and programs.

Technology instruction is designed to integrate the use of computers with classroom instruction. Integrated instructional projects included desktop publishing, slideshow and digital video presentations. Content skills such as Orchard mathematics and user based skills such as using the Internet for research are addressed throughout out instructional technology program. Our school currently has a complete computer lab, two mobile laptop labs, 5 mini mobile labs and 8 multimedia carts which increase student access to/use of technology. Use of the mobile labs provides students an opportunity to access the Internet and work on research as well as publish projects simultaneously in their own classrooms. A TechSquad was formed as part of our enrichment extended day. With the completion of the Project Connect initiative, students in both buildings now have access to the Internet. Students use Renzulli Learning Systems as an enrichment tool both in class and at home.

P.S. 36 strives to maintain partnerships with local and cultural institutions. We have implemented a variety of programs that involve school and community partnerships. These include Staten Island Mental Health Reading Volunteers, Learning Leaders Artworks and

Reading, Writing and Math Program, the Annadale Garden Club, Wagner College, The College of Staten Island and Tottenville High School, Historic Richmondtown, Parents As Art Partners, Citizen's Committee, Deloitte Accounting, Staten Island Foundation, Staten Island Rotary Club, Girl and Boy Scouts of America and through our Community and Health Fair each year we include all cultural organizations and local community businesses and Health Related Services on Staten Island. These partnerships have offered opportunities for students and parents to tap their creative talents while establishing stronger bonds within families.

In celebrating with our learning community, students participate in many class-based and school-wide activities designed to reinforce self-esteem, multiculturalism, school achievement, service and positive values. Activities include special assemblies which include monthly Student and Citizen of the Month Award Ceremonies, community services such as NYC Police Dept., NYC Fire Dept., and performances.

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

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

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

### CEP Section III: School Profile

#### Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
<b>School Name:</b>	P.S. 036 J. C. Drumgoole								
<b>District:</b>	31	<b>DBN:</b>	31R036	<b>School BEDS Code:</b>	353100010036				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded		
	2	√	6		10				
<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	64	57	57		94.5	94.7	TBD		
Kindergarten	161	154	120	<b>Student Stability - % of Enrollment:</b>					
Grade 1	127	155	149	(As of June 30)	2007-08	2008-09	2009-10		
Grade 2	152	127	157		98.0	96.2	TBD		
Grade 3	144	147	125	<b>Poverty Rate - % of Enrollment:</b>					
Grade 4	135	146	146	(As of October 31)	2007-08	2008-09	2009-10		
Grade 5	169	136	144		15.3	16.2	24.5		
Grade 6	0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 7	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 8	0	0	0		1	4	TBD		
Grade 9	0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 10	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	1	0		
Grade 12	0	0	0	<b>Special Education Enrollment:</b>					
Ungraded	1	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Total	953	922	898						
				<b>Suspensions (OSYD Reporting) - Total Number:</b>					
				(As of June 30)	2007-08	2008-09	2009-10		
<b>Special Education Enrollment:</b>									
(As of October 31)	2007-08	2008-09	2009-10	Principal Suspensions	3	4	TBD		
# in Self-Contained Classes	40	32	29	Superintendent Suspensions	2	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	55	58	60	<b>Special High School Programs - Total Number:</b>					
Number all others	65	66	64	(As of October 31)	2007-08	2008-09	2009-10		
<i>These students are included in the enrollment information above.</i>				CTE Program Participants	0	0	0		
				Early College HS Program Participants	0	0	0		
<b>English Language Learners (ELL) Enrollment:</b>				<b>Number of Staff - Includes all full-time staff:</b>					
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10		
(As of October 31)	2007-08	2008-09	2009-10	Number of Teachers	62	66	TBD		
# in Transitional Bilingual Classes	0	0	0						
# in Dual Lang. Programs	0	0	0						
# receiving ESL services only	15	20	19						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	5	2	6	Number of Administrators and Other Professionals	17	18	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	12	8	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	98.4	92.4	TBD
				% more than 2 years teaching in this school	88.7	75.8	TBD
				% more than 5 years teaching anywhere	77.4	77.3	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	98.0	94.0	TBD
American Indian or Alaska Native	0.5	0.3	0.2		92.7	99.0	TBD
Black or African American	0.5	0.3	0.7				
Hispanic or Latino	5.5	6.3	7.0				
Asian or Native Hawaiian/Other Pacific Isl.	3.9	3.8	3.8				
White	89.6	89.3	88.2				
<b>Male</b>	50.9	52.0	52.1				
<b>Female</b>	49.1	48.0	47.9				
<b>2009-10 TITLE I STATUS</b>							
	Title I Schoolwide Program (SWP)						
√	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School (Yes/No)</b>	If yes, area(s) of SURR identification:						
<b>Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:</b>							
	<b>Phase</b>			<b>Category</b>			
	In Good Standing (IGS)	√		Basic	Focused	Comprehensive	
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
<b>Student Groups</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		-					
Students with Disabilities	√	√					
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	4	4	1				
<b>CHILDREN FIRST ACCOUNTABILITY SUMMARY</b>							
<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>	67.2			<b>Quality Statement Scores:</b>			
<b>Category Scores:</b>				Quality Statement 1: Gather Data	√		
School Environment:	5.8			Quality Statement 2: Plan and Set Goals	√		
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals	√		
School Performance:	14.1			Quality Statement 4: Align Capacity Building to Goals	W		
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise	√		
Student Progress:	45						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	2.3						
<b>KEY: AYP STATUS</b>				<b>KEY: QUALITY REVIEW SCORE</b>			
√ = Made AYP				Δ = Underdeveloped			
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
<b>KEY: PROGRESS REPORT DATA</b>				◊ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** <a href="http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf">http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf</a>							

## 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?

### Performance Trends

Public School 36 has been identified as a Well Developed school on the 2009-2010 Quality Review. We collect, analyze and use a wide range of data to meet the needs of students. The school communicates procedures with all stakeholders and shares the successful work of the inquiry team throughout the staff. The school engages in a curriculum that has a strong focus on the arts and supports students in learning and personal growth, fostering a safe, learning environment. As a result, our students are articulate, respectful and positively engaged in their learning.

Analysis of students' running record data and student scale scores indicate that our students are making progress in reading. The adjustment to the New York State benchmark scores to determine proficiency has resulted in a significant drop in the reported number of students meeting the standards in grades 3,4 and 5, contradicting past trends. Results from the 2009 exams are as follows:

	<b>ELA</b>	<b>Mathematics</b>
Grade 3	61.8%	59%

Grade 4	53.4%	74%
Grade 5	70.0%	89%

The adoption of the Core National Standards implies that the State Exams will continue to become increasingly more rigorous therefore curriculum and instruction will need to become more rigorous as well in order for our students' performance to continue to increase

Students receiving special education services at PS 36 through Collaborative Team Teaching make greater gains than their peers in similar programs across the city. The collaborative model has consistently demonstrated accelerated learning for struggling students.

One consistent performance trend identified is that overall; boys do not perform as well when compared to girls on standardized assessments, formative and summative assessments and in-class assessments. The inquiry team has gone through the process of looking closely at the performance indicators for boys in grades 4 and 5 who have not continued to make progress at the same rate of girls. Recommendations have been made for the purchase of additional text for classroom libraries that are of greater interest to boys, and the use of differentiating tasks to meet the learning styles of our young males, many of whom have been self-identified as kinesthetic and visual learners. In addition the expanding use of the School Enrichment Model and projects based learning meets the varied learning styles of our males.

Based on our review of all available data, our implications for change are identified as we will:

- Continue to implement current good practices and align with the Common Core National Standards to ensure rigorous and measurable goals in all core areas.
- Continue to accerlarate student achievement by communicating to students and their families the clear goals, interim and next steps, in all core subjects that move toward the Core Common National Standards.
- Develop a consistent school-wide assessment system, formative and summative tests and rubrics that are regularly used by staff to inform student progress in all core areas and are understood by students and families.
- Continue to increase student engagement and achievement by building on the good work already started by the inquiry team, including an enrichment program, instructional delivery to meet students' learning styles and integrating the use of technology.
- Increase collaboration between teachers on common grades and common areas of expertise to maintain common planning time and articulation between teachers and other service providers.
- Increase opportunities for special needs learners to participate in instruction alongside their non-disabled peers.
- Collect and review student work samples using standard protocols in order to plan for instruction that meets the needs of the learners

Our school's priorities for improvement include:

1. Increasing the number of students who meet or exceed the Standards in ELA and Mathematics
2. Raising the median performance of students in ELA and Mathematics.
3. Increasing the reciprocal communication between the school and families to support academic achievement for all students.
4. Providing support in the area of youth development to impact on students academic success and the overall quality of the learning environment

Barriers To School Improvement: Budget cuts over the past 4 years have forced us to cut our academic intervention support teachers, our literacy and math coaches, as well as increase the class size across all grades.

It has become increasingly difficult to support classroom teachers with improvements in classroom instruction without the staff and/or the funds to provide time for professional development.

## Section V: Annual School Goals

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 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.*

<b>Subject Area:</b>	<b>Annual Goal:</b>	<b>Short Description:</b>
ELA	Improve reading achievement in grades 3-5.	80 % of students in grades 3-5 will make gains in reading as determined by moving 3 or more levels in independent reading levels.
ELA	Improve Reading achievement in grades K-2.	To raise the number of students reading at or above proficiency in grades K-2 from 87.7% to 90% as measured by running records
Math	To develop a systematic way of collecting math data to monitor student progress.	Classroom teachers will generate and utilize a monitoring for progress format for the purposes of analyzing student data.

Math	Improve mathematics achievement in grades K-2.	To raise the number of students at or above proficiency in grades K-2 from 88.4% to 90% in mathematics from as measured by Everyday Mathematics unit checklists and end of unit assessments
Communication	Engage constituent groups in setting and tracking goals for accelerating student learning in all core subjects	Teachers, students and parents will contribute to the development of the next learning steps for students.
ELA	To expand a system of professional collaboration so that 100% of classroom teachers engage in the inquiry process incorporating the Core National Standards to accelerate student learning in ELA.	100% of all classroom teachers will engage in the inquiry process Increase in the number of students at proficiency as measured by the running record benchmarks and/or NYS ELA

## Section VI: Action Plan

Subject/Area	ELA
<p><b>Annual Goal #1</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>80 % of students in grades 3-5 will make gains in reading as determined by moving 3 or more levels in independent reading levels.</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 time lines.</p>	<ul style="list-style-type: none"> <li>• Interest inventories Learning style surveys and pre-assessments will be administered in September</li> <li>• Teachers will analyze student data ( item skills analysis, running record analysis, spelling inventory, conferencing notes, etc) to establish group and/or individual goals for students and to design targeted large and small instruction that will support and extend student learning.</li> <li>• Goal setting with students will be shared with parents with opportunities for feedback and suggestions.</li> <li>• Rubrics will be utilized with a minimum of 2 feedback sessions for students to improve upon their work.</li> <li>• Access to server based portfolios of student published works via(Laptops, desktops,server and Internet based software)</li> <li>• Reports of student progress will be sent home 2x per year between report card intervals.</li> <li>• Guided Reading</li> <li>• Monthly grade level inquiry meetings around identified groups of students to support the top and bottom 1/3.</li> <li>• SEM including curriculum compacting, IIM, Socratic Seminar</li> <li>• Differentiated extended day support for students not meeting standards</li> <li>• Enrichment clusters during extended day</li> <li>• Pairing fiction/non-fiction text to build vocabulary, content knowledge and comprehension</li> <li>• Differentiated word study utilizing Words Their way</li> <li>• Professional development provided by Teacher's College staff developer differentiated according to teachers' needs.</li> <li>• Parents workshops at Columbia University Teachers College Reading and Writing Project will be offered 2x/year</li> <li>• Progress reports and parent communication letters updating parents with the current core focus that will provide parents with curriculum expectations and their child's progress throughout the school year.</li> <li>• Parents will have access to all communication through PS36.org, ARIS, Acuity, TC</li> </ul>

	Assessment Pro, Parent Coordinator updates, School Messenger.
<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>Tax Levy Fair Student Funding. Contract For Excellence Funding</p> <p>Persons responsible: teachers; paraprofessionals; administration; parent coordinator, T.C. staff developer, Network Support Specialists</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>Student reading levels will be monitored a minimum of 4x per year through running records indicating Fountas and Pinnel benchmarks. Students are expected to meet benchmarks for each cycle to maintain a minimum of one year's progress.</p> <p>Predictive assessments</p>

<b>Subject/Area</b>	ELA
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<p><b>Annual Goal #2</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To raise the number of students reading at or above proficiency in grades K-2 from 87.7% to 90% as measured by running records</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>• Interest inventories Learning style surveys and pre-assessments will be administered in September</li> <li>• Teachers will analyze student data ( item skills analysis, running record analysis, spelling inventory, conferencing notes, etc) to establish group and/or individual goals for students and to design targeted instruction that will support and extend student learning.</li> <li>• Goal setting with students will be shared with parents with opportunities for feedback and suggestions.</li> <li>• Monthly grade level inquiry meetings around identified groups of students to support the top and bottom 1/3.</li> <li>• Rubrics will be utilized with a minimum of 2 feedback sessions for students to improve upon their work.</li> <li>• Reports of student progress will be sent home 2x per year between report card intervals.</li> <li>• Guided reading</li> <li>• Professional development provided by Teacher's College staff developer differentiated according to each teachers' needs.</li> <li>• Student access to grade appropriate multimedia presentation software.</li> <li>• SEM including curriculum compacting, IIM, Socratic Seminar</li> <li>• Differentiated extended day support for students not meeting standards</li> <li>• Enrichment clusters during extended day</li> <li>• Pairing fiction/non-fiction text to build vocabulary, content knowledge and comprehension</li> <li>• Foundations as a primary phonics/word study program</li> <li>• Differentiated word study utilizing Words Their way</li> <li>• Pairing fiction/non-fiction text to build vocabulary, content knowledge and comprehension.</li> <li>• Parents workshops at Columbia University Teachers College Reading and Writing Project will be offered 2x/year</li> <li>• Progress reports and parent communication letters updating parents with the current core focus that will provide parents with curriculum expectations and their child's progress throughout the school year.</li> <li>• Parents will have access to all communication through PS36.org, ARIS, TC</li> </ul>

	Assessment Pro, Parent Coordinator updates, School Messenger.
<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>TL Fair Student Funding. Contract For Excellence Funding</p> <p>Persons responsible: teachers; paraprofessionals; administration; parent coordinator, T.C. staff developer, Network Support Specialists</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>Student reading levels will be monitored a minimum of 4x per year through running records indicating Fountas and Pinnel benchmarks. Students are expected to meet benchmarks for each cycle to maintain a minimum of one year's progress.</p> <p>Teacher's College early childhood assessments will be used to monitor progress 4x year.</p>

<b>Subject/Area</b>	Math
<b>Annual Goal #3</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	To develop a systematic way of collecting math data to monitor student progress by June 2010
<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>• <b>Form teacher committees to review State and National Core Standards</b></li> <li>• <b>Adjust schedule to support committee work</b></li> <li>• <b>Teams will create assessment calendar</b></li> <li>• <b>Teams will map instructional targets for assessment checkpoints</b></li> <li>• <b>Teams will develop spreadsheets for digital data collection</b></li> <li>• <b>Teams will provide staff development for k-2 teachers</b></li> <li>• <b>Data will be submitted to supervisors for periodic review</b></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>	Tax Levy Fair Student Funding.  Persons responsible: teachers; administrators; Network Support Specialists
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Collection Format designed by January 2011  Staff Utilization by June 2011

<b>Subject/Area</b>	Math
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<p><b>Annual Goal #4</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To raise the number of students at or above proficiency in grades K-2 from 88.4% to 90% in mathematics from as measured by Everyday Mathematics unit checklists and end of unit assessments</p>
<p><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 time lines.</i></p>	<ul style="list-style-type: none"> <li>• Pre-assessment will be administered to each student prior to each unit of study for the purpose of grouping and curriculum compacting.</li> <li>• Professional development for teachers in designing assessments and tracking progress in meeting grade level standards.</li> <li>• Professional development in launching and maintaining a mathematicians folders.</li> <li>• Teachers will analyze student data including Everyday Math Unit Assessments and checklists to establish group and/or individual goals for students and to design targeted large and small instruction that will support and extend student learning.</li> <li>• Teachers in grades K-2 will use the checklists provided by Everyday Mathematics Assessment to monitor and track student progress towards meeting grade level standards.</li> <li>• Teachers will monitor progress towards meeting grade level standards by analyzing sections A of each unit test.</li> <li>• Differentiation and small group instruction will be provided to students to meet individual needs.</li> <li>• Math reflection folders will be used daily by students to write/draw about understandings, misconceptions and to list step by step how they arrived at a conclusion.</li> <li>• Differentiated extended day support for students not meeting standards</li> <li>• Enrichment clusters during extended day</li> <li>• Curriculum compacting</li> <li>• Use of Math Exemplars aligned to each grade and math strand</li> <li>• Parent workshops in the Everyday math monitoring and tracking system.</li> <li>• Progress reports and parent communication letters updating parents with the current core focus that will provide parents with curriculum expectations and their child's progress throughout the school year.</li> <li>• Teacher and parent access to ARIS and Acuity</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>TL Fair Student Funding.          Persons responsible: teachers; paraprofessionals; administration; parent coordinator, Network Support Specialists</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>Everyday math checklists and unit tests.          Performance Series in grade 2</p>

Subject/Area	Communication
<p><b>Annual Goal #5</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	Engage constituent groups in setting and tracking goals for students each trimester, to accelerate student learning
<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 time lines.</p>	<ul style="list-style-type: none"> <li>• Teachers will confer with students in all subject areas to establish and/or select goals for next learning steps.</li> <li>• Goal setting with students will be shared with parents with opportunities for feedback and suggestions.</li> <li>• Letters will be generated through Assessment Pro after each running record benchmark cycle to inform parents of their child's current reading level and suggested book titles.</li> <li>• Rubrics will include a section for a minimum of two conference dates and parent signature to provide opportunities for students to improve their work.</li> <li>• Reports of student progress, that include all subject areas, will be sent home 2x per year between report card intervals with opportunity for parent feedback.</li> <li>• Teachers will confer other teachers in all grade levels and subject areas to establish instructional continuity throughout the grades.</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> 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.</p>	<p>Tax Levy Fair Student Funding</p> <p>Persons responsible: teachers; paraprofessionals; administration; parent coordinator,</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Goal setting sheets 3x /year Progress reports 2x/ year Attendance at Parent/Teacher conferences Survey Response</p>

<b>Subject/Area</b>	ELA
<p><b>Annual Goal #6</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>To expand a system of professional collaboration so that 100% of classroom teachers engage in the inquiry process incorporating the Core National Standards to accelerate student learning in ELA.</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 time lines.</p>	<ul style="list-style-type: none"> <li>• Schedule common planning time for grades and/or professional learning communities to meet</li> <li>• Utilize the Continuum of Literacy Learning to support planning for individuals and groups of students</li> <li>• Teacher leaders provide professional development and resources for teams of teachers in content strands incorporating the Core National Standards</li> <li>• Content specific teams analyze student work relative to the Core National Standards</li> <li>• Teams of teachers will analyze student data (item skills analysis, running record analysis, spelling inventory, conference notes, etc.) to design targeted instruction that will support and extend student learning to meet and exceed the Core National Standards</li> <li>• Teachers will engage in the inquiry process once a month around groups of students to support those in the bottom 1/3 and extend learning for the top 1/3 to meet the Core National Standards</li> <li>• All teachers engage in curriculum mapping incorporating the Core National Standards</li> <li>• Cross-grade instructional team meets to ensure alignment of curriculum across grades and developmentally increasing rigor</li> <li>• Utilize funding from tax levy and Staten Island Foundation Grant to support professional development and staffing</li> </ul>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include human and fiscal resources, with specific reference to scheduled FY &amp; '11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>TL Fair Student Funding. Contract For Excellence Funding</p> <p>Persons responsible: teachers; paraprofessionals; administration; parent coordinator, T.C. staff developer, Network Support Specialists</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Curriculum maps reviewed for updates 3x/year Monthly attendance/agendas Review of teams in ARIS communities 2x/year</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 (SURRE)**

**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				
<b>K</b>	0	0	N/A	N/A	0	0	0	7
<b>1</b>	49	7	N/A	N/A	0	0	0	4
<b>2</b>	48	20	N/A	N/A	5	2	0	8
<b>3</b>	33	9	N/A	N/A	1	0	1	15
<b>4</b>	32	51	4	0	1	0	0	1
<b>5</b>	79	37	11	0	1	2	0	4

**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.

## Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS) **Description:** Provide a brief description of **each** of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

**ELA:** **Students not meeting the ELA standards as determined by State Assessments, ECLAs, and informal assessments receive the following:**

### **K-2:**

- **Foundations - double dose during the extended day**
- **Small group classroom instruction provided by the teacher**
- **Learning Leaders and Staten Island Mental Health volunteers assigned to first grade**
- **Push-In support from out of classroom personnel for twenty minutes daily**
- **Extended day extra support through guided reading**

### **3-5:**

- **Wilson - in self-contained, CTT, and for at-risk small groups**
- **Great Leaps – individually for ten minutes. Service provided by paraprofessionals**
- **Extended day extra support through guided reading or the use of S.T.A.R.S., Focus on Fluency, Soar to Success, Connections for Comprehension, Daily Oral Language**

**Students are tracked in 6 week cycles**

### **Mathematics:**

- **Daily Math, Exploring Math, Math Exemplars, and Great Leaps (Math) during the extended day**
- **Small group guided mathematics provided by the classroom teacher**

**Students are tracked in 6 week cycles**

**Science:** **Students not meeting the Science standards as determined by the State**

**Assessment and informal assessments receive AIS support through literature based science activities during small group work and during the extended day.**

**The following are used as resources:**

**Time for Kids Magazine, Non fiction and Realistic Fiction trade books,**

**New York City Dept. of Education Trade Book Text set.**

**Progress is monitored during the 3 reporting cycles**

**Social Studies:**

**Students not meeting the Social Studies Standards as determined by the State Assessment and informal assessments receive AIS support through literature based Social Studies activities during small group work and during the extended day.**

**The following are used as resources:**

**Time for Kids Magazine, Non fiction and Realistic Fiction trade books,**

**New York City Dept. of Education Trade Book Text set.**

**At-risk Services Provided  
by the Guidance  
Counselor:**

**At Risk Counseling is provided in 30 minute group settings, and/or individual counseling pull-out sessions. Sessions address the following areas of concern: development of social skills, Peer Mediation, Conflict Resolution, Grief Counseling and academics. Assemblies on various topics such as Bullying, Peer Pressure, attendance and The DOE Discipline Code are conducted. AIS support is also provided in the form of participation in IEP Conferences, AIS and PPT meetings. Parental meetings and workshops, which are held on a regular bases, address parent concerns**

**At-risk Services Provided  
by the School  
Psychologist:**

**At Risk Counseling is provided in 30 minute group settings, and/or individual counseling pull-out sessions. Sessions address the following areas of concern: development of social skills, Peer Mediation, Conflict Resolution, Grief Counseling and academics. Assemblies on various topics such as Bullying, Peer Pressure, attendance and The DOE Discipline Code are conducted.**

**AIS support is also provided in the form of participation in IEP Conferences, AIS and PPT meetings. Parental meetings and workshops, which are held on a regular bases, address parent concerns**

**At-risk Services Provided by the Social Worker:**

**At risk counseling services are provided typically one time per-week or as needed. Sessions may consist of group or individual counseling sessions with a student or students who exhibit behavior that could potentially affect his/her academic performance. Topics/issues covered are a follows: Peer/Conflict Resolution, Bulling, aggression/violence, low frustration tolerance, impulsiveness, defiance/oppositional behavior and grief counseling.**

**At-risk Health-related Services:**

**At –risk health services are provided by the nurse in a group or individual session. The focus of services is to move children toward independence of meeting their own health needs.**

### **Appendix 3: Language Translation and Interpretation**

*Requirement under Chancellor's Regulations – for all schools*

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

#### **Part A: Needs Assessment Findings**

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

Parents are asked to fill out a form indicating their language of preference for oral and written translation. When a parent indicates that they prefer communication in their native language, we make every effort to accommodate them by using the Interpretation and Translation Unit for oral and written translation. We also have several teachers and paras that are bilingual in our school that are available to translate as well.

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.

A large majority of our parents prefer to communicate with our administrators in English. For those parents that prefer to communicate in their native language, we can use the translation unit or a staff member. If we are using a staff member we usually make arrangements in advance to have a translator available. In the past our ESL teacher has used teachers, as well as paras for both oral and written communication.

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

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

In the past, our school has used both an outside vendor and in-house translator. We have a few teachers and paras that are available to translate. Whenever possible, we will make provisions to translate documents and letters in the preferred language.

Our ESL teacher has used the Interpretation and Translation Unit in the past to send home letters to her students. Report cards, emergency cards, NYSESLAT brochure, all Entitlement and Non-Entitlement Letters, all Program Selection and Parent Surveys are sent home in the parents' native language when available.

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.

Our school has several teachers and para that are available for translation. Our ESL teacher has contacted the Interpretation and Translation Unit to make arrangements to use their services when she has an appointment with a parent that needs translation.

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>.

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

### **Part A: FOR TITLE I SCHOOLS**

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

**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).

0

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

NA

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.



**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 036 J. C. Drumgoole					
<b>District:</b>	31	<b>DBN:</b>	31R036	<b>School</b>		353100010036

**DEMOGRAPHICS**

Grades Served:	Pre-K	v	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	57	57	64		94.5	94.7	94.2
Kindergarten	154	120	138				
Grade 1	155	149	133	<b>Student Stability - % of Enrollment:</b>			
Grade 2	127	157	158	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	147	125	156		98.0	96.2	98.3
Grade 4	146	146	118				
Grade 5	136	144	144	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		15.3	24.5	25.8
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	1
Grade 12	0	0	0				
Ungraded	0	0	1	<b>Recent Immigrants - Total Number:</b>			
Total	922	898	912	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	1	0

<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	32	29	26	Principal Suspensions	3	4	7
# in Collaborative Team Teaching (CTT) Classes	58	60	63	Superintendent Suspensions	2	0	4
Number all others	66	64	61				

*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	62	66	62
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	17	18	11
# receiving ESL services only	20	19	TBD				
# ELLs with IEPs	2	6	TBD	Number of Educational Paraprofessionals	12	8	13

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

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	98.4	92.4	100.0
				% more than 2 years teaching in this school	88.7	75.8	80.7
				% more than 5 years teaching anywhere	77.4	77.3	82.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	98.0	94.0	100.0
American Indian or Alaska Native	0.3	0.2	0.0	% core classes taught by "highly qualified" teachers	92.7	99.0	100.0
Black or African American	0.3	0.7	0.7				
Hispanic or Latino	6.3	7.0	7.1				
Asian or Native Hawaiian/Other Pacific	3.8	3.8	3.9				
White	89.3	88.2	87.9				
<b>Male</b>	52.0	52.1	51.6				
<b>Female</b>	48.0	47.9	48.4				

#### 2009-10 TITLE I STATUS

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

#### 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:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

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

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

American Indian or Alaska Native	-	-	-				
Black or African American	-	-					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
Multiracial		-					
Students with Disabilities	v	v					
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>4</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>	C	<b>Overall Evaluation:</b>					WD
<b>Overall Score:</b>	24.5	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					WD
School Environment:	4.4	Quality Statement 2: Plan and Set Goals					WD
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					WD
School Performance:	0	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	18.3						
<i>(Comprises 60% of the</i>							
Additional Credit:	1.8						

<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)

**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>6</b>	District <b>31</b>	School Number <b>036</b>	School Name <b>John Drumgoole</b>
Principal <b>Barbara Bellafatto</b>		Assistant Principal <b>R. Fontano , P. Lombardo</b>	
Coach <b>N/A</b>		Coach <b>N/A</b>	
Teacher/Subject Area <b>L. Esposito/5<sup>th</sup> grade teacher</b>		Guidance Counselor <b>Joseph Pagliaro</b>	
Teacher/Subject Area <b>B. McDermott/4<sup>th</sup> grade teacher</b>		Parent <b>Kristina Bagdasarov</b>	
Teacher/Subject Area <b>D. Bentley/3<sup>rd</sup> grade teacher</b>		Parent Coordinator <b>Lilliann DeLuca</b>	
Related Service Provider <b>Linda Winthrop</b>		Other <b>L. Schoenfeld/IEP teacher</b>	
Network Leader <b>Greg Jaenicke</b>		Other <b>N/A</b>	

### 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>912</b>	Total Number of ELLs	<b>21</b>	ELLs as Share of Total Student Population (%)	<b>2.30%</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.

This year we will carefully screen our newly enrolled students. When administering the Home Language Identification Survey a pedagogue (ESL teacher) will conduct an informal oral interview with the parent and student in English, and in their native language for those parents and students who do not speak English. We will use translators and make use of the translation unit to communicate with these parents. A careful review of Home Language Identification Survey Forms for incoming kindergarten students, and students new to the NYC school system will be done by our ESL teacher to screen for students who must be assessed with the LAB-R. The LAB-R will be administered by Linda Winthrop, who is our certified ESL teacher, within the first ten days of school. For those students that need to have the Spanish LAB administered, we will use the services of Mrs. De Guzman. Mrs. De Guzman is one of our Kindergarten teachers at P. S. 36 who is proficient in Spanish.

After our incoming students have been assessed and identified as an ELL, parental contact will be made and Entitlement and Non-Entitlement Letters will be sent home to those parents in English and their native language. If they are entitled to ESL, they will be appropriately placed in our ESL Program and will receive the mandated amount of minutes per week, (two units for Beginner and Intermediate students=360 minutes, and one unit for Advanced students= 180 minutes) based on their level of English proficiency. Further assessments will be done by both the classroom and ESL teacher during the school year.

Our ESL teacher invites the parents of the incoming English Language Learners to a Parent Orientation to ensure that the parents understand all three program choices. The parents will view a DVD in English, and their native language, which will explain the three program choices to them. For those parents that could not attend, a make up Parent Orientation is given. Parents are given the Parent Survey and Program Selection Forms in English and their native language to fill out. Ms. Winthrop reaches out to these parents by going over each question on the form to ensure that they understand all three programs. The translation unit is used for oral interpretation, as well as staff members, for parents who need translators. Copies of these forms are kept in our ESL binder along with copies of our Home Language Identification Surveys, Entitlement Letters, Non-Entitlement Letters and all other important documents. All of these original forms are attached together and the classroom teacher receives these forms from our ESL teacher and is instructed to put them into their students' cumulative folder. All of these forms are given to the parents in English and in their native language.

A review of the Parent Surveys and Program Selection Forms for the past few years indicates that all of our parents have requested to have their children participate in our English as a Second Language (ESL) Program and remain in P.S. 36. For the year 2010, all of the parents of our new incoming ELLs that attended our Parent Orientation chose ESL as their first choice. We have two parents that could not attend our Parent Orientation, our ESL teacher will set up a make up session for these parents. Therefore, our program model, ESL, is aligned with parent requests. However, if a parent chooses to have their child placed in a Dual Language Education Program or Transitional Bilingual Education Program our Parent Coordinator, Assistant Principal, ESL teacher and translators will offer assistance and discuss their options. If at any time in the future, our parents express a growing desire to put their child in a TBE Program, our LAP team will meet to discuss opening up a TBE Program. We will meet with the parents to discuss the programs' benefits and how it will be set up.

An annual assessment will be done when the New York State English as a Second Language Achievement Test (NYSESLAT) is administered. Those students scoring at the Beginner, Intermediate or Advanced level will continue to receive ESL services. Those students that scored at the Proficiency level will no longer be entitled to ESL services. However, the ESL teacher will continue to offer support to these students when she pushes into their classroom to work with her current ESL students. All parents of entitled and non-entitled ESL students will be informed of their child's progress on the NYSESLAT. A letter will be sent home in English and their native language.

## 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> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	1	0	0	2	0	0								3
<b>Push-In</b>	1	2	1	2	2	2								10
<b>Total</b>	2	2	1	4	2	2	0	0	0	0	0	0	0	13

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
<b>All ELLs</b>	21	<b>Newcomers (ELLs receiving service 0-3 years)</b>	15	<b>Special Education</b>	6
<b>SIFE</b>	0	<b>ELLs receiving service 4-6 years</b>	6	<b>Long-Term (completed 6 years)</b>	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
<b>TBE</b>											0
<b>Dual Language</b>											0
<b>ESL</b>	15	0	3	6	0	3	0	0	0		21
<b>Total</b>	15	0	3	6	0	3	0	0	0		21

Number of ELLs in a TBE program who are in alternate placement: 0

### C. Home Language Breakdown and ELL Programs

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

**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
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

**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:
Native American:	White (Non-Hispanic/Latino):	Other:

**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	0	0	0	1	0	3								4
Chinese	1	0	0	1	0	0								2
Russian	1	2	0	0	0	0								3
Bengali	0	0	0	0	0	0								0
Urdu	0	0	1	0	0	0								1
Arabic	0	1	0	0	0	0								1
Haitian	0	0	0	0	0	0								0
French	0	0	0	0	0	0								0
Korean	0	0	0	0	1	0								1
Punjabi	0	0	0	0	0	0								0
Polish	0	0	1	0	0	0								1
Albanian	0	0	0	0	0	0								0
Other	2	2	1	2	0	1								8
<b>TOTAL</b>	<b>4</b>	<b>5</b>	<b>3</b>	<b>4</b>	<b>1</b>	<b>4</b>	<b>0</b>	<b>21</b>						

## 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.

#### Freestanding ESL

Our Current English as a Second Language (ESL) program provides instruction in English and support to twenty-one students. Our ESL program is mostly a push-in program, with our ELLs spending the majority of their day in their general/special education classrooms and the ESL teacher pushes into their classroom five days per week. Our ELL students remain in their classroom during their literacy block in order to maximize English language acquisition. The ESL teacher works with her ELL students during content instruction in collaboration with the regular classroom teacher to provide language acquisition and vocabulary support while retaining content instruction time. A small number of our students, (kindergarten and three Intermediate first graders) who spend the majority of their day in their classroom receiving English content instruction are brought together from various classes for ESL instruction. Although, these students are from different classes, they are grouped together by grade and proficiency level allowing their ESL teacher to provide differentiated instruction that focuses on English acquisition. The ESL teacher works collaboratively with the classroom teacher to ensure curricular alignment. She shares ESL reading and writing strategies with these teachers so they can work together to help our ELLs acquire academic language and improve their reading and writing skills. Using a Balanced Literacy Approach, the ESL teacher provides standards-based instruction to our ELLs .

Our school ensures that our ELL students are receiving the mandated amounts of ESL instruction: 360 minutes per week (two units) for Beginners (B) and Intermediate (I) level, and 180 minutes per week (one unit) for the Advanced (A) level, by placing our ELLs in each grade in the same classroom. This allows our ESL teacher to push-in the classroom leaving more time for ELA instruction. Our ESL teacher works with her Beginner (B) and Intermediate (I) level students for 72 minutes each day. Students at the Advanced (A) level receive 40 minutes of ESL instruction each day. Five students are pulled for ESL instruction before the literacy block begins, these students listen, speak, read and write in English for various purposes. A variety of activities and ESL teaching methods are implemented in the ESL classroom, including read alouds, shared reading, guided reading, word work, TPR, Think-Pair-Share, Talk/Think-Aloud, Quick-Write, collaborative writing, independent writing, guided writing, role playing, visuals, authentic material, and using manipulatives to develop language. Students are encouraged to respond to literature, to express themselves verbally and in writing and to read and listen to stories for enjoyment. As they are learning, our ELLs are encouraged to interact socially with their teacher and classmates. Students are encouraged to use critical thinking skills during classroom discussions. Many of the stories that are shared in the ESL classroom reflect the cross-cultural nature of the world around us.

Our plan for Academic Language Development includes the following:

A plan for SIFE has been developed at our school. Currently, at P.S. 36, we do not have any students who are SIFE. Since ELLs have diverse backgrounds, languages, and education profiles, it is important for us to have a plan for SIFE students that meet their needs. Our school PTA offers a newsletter that gives parents a forum to address any issues that they are concerned about. A Reading Volunteer Program, a monthly Parent Coordinator's Newsletter, and our Parent to Parent Meetings offer help to families of ELLs. We currently offer an after-school program, EXTRA, where students can receive assistance with homework, art, sports, and other extracurricular activities. A Resource Room for at risk students where they can receive (AIS) Academic Intervention Services also offers assistance. In addition, our ESL teacher will work closely with the general/special education teachers using differentiated instruction, to fit the age and abilities of our students.

Project Jump Start is a program that is offered to newly enrolled ELL/LEP students. After an initial assessment is given to a newly enrolled ELL, the ESL teacher and Parent Coordinator reach out to these parents to offer help, which may include translators when needed. Our ESL teacher offers a variation of Native Language support to our ELLs. Bilingual books, bilingual dictionaries and glossaries are in the ESL classroom for students to use and read. When possible the ESL teacher buddies a newcomer with another ELL student that speaks the same language. By doing this it makes the transition period for our new incoming ELLs easier.

Our Parent Coordinator, Assistant Principal (ESL Coordinator), and ESL teacher have been instrumental in ensuring that the parents of ELLs, including new incoming ELLs, are aware of our current programs, available workshops after school, supplemental services and language assistance. Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops.

There are six students who have been ESL entitled for more than three years. Our ESL and classroom teacher will work with our long term ELLs to provide extra support in developing their reading and writing skills. Continual assessment will be done by the ESL teacher as well as assessments by the classroom teacher. Specific goals and objectives in the development of language will be implemented on an individual basis collaboratively between the ESL and classroom teachers.

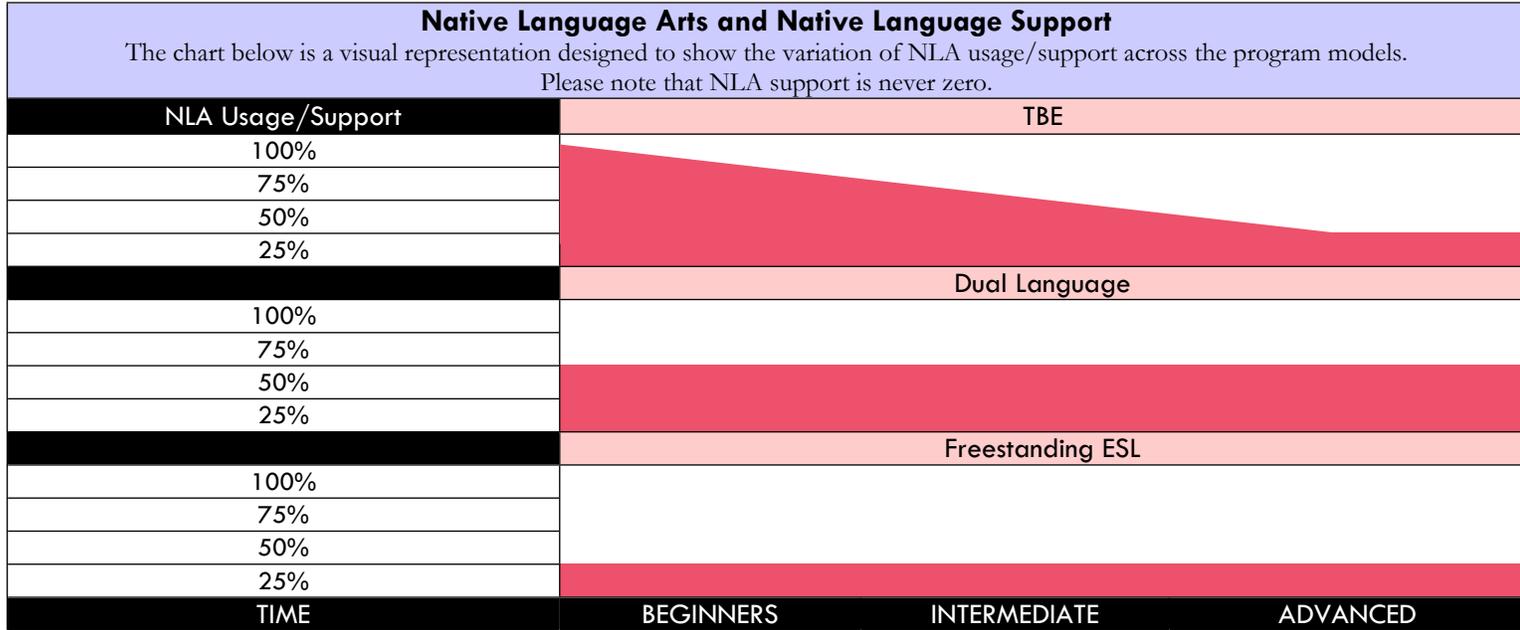
Our SETSS teacher works with some of our long term ELLs and our ELLs with special needs, doing a push-in during content instruction in collaboration with the classroom teacher. Support is provided to these students that addresses their needs and helps them to improve their academic performance. Our SETSS teacher is certified for Level One Wilson Reading System. She uses manipulatives and concrete material to support student learning needs.

**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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



**B. Programming and Scheduling Information--Continued**

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

At P.S. 36 we provide A.I.S. services in several ways.

Our Tier I interventions are services that are provided in the classroom for our ELLs, during the regular school day by the student's classroom teacher. This may be modified instruction, small group work, guided lessons, and guided reading groups, with supplemental material being used for extra reinforcement. Teachers must maintain records of the supplemental work being provided, (guided reading plans, conference notes, etc.).

Our Tier II interventions are services provided by an additional provider for our ELLs either through push-in or pull out models. These students work with their service provider during small group classroom instruction or during our Extended Day Program using appropriate materials. Some programs used are Foundations, Wilson, Focus on Fluency, Connection for Comprehension, Great Leaps Reading, Early Success, STARS, Soar to Success, Daily Oral Language, Larson's Math, Great Leaps Math, Daily Math, Exploring Math, Approach and Connect, and Renzoulli Learning System. Students at risk who are performing at a level 1, will be monitored closely and their teacher will fill out a PPT referral form so that the Pupil Progress Team can make a recommendation.

As a part of our Academic Interventions Program, we are continually monitoring all students including ELLs who may need special placement. The classroom teacher will be notified by our ESL teacher once a student passes the NYSESLAT. Both the ESL and classroom teachers will re-evaluate the student's strengths and weaknesses, and will continually monitor for needed support. Once an ELL has reached English language proficiency, AIS services will be recommended to reinforce areas of need for the first year or two. When possible, our ESL teacher will work with her former ELLs to offer transitional support. These students will continue to receive their ELL testing modifications for the next two years. The ESL teacher supplies the testing coordinator with a list of current ELLs and former ELLs who are still entitled to testing modifications.

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

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

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

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

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

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

During the school year 2010-2011 Time for Kids, a non-fiction literature program has been used for differentiated instruction. We plan to continue use of Time for Kids.

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

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

Oral expression through dramatic play is encouraged in our kindergarten program. Listening centers are implemented in our early childhood classrooms assisting with fluency of language. Our IEP push-in teacher has pushed into our third grade classrooms working with ELLs as well as with other students.

For the school year 2010-2011 our ELLs have been placed together by grade, wherever possible, so that the ESL teacher can push into the general/special education classrooms to provide instruction collaboratively with the classroom teacher. All of the above mentioned learning activities should continue with an emphasis on reading and writing especially in the various content areas.

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

At P. S. 36 we are reviewing our curriculum to ensure we are aligned with the CCSS and we are not discontinuing any programs or services for our ELLs. We offer enrichment support that explores the standards through areas of talent. As part of our Enrichment Program we have offered our students the opportunity to learn a new language during our Extended Day Program. This helps our students develop an understanding of the different cultures in our world. Some other after school programs that are offered to our ELLs are Dance, Tech Squad, Art, Broadcast Journalism, Odyssey, Student Government, Theatre Arts, Spanish, Forensics and Peer Mediation.

### 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.

For the past three years professional development has been offered to our teaching staff, especially targeting those teachers who have ELLs in their classrooms. District staff developers have had ESL workshops for our teachers at our school. Our ESL teacher attends many of the ESL professional development workshops and several of our teachers have attended the ESL Apprenticeship Program offered to our school. Listings of ESL workshop offerings, current publications, and literature regarding English Language Learners that offer information and standards-based strategies to assist with developing instruction for ELLs are continually distributed to staff. Several staff members attended professional development and we will continue to monitor professional development opportunities and inform our teachers of these opportunities. It is anticipated that in the future these teachers will turn-key for their colleagues.

This year our ESL teacher and our classroom teachers of ELLs will attend a series of ESL workshops on Academic Literacy for ELLs Aligned to the Common Core State Standards. These workshops are scheduled for October 29, 2010, December 7, 2010, January 25, 2011, March 22, 2011, and June 7, 2011. Our Assistant Principal keeps a careful record of those teachers that have completed their 7.5 hours of ELL training and those that are in the process of completing their training. Our professional development plan at P. S. 36, for all ELL personnel and classroom teachers is on going.

## 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?

Parents are kept informed through our monthly newsletter, PTA meetings, email blast, school messages, P.S.36.org website, and parent workshops. Our school prepares a packet for our parents which consists of a survey that we use to get feedback from them. We try to meet the needs of our parents by offering workshops that they request. Some workshops we offer are Parental Skills, Testing Workshop, Curriculum Workshop, Author's Celebration, and we invite all parents to projects in our school. At our Parent Orientation our ESL teacher addresses any questions that our parents have concerning their children and introduces our Parent Coordinator and Assistant Principal. Parents are encouraged to contact our school with their concerns, where they can be advised by our Parent Coordinator, Lilliann De Luca, Assistant Principal, Rosemarie Fontano, Principal, Barbara Bellafatto, and ESL teacher, Linda Winthrop. At the Parent Orientation our ESL teacher also provides these parents with a telephone number where they can receive assistance in their native language with their children's homework. Our ESL teacher has also participated in an English Language Learners' Educational Forum, and invited parents of ELLs to attend. She has also sent home letters to the parents of ELLs in their native language, offering free adult education classes to all parents who wish to learn or improve their English skills. She will continue to reach out to these parents throughout the school year with phone calls, letters, Parent Teacher Conferences and individual conferences.

# 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)	0	1	0	1	0	0								2
Intermediate(I)	0	3	0	2	1	1								7
Advanced (A)	4	1	3	1	0	3								12

Total	4	5	3	4	1	4	0	0	0	0	0	0	0	21
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NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	1	0	0	0	0							
	I	0	0	0	1	0	0							
	A	4	3	2	0	1	1							
	P	6	3	4	3	0	4							
READING/ WRITING	B	0	1	0	1	0	0							
	I	0	3	0	2	1	1							
	A	4	1	1	1	0	3							
	P	6	2	5	0	0	1							

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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				
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)								

**B. After reviewing and analyzing the assessment data, answer the following**

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
  - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
  - a. How are the English Proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

At P.S. 36 we use TCRWP, which is done on an on going basis, Predictive Assessment, Acuity, Instructional Targeted Assessments in Math and ELA, Periodic Assessments, LAB-R, and the NYSESLAT to assess our students' proficiency in English.

An analysis of ELL Periodic Assessments, LAB-R and NYSESLAT results for our school indicates the following:

ELL Periodic Assessments and LAB-R scores indicate that our ELLs' strengths are in the listening and speaking components of the assessment. A review of the NYSESLAT scores indicates that the majority of our ELLs (Grades K-5) scored higher in the listening/speaking components of the achievement test than in the reading/writing components. When comparing the reading and writing scores of our students, they performed equally in writing and in reading. Our teachers will continue to examine the results of their students' performance on all assessments and will differentiate instruction that focuses on improving their students' weaknesses.

Our NYSESLAT scores revealed that approximately two-thirds of our ELLs scored at the Proficiency level (P) in Speaking/Listening. The remaining students scored in the Speaking/Listening components of the NYSESLAT, at the Advanced level (A), with the exception of two students, one a newcomer from Russia, and the other a Special Education student that transferred to our school in October. When looking at the NYSESLAT modalities in reading and writing, eight students scored at the Proficiency level (P), six scored at the Advanced level (A), and seven at the Intermediate level (I). One Special Education student that transferred to our school this year, and one newcomer from Russia, scored at the Beginner level (B).

When reviewing our LAB-R scores for the year 2010, of the ten students tested, four scored at the Advanced level (A) and six scored at the Proficiency level (P). All of our students scored higher in the Speaking/Listening components of the LAB-R assessment.

Reviewing the scores on the ELA and Math State Exams revealed that the majority of our English Proficient students scored a three, two students scored a two, and one student scored a four.

At P. S. 36 one assessment tool we use to assess early literacy skills is TCRWP. We assess our K-2 students in letter identification (upper and lower), sounds of the letters, high frequency words, spelling words, print concept, vocabulary, and comprehension of fiction and non-fiction text. For grades 3-5 TCRWP is used to assess fluency and reading comprehension. Teachers use the data to help them determine where their students weaknesses are. Instruction is then targeted to help these students to improve.

**Additional Information**

Please include any additional information that would be relevant to your LAP and would further explain your program for ELLs. You may attach/submit charts. This form does not allow graphics and charts to be pasted.

## Additional Information

Fourth Grade Student Schedule 2010-2011 ESL  
 Free-Standing ESL Push-in/Pull-out  
 Proficiency Level- Intermediate  
 District 31- P. S. 36

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
1	8:45-9:25	ESL P/O				
2	9:25-10:35	Literacy Block ESL push-in				
3	10:36-11:21	Writing Workshop				
4	11:21-12:25	Math Workshop				
5	12:25 - 1:15	LUNCH	LUNCH	LUNCH	LUNCH	LUNCH
6	1:15 - 2:00	Science/SS	Science/SS	Gym	Science/SS	Science/SS
7	2:05 - 2:50	Arts	Gym	Science/SS	Arts	Tech
8	2:50-3:37.5	Extended Day				

\*Note: The front page has N/A printed where Coach's signature is needed. The signature page has no coach signature due to the fact that the school does not currently have a coach. N/A should have been added to the signature page where coach in indicated.

## 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		

	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		