



**[PS 36]**

**2010-2011**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: (DISTRICT 8/ BRONX/ 036)**  
**ADDRESS: 1070 CASTLE HILL AVENUE**  
**TELEPHONE: 718-822-5345**  
**FAX: 718-239-6390**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 36      **SCHOOL NAME:** Unionport School

**SCHOOL ADDRESS:** 1070 Castle Hill Avenue, Bronx, New York 10472

**SCHOOL TELEPHONE:** (718) 822-5345      **FAX:** (718) 239-6390

**SCHOOL CONTACT PERSON:** Ms. Elvira Maresca      **EMAIL ADDRESS:** emaresca@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Ms. Quyen Quach

**PRINCIPAL:** Mrs. Elvira Maresca

**UFT CHAPTER LEADER:** Mr. Michael Castignano

**PARENTS' ASSOCIATION PRESIDENT:** Ms. Raquel Smith      Co-President  
Ms. Lucy Velasquez      Co-President

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 8      **CHILDREN FIRST NETWORK (CFN):** 607

**NETWORK LEADER:** Elmer Myers

**SUPERINTENDENT:** Mr. Timothy Behr

## SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

*Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Mrs. Elvira Maresca	*Principal or Designee	
Mr. Michael Castrignano	*UFT Chapter Chairperson or Designee	
Mrs. Raquel Smith Co-President	*PA/PTA President or Designated Co-President	
Mrs. Aida Cruz	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Mrs. Diana Jimenez	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Mrs. Luz Velazquez	Member/Parent	
Mrs. Juanita Cuadredo	Member/Parent	
Mrs. Damaris Serrano	Member/Parent	
Mrs. Yorelyn Pena	Member/Parent	
Ms. Quyen Quach	Member/Teacher	
Mrs. Michelle Sawicki	Member/Teacher	
Mrs. Lauren Geertgens	Member/Teacher	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

### **Part A. Narrative Description**

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

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Public School 36 is located in the Unionport section of the Bronx in N.Y.C. We serve a total of 732 students from pre-kindergarten through fifth grade. Our students come from culturally diverse backgrounds. The historic school building is over 100 years old. Student work is prominently displayed throughout the halls of our school, highlighting their accomplishments.

Through the collaborative efforts of the P.S. 36 community, our vision is to inspire, challenge and motivate each student to meet the performance standards. Our goal is to differentiate instruction to meet the diverse needs and learning styles of all students. It is also our goal to include experiences in the arts, physical education, technology, and enrichment activities to attend to the development of the whole child. Our intent is to create a community of lifelong learners. We use data analysis for powerful, focused instruction that responds to individual student needs. Embedded in our pedagogical best practices are the Principles of Learning, which provide on-going refinement of our profession. The award of achieving an "A" demonstrates the collaborative union of staff and parents to help ensure positive educational outcomes for all at P.S. 36. We also achieved Annual Yearly Progress for all populations in ELA, Math, and Science.

The staff is made up of experienced teachers who are engaged in our Professional Learning Community. Teacher Teams collaborate on a regular basis. Ongoing professional development both internally and externally are provided for staff, who in turn, debrief and turn-key for their colleagues.

Current strategies for improving instruction and student performance in English Language Arts include balanced literacy, classroom libraries, small class sizes (when possible), academic support personnel (paraprofessionals included, pending funding), and the assignment of a literacy coach/Teacher Center Specialist supporting literacy instruction. Academic Intervention Service Teachers enhance guided reading and provide interventions such as the Wilson and Foundations Programs for students in kindergarten, grades one and two. The Independent Reading program was incorporated to improve reading stamina and comprehension. We hold informative parent workshops on how they can assist their children at home. In addition we hold numerous Family Literacy Nights where families participate in fun activities related to literature.

Current strategies for improving instruction and student performance in mathematics include the use of the EnVision Math Program where children incorporate the use of manipulatives, technology, and writing. A math coach, as well as AIS math teachers, will be part of our support system. An after school Math Carnival is held annually to promote enjoyable experiences in math for our school community.

We strive to incorporate additional programs to ensure whole child development. Such opportunities provided by our school are the Humane Educational Advocates Reaching Teachers (HEART) Program, the Odd Fellows Partnership with the Elderly, Boy Scouts, Bronx Dance Theater, Music Outreach, New Victory Theater Membership, Carnegie Hall Link-up Program, Mighty Milers Physical Education Program, use of a state-of-the-art Robin Hood Library, among others. Our students have been finalists in the City-wide Spelling Bee, Ballroom Dancing, and Reaching our Dreams Essay Contest.



**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	PS 036 Unionport				
<b>District:</b>	8	<b>DBN #:</b>	08036	<b>School BEDS Code:</b>	320800010036

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input type="checkbox"/> Pre-K	<input type="checkbox"/> K	<input type="checkbox"/> 1	<input type="checkbox"/> 2	<input type="checkbox"/> 3	<input type="checkbox"/> 4	<input type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	36	35	36		94.3	95.0	95.0		
Kindergarten	100	84	104						
Grade 1	117	116	128	<b>Student Stability: % of Enrollment</b>					
Grade 2	90	124	103	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	101	110	121		90.0	90	90		
Grade 4	101	110	121						
Grade 5	94	93	109	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0		(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0			78.7	78.7	78.7		
Grade 8	0	0							
Grade 9	0	0		<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0		(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0			11	9	8		
Grade 12	0	0							
Ungraded	0	0		<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	651	666	722		1	6	6		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	48	37	36	Principal Suspensions	0	0	1		
No. in Collaborative Team Teaching (CTT) Classes	30	40	46	Superintendent Suspensions	0	0	1		
Number all others	33	38	45						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	95	88	97	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	8	6	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	47	49	53
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	13	11	11
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	2	9	8
	0	0	0	<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.8	1.7	16	Percent more than two years teaching in this school	76.6	71.4	85.0
Black or African American	16.9	16.1	92	Percent more than five years teaching anywhere	70.2	67.3	92.0
Hispanic or Latino	62.2	62.2	468				
Asian or Native Hawaiian/Other Pacific Isl.	18.1	18.3	131	Percent Masters Degree or higher	91.0	92.0	95.0
White	1.7	1.8	15	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.5	100.0	100.0
Multi-racial			0				
<b>Male</b>	52.4	48.9	365				
<b>Female</b>	47.6	51.1	357				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

<b>Student Groups</b>	<b>Elementary/Middle Level</b>			<b>Secondary Level</b>			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
<b>All Students</b>	✓	✓	✓				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	✓	✓	-				
Hispanic or Latino	✓	✓	✓				
Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	-	-					
Multiracial							
<b>Other Groups</b>							
Students with Disabilities	✓	✓	-				
Limited English Proficient	✓	✓	-				
Economically Disadvantaged	✓	✓	✓				
<b>Student groups making AYP in each subject</b>	7	7	3	0	0	0	

**Key: AYP Status**

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>	
<b>Overall Letter Grade</b>	B	<b>Overall Evaluation:</b>	N/A
<b>Overall Score</b>	48.4	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	N/A
School Environment (Comprises 15% of the Overall Score)	10.2	Quality Statement 2: Plan and Set Goals	N/A
School Performance (Comprises 25% of the Overall Score)	10.3	Quality Statement 3: Align Instructional Strategy to Goals	N/A
Student Progress (Comprises 60% of the Overall Score)	26.9	Quality Statement 4: Align Capacity Building to Goals	N/A
Additional Credit	1.0	Quality Statement 5: Monitor and Revise	N/A.
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

### Summary of Needs Assessment

The results of the English Language Arts (ELA) data are inconsistent. The work in ELA is to maintain the recent performance gains from the 2009-2010 school year. However, ELA gaps still exist in all sub-groups. We saw an increase in levels 1 and 2 in all grades and most subgroups. Level 4 decreased in all groups except for general education students in fifth grade. Even the Early Childhood Literacy Assessment System (ECLAS) data shows fluctuations.

The literacy component of our school has always been a major focus. Our goal is to create life-long readers. As shown by the findings of our Quality Review, we are well developed and are improving in our use of data to improve student achievement. Our Learning Walk results show good ELA practices in the various observed classrooms. Our Academic Intervention Services (AIS) programs are in place and are targeted to the children based on data. Our Inquiry Teams' findings are being shared school-wide which will improve writing development. We continue to improve the 100 Book Challenge program in grades K-5. This improves children's reading stamina and comprehension. Again this year we will focus in on our use of Foundations in our kindergarten and first grade to ensure a solid phonetic foundation. This year we have extended Foundations to the second grade.

Some barriers toward reaching our goal are:

- Large class sizes
- An increase in Special Education students
- An increase in the English Language Learner (ELL) population
- Reading level loss during summer vacation
- Change in budget allowances

PS 36 has made significant gains in the State Mathematics test scores up till 2009, however, this year there has been an increase in Levels 1 and 2. Our goal is to continue to support all children to strengthen their problem solving skills and performance tasks in math.

The math component of our school has also been a major focus. Our goal is to create life-long mathematicians who are passionate for math. As shown by the findings of our Quality Review, we are well developed and are improving our use of data to improve student achievement. Our Learning Walk

results also show good Math practices in the various classrooms we have observed. Our Academic Intervention Services (AIS) programs are in place and are targeted to the children in need based on data. We will focus on the continued need to support teachers in differentiation instruction. We will also continue our interventions in the 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> grades in order to exceed the academic standards. In addition, there will be parent workshops to provide support for understanding the new EnVision math program so that they can support their children at home. There will also be a stronger focus on writing in the math class so that students can better express their thinking on performance-based tasks.

Some barriers toward reaching our goal are:

- Some large class sizes
- An increase in Special Education students
- An increase in the English Language Learner (ELL) population
- Change in budget allowances

We do not have the current ECLAS Data to interpret. However, the data over time has been fairly consistent at PS 36. There is an inconsistent rate of development in early childhood literacy. Many of the children in kindergarten achieve level 2 in ECLAS I which is grade level. There were some exceptions, some children scored above or below. These same findings apply to grades one and two. What we are doing in these early grades is working towards creating a solid foundation in literacy. We have made Foundations as our basic tool into literacy in Grades K and 1, along with those books and activities that correlate to each Foundations lesson. This year 2<sup>nd</sup> grade is implementing Foundations to provide consistency for the students. In addition, those children below grade level in grades 2 and 3, are provided with differentiated instruction and AIS services.

#### SUMMARY OF ECLAS DATA:

2010-11 First Graders based on 2009-2010 Grade K ECLAS data:

For decoding:

25% of students were above level.

28.9% of students were on level.

For sight words:

35.9% of students were above level.

28.1% of students were on level.

For emergent reading:

44.1% of students were above level.

2010-11 Second Graders based on 2009-2010 Grade 1 ECLAS data:

For decoding:

26.2% of students were above level.

21.4% of students were on level.

For sight words:

32% of students were above level.

27.2% of students were on level.

For reading accuracy:

24.3% of students were above level.  
31.1% of students were on level.

For reading comprehension:  
15.5% of students were above grade level.  
29.1% of students were on grade level.

2010-11 Third Graders based on 2009-2010 Grade 2 ECLAS data:

For reading accuracy:  
19.8% of students were above grade level.  
17.4% of students were on grade level.

For reading comprehension:  
19% of students were above grade level.  
14.9% of students were on grade level.

For oral expression:  
17.3% of students were above grade level.  
16.5% of students were on grade level.

For reading rate:  
16.5% of students were above grade level.  
17.3% of students were on grade level.

For reading expression:  
16.5% of students were above grade level.  
18.2% of students were on grade level.

#### ELA Data Analysis:

-2010 Grade 4 students performed at a decrease of 25.2% on or above grade level.  
-2010 Grade 5 students performed at a decrease of 38% on or above grade level.

#### ELA Special Ed Data and Observations:

-2010 Grade 4 special education students performed at a decrease of 41.1% on or above grade level.  
-2010 Grade 5 special education students performed at a decrease of 39.5% on or above grade level.

#### ELA ELL Data and Observations:

-2010 Grade 4 ELL students performed at a decrease of 48.6% on or above grade level.  
-2010 Grade 5 ELL students performed at a decrease of 52.8% on or above grade level.

#### ELA Data and Observations by Gender:

-2010 Grade 4 female students performed at a decrease of 25.9% on or above grade level.  
-2010 Grade 4 male students performed at a decrease of 24.7% on or above grade level.  
-2010 Grade 5 female students performed at a decrease of 33.1% on or above grade level.

-2010 Grade 5 male students performed at a decrease of 45% on or above grade level.

#### ELA Data and Observations by Ethnicity:

- 2010 Grade 4 Asian students performed at an increase of 8% on or above grade level.
- 2010 Grade 5 Asian students performed at a decrease of 35.7% on or above grade level.
- 2010 Grade 4 Black students performed at a decrease of 40% on or above grade level.
- 2010 Grade 5 Black students performed at a decrease of 18.8% on or above grade level.
- 2010 Grade 4 Hispanic students performed at a decrease of 21.7% on or above grade level.
- 2010 Grade 5 Hispanic students performed at a decrease of 43.6% on or above grade level.

The above comparisons indicate the performance of students based on their previous and current year performances in the previous and current grades.

#### Narrative Summary of Findings:

Firstly, our findings indicate a downward trend in terms of ECLAS-2 performance. Lower-grade students tend to be on-level in greater proportion than higher-grade students. This may be an indicator that our students are not increasing in aptitude at the rate at which they are expected for higher grade levels. In 2009-10, less than 20% of Grade 3 students were on grade level in all of the above mentioned ECLAS-2 categories. Student needs will be addressed in terms of balanced literacy and writing workshops. Students will also participate in inquiry activities designed to address their most specific areas of need. Curriculum maps will reflect engagement in these areas, to be determined.

Secondly, a greater downward trend in ELA was noticed in Grade 5 as compared to Grade 4. Students will engage in a greater proportion of non-fiction reading and writing in an effort to enable an upward trend in terms of specific curriculum-oriented reading and writing. As with Grade 3, curriculum maps will reflect such engagement.

Another downward trend in ELA involved ELL students in Grades 4 and 5. To address those needs, AIS afterschool will be provided specifically for those children. This will take place in addition to the use of enhanced fluency, comprehension and vocabulary practices.

One positive ELA trend involved the performance of Grade 4 students in ELA. These students attained the number one ranking in District 8 in terms of percentage of students on or above grade level.

Our goal in 2010-2011 is to improve our overall performance on or above grade level by 5% or more.

#### **Implications for the Instructional Program:**

##### THIRD GRADE

- The use of our curriculum map to enhance teacher awareness of skills to be taught.
- Continue to provide academic support for all special education students in the classroom.
- Continue to provide differentiated instruction through the SETSS teacher.
- Provide appropriate resources and levels of instruction to support the literacy development of the students.
- Teachers of special education students will be provided with professional development and materials that will target the specific literacy needs of the students in their classes along with appropriate methodology.

- The Wilson Program will continue to be utilized with beginning ELL students to help differentiate instruction.
- Maintain I.E.P. teacher to provide appropriate support for cluster teachers of collaborative team teaching classes and instruction of excess SETSS students.
- The balanced literacy/research based reading components will be used to enhance literacy development and attend to individual needs.
- Use of enhanced fluency, comprehension and vocabulary practices.
- PD and curriculum maps will reflect an emphasis on academic rigor.
- Teachers will gradually revise curriculum maps based on the evaluation of the new Common Core State Standards.
- 100 Book Challenge will be incorporated to help enhance fluency, stamina and comprehension.
- Increase the amount of leveled readers and nonfiction books in classroom libraries.
- Writing Workshops, including the writing process, will be used to enhance writing skills and broaden the scope of writing, and in addition we will use the program Being A Writer to help us achieve our goals.
- Utilizing the New Continuum to allow all students the opportunity to be mainstreamed and become successful learners.
- The level of instruction will be differentiated to meet the students' needs.
- Assessments/Objectives/interpretation of data will play an important role in identifying students' needs and performance.
- On-going professional development to ensure professional growth.
- Utilize exemplary teachers to "turn-key" best practices.
- Literacy through content areas will be emphasized.
- Continue to use interventions such as AIS, the Wilson Reading Program, the Quick Reads Fluency Program, and reciprocal teaching strategies.
- Maintain the UFT Teacher Center Specialist/Literacy Coach.
- Pending on funding, enhance regular instruction with an extended day for selected students.
- Continue to provide parent workshops to enhance the home/school connection.

#### FOURTH GRADE

##### Implications for the 4<sup>th</sup> Grade Instructional Program:

- The use of our curriculum map to enhance teacher awareness of skills to be taught.
- Ongoing professional development in the teaching of literacy to ensure professional growth of teachers.
- Continued use of ESL support services.
- Utilize exemplary teachers to "turn-key" best practices.
- Literacy through content areas will be emphasized.
- Continuation of guided reading, reciprocal teaching and differentiated instruction.
- Continue using SETSS services.
- Continued use of Writer's Workshop, specifically using the program Being A Writer, to develop writing skills, stamina and broaden the scope of writing.
- Assessments/Objectives/interpretation of data will play an important role in identifying students' needs and performance.
- The Wilson Program will continue to be utilized with beginning ELL students to help differentiate instruction.

- Use of enhanced fluency, comprehension and vocabulary practices.
- Use of comprehension and fluency components in the inquiry research project to enhance student achievement.
- Teachers will gradually revise curriculum maps based on the evaluation of the new Common Core State Standards.
- Continue to use interventions such as AIS, the Wilson Reading Program, Quick Reads Fluency Program, and reciprocal teaching.
- Continued use of UFT Teacher Center Specialist.
- Continue to provide parent workshops to enhance the home/school connection.
- Maintain low registers (pending funding).
- Increase the amount of leveled readers and nonfiction books in classroom libraries.
- 100 Book Challenge will be incorporated to help enhance fluency, stamina and comprehension
- Book Clubs will be used to enhance reading comprehension
- Pending on funding, enhance regular instruction with an extended day for selected students.
- Utilizing the New Continuum to allow all students the opportunity to be mainstreamed and become successful learners.
- Continue to provide academic support for all special education students in the classroom.
- Continue to provide differentiated instruction through the SETSS teacher.
- Use of comprehension and fluency components in the inquiry research project to enhance student achievement

#### FIFTH GRADE

#### Implications for the 5<sup>th</sup> Grade Instructional Program:

- The balanced literacy approach to teaching will be used to enhance literacy development
- The use of our curriculum map to enhance teacher awareness of skills to be taught.
- The leveled libraries will be increased and utilized to reinforce individual reading skills
- Emphasis will be placed on nonfiction reading
- 100 Book Challenge will be incorporated to help enhance fluency, stamina and comprehension.
- Utilizing the New Continuum to allow all students the opportunity to be mainstreamed and become successful learners.
- Continued use of Writer's Workshop, specifically using the program Being A Writer, to develop writing skills, stamina and broaden the scope of writing.
- The level of instruction will be differentiated to meet the students' needs.
- Book Clubs will be used to enhance reading comprehension.
- The Wilson Program will continue to be utilized with beginning ELL students to help differentiate instruction.
- Teachers will gradually revise curriculum maps based on the evaluation of the new Common Core State Standards.
- Assessments/Objectives will play an important role in identifying students' performance.
- Use of comprehension and fluency components in the inquiry research project to enhance student achievement.
- Pending on funding, enhance regular instruction with an extended day for selected students.
- Continue to provide parent workshops to enhance the home/school connection.
- On-going professional development to ensure professional growth.

- Utilize exemplary teachers to “turn-key” best practices.
- Literacy through other curriculum areas will be an emphasis.
- Use of enhanced fluency and comprehension practices.
- Maintain the UFT Teacher Center Specialist/Literacy coach position.
- More content area reading such as Social Studies or non-fiction.

## Mathematics

### Math Test Data and Observations:

- 2010 Grade 4 students performed at a decrease of 29.9% on or above grade level.
- 2010 Grade 5 students performed at an decrease of 30.1% on or above grade level.

The above comparisons indicate the performance of students based on their previous and current year performances in the previous and current grades.

### Math Special Education Data and Observations:

- 2010 Grade 4 special education students performed at a decrease of 28.9% on or above grade level.
- 2010 Grade 5 special education students performed at a decrease of 49.4% on or above grade level.

The above comparisons indicate the performance of students based on their previous and current year performances in the previous and current grades.

### Math ELL Data and Observations:

- 2010 Grade 4 ELL students performed at a decrease of 36.4% on or above grade level.
- 2010 Grade 5 ELL students performed at a decrease of 45.5% on or above grade level.

The above comparisons indicate the performance of students based on their previous and current year performances in the previous and current grades.

### Math Data and Observations by Gender:

- 2010 Grade 4 female students performed at a decrease of 38.6% on or above grade level.
- 2010 Grade 5 female students performed at a decrease of 27.3% on or above grade level.
- 2010 Grade 4 male students performed at a decrease of 20% on or above grade level.
- 2010 Grade 5 male students performed at a decrease of 26.8% on or above grade level.

The above comparisons indicate the performance of students based on their previous and current year performances in the previous and current grades.

### Math Data and Observations by Ethnicity:

- 2010 Grade 4 Asian students performed at a decrease of 8.7% on or above grade level.
- 2010 Grade 5 Asian students performed at a decrease of 6.7% on or above grade level.
- 2010 Grade 4 Hispanic students performed at a decrease of 36.6% on or above grade level.
- 2010 Grade 5 Hispanic students performed at a decrease of 32.8% on or above grade level.
- 2010 Grade 4 Black students performed at a decrease of 27.1% on or above grade level.
- 2010 Grade 5 Black students performed at a decrease of 23% on or above grade level.

The above comparisons indicate the performance of students based on their previous and current year performances in the previous and current grades.

#### Narrative Summary of Findings:

There were downward trends noticed in several areas of our Math performance in 2009-2010, which will be addressed in numerous ways for the 2010-2011 school year.

Grade 3 students performed at a 5-year low of 55.9% on or above grade level, while Grade 4 and Grade 5 students performed at 68.2% and 69.2% on or above grade-level respectively. These performances were also 5-year lows.

To address these issues, PS 36 is implementing the Envision math program for the first time. The workshop model has been restructured to reflect differences between Envision math and Everyday math...the program that was used previously. We will continue to emphasize differentiated instruction through a variety of activities, which will be either independent or interactive activities. AIS small-group instruction will be emphasized with those students most in need of improvement.

There will also be ongoing PD activities to emphasize the use of data to drive instruction. In those terms, specific areas of need will be established using varied pieces of data. These may include state test results, item analyses, test simulations, inquiry team findings and teacher observations. Based on these pieces of data, teachers will evaluate what types of instruction will work best for different students. For instance, some students might require more of an emphasis on word problems and vocabulary. In terms of individual skill areas such as multiplication, some students might learn best from arrays, some might utilize diagrams and others might use computation. The math team will work to facilitate the use of these strategies school-wide.

The school's downward trend was even more pronounced in terms of ELL students as well as 5<sup>th</sup> grade special education students. As such, an emphasis on hands-on activities will also take place. Teachers will be encouraged to utilize the center and differentiated activities included with the Envision program in order to maximize the needs of all students.

Our goal of upward mobility is reflected in the fact that we aim to increase our state test math performance by 5% on or above grade level.

### THIRD GRADE

#### Implications for the 3<sup>rd</sup> Grade Instructional Program:

- Ongoing professional development to help improve teacher methodology for instruction to improve student achievement by emphasizing differentiated instruction.
- Continue the Mathematics Workshop Model with an emphasis on differentiation of EnVision instruction that addresses the learning styles and specific needs for each student
- Continue the use of data (i.e. test scores, levels) to focus instruction.
- Continue AIS, Saturday test preparation, AIS after-school program and remediation that targets at risk students struggling in math.
- Continued emphasis on consistent use of math language (vocabulary).
- Provide extensive professional development on aligning the Envision math program with the NYS Math Standards, as well as pre and post performance indicators
- Continue to provide parent workshops for home/school connection
- Continue the Mathematics Workshop Model with an emphasis on differentiation of instruction and real world experiences.
- Continue the use of data (i.e. levels) to inform instruction.
- Continue AIS for at risk students.

- Continue Saturday test preparation/remediation programs to support on-going instructional practices.
- Maintain low registers.
- Provide ongoing professional development.
- Continue to provide parent workshops for home/school connection.
- Emphasize activities that enhance academic rigor.

#### FOURTH GRADE

##### Implications for the 4<sup>th</sup> Grade Instructional Program:

- Ongoing professional development to help improve teacher methodology for instruction to improve student achievement by emphasizing differentiated instruction.
- Continue the Mathematics Workshop Model with an emphasis on differentiation of EnVision instruction that addresses the learning styles and specific needs for each student
- Continue the use of data (i.e. test scores, levels) to focus instruction.
- Continue AIS, Saturday test preparation, AIS after-school program and remediation that targets at risk students struggling in math.
- Continued emphasis on consistent use of math language (vocabulary).
- Provide extensive professional development on aligning the Envision math program with the NYS Math Standards, as well as pre and post performance indicators
- Continue to provide parent workshops for home/school connection
- Continue the Mathematics Workshop Model with an emphasis on differentiation of instruction and real world experiences.
- Continue the use of data (i.e. levels) to inform instruction.
- Continue AIS for at risk students.
- Maintain low registers.
- Emphasize activities that enhance academic rigor.
- Implement teacher questioning techniques that are aligned with the NYS Assessment to help adapt lessons.
- Continue to provide ongoing grade level common preps to provide support to all teachers, which will allow new teachers to learn from more experienced colleagues.
- Focus more on having children respond in writing so that they can write about their thinking process on paper.

#### FIFTH GRADE

##### Implications for the 5<sup>th</sup> Grade Instructional Program:

- Ongoing professional development to help improve teacher methodology for instruction to improve student achievement by emphasizing differentiated instruction.
- Provide ongoing professional development for identifying patterns and trends in the NYS Math Assessments using up-to-date item analysis data to focus instruction.
- Continue the Mathematics Workshop Model with an emphasis on differentiation of EnVision instruction that addresses the learning styles and specific needs for each student
- Continue the use of data (i.e. test scores, levels) to focus instruction.
- Continue AIS, Saturday test preparation, AIS after-school program and remediation that targets at risk students struggling in math.
- Continued emphasis on consistent use of math language (vocabulary).
- Provide extensive professional development on aligning the Envision math program with the NYS Math Standards, as well as pre and post performance indicators

- Continue to provide parent workshops for home/school connection
- Continue the Mathematics Workshop Model with an emphasis on differentiation of instruction and real world experiences.
- Continue the use of data (i.e. levels) to inform instruction.
- Continue AIS for at risk students.
- Maintain low registers.
- Emphasize activities that enhance academic rigor.
- Implement teacher questioning techniques that are aligned with the NYS Assessment to help adapt lessons.
- Continue to provide ongoing grade level common preps to provide support to all teachers, which will allow new teachers to learn from more experienced colleagues.
- Focus more on having children respond in writing so that they can write about their thinking process on paper.
- Continue with math/literacy integration, as well as integrating math in the other content areas.
- Focus more on having children respond in writing so that they can write about their thinking process on paper.
- Visit other schools to view best practices.
- Continue to maintain positive parent/teacher connections.

### **SECTION V: ANNUAL SCHOOL GOALS**

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school’s instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

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

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#### **I. Progress Monitoring for ELA**

By June 2011, students in grades 3-5 will increase their performance on the ELA assessment by 5% through the use of a progress monitoring system that will gear instruction to match the findings of the monthly evaluation of student performance.

By June 2011, students in grades K-2 will make a year's progress as measured by ECLAS and/or DRA running records through the use of a progress monitoring system that will gear instruction to match the findings of the monthly evaluation of student performance.

## **II. Begin Creating the Least Restrictive Environment for the ICT Mandated Hours for Special Education in Grades 2 and 3**

By June 2011, ICT in Grade 2 and 3 will successfully incorporate the New Special Education Initiative. The effect of this new initiative will be measured by a 5% increase in formative assessments.

## **III. Improvement in Language Acquisition**

By June 2011, the ELL students in grades K-5 will increase their performance on the NYSESLAT by one level through targeted writing instruction and extended instructional time.

## **IV. Progress Monitoring for Mathematics**

By June 2011, students in grades 3-5 will increase their performance on the State Math Assessment by 5% through the use of a progress monitoring system that will gear instruction to match the findings of the monthly evaluation of student performance.

By June 2011, students in grades K-2 will increase their math performance level as measured by enVision Topic assessments through the use of a progress monitoring system that will gear instruction to match the findings of the monthly evaluation of student performance.

## **V. Sharing the Findings of the Inquiry Team**

Through the Inquiry Process, teams of teachers will explore effective writing strategies and the impact they have on student achievement.



**SECTION VI: ACTION PLAN**

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** ELA

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>                  By June 2011, students in grades 3-5 will increase their performance on the ELA assessment by 5% through the use of a progress monitoring system that will align instruction to match the findings of students’ qualitative and quantitative data.                  By June 2011, students in grades K – 2 will make a year’s progress as measured by a progress monitoring system that will align instruction to the findings of students’ qualitative and quantitative data.</p>	<p>Progress monitoring will take place in order to evaluate student achievement. Instruction, materials, and interventions will be added, modified, and analyzed as needed. By June 2011, grades K-5, will increase their performance and student data will be monitored on an on-going basis.</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 timelines.</i></p>	<p>Teachers, the Professional Development Team (PDT), and Academic Intervention Team will analyze the comparative data to evaluate the progress of student achievement. This will be done monthly in order to determine the effectiveness of instruction, interventions, and materials used.                  As a result of the analysis, instruction may or may not change according to the needs of the student. Teachers will use common preparation time to discuss class and grade progress and share best practices. In addition, time will be set aside for data dialogues amongst teachers, administrators and the Literacy Coach to discuss findings, implications for instruction and next steps. Test preparation practices will be discussed and implemented across grades 3,4, and 5. Family Literacy Nights as well as Parent Workshops on Literacy Development will be held throughout the year.</p>

<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>Teachers will be provided ongoing professional development by the Literacy Coach. In addition, teachers can attend professional development provided by the UFT Teacher Center, CFN 607 or other where available and needed when budget allows.</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>Monthly meetings will evaluate test results including: Early Childhood Literacy Assessment System (ECLAS), Developmental Reading Assessment (DRA), Teacher's College Assessments, Predictive Assessments and test simulations.  Teacher's assessment binders including running records, conferring notes as well as teacher observations will be discussed at data meetings, informal and formal observation conferences.  Student work will be reviewed, analyzed, and discussed.  Goals will be reviewed by classes and/or grades  Focused Learning Walks  Steps achieved on the 100 Book Challenge Logs  As a result of implementing progress monitoring, we will see improved outcomes on, Fountas and Pinnell levels, test simulations and other important ELA data.</p>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ICT

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. By June 2011, ICT in Grade 2 and 3 will successfully incorporate the New Special Education Initiative. The effect of this new initiative will be measured by a 5% increase in formative assessments.</p>	<p>Our goal at P.S. 36 is to improve the academic achievement and outcomes for all students including students with disabilities. We will be implementing Phase I of the New Initiative to enhance the academic achievement of students with disabilities.</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>	<p>P.S. 36 will share services between the two classes in order to maximize explicit instruction. The IEP, ICT, and SETSS teachers will provide services to those identified students within that least restrictive environment (LRE). Schedules and calendars will be adhered to in order to guarantee that instruction is given explicitly and regularly in order to scaffold successful learning. Time for articulation between teachers and providers will be scheduled in order to assess, reflect, and revise plans for teaching and for child development.</p>
<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>Professional Development includes support by Special Education personnel, attendance at Special Education Workshops as well as by the Literacy Coach, Math Coach and the Academic Intervention Services (AIS) providers. Inter-visitations as well as in-class demonstration lessons will be provided to ensure the efficacy of the program. Special Education staff will attend Teacher's College Professional Development and other external PD opportunities. Support from CFN 607 and Students with Disabilities Specialists will be ongoing.</p>

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

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

Evidence of the effect of this new Special Education Initiative will be:

- Student independent reading levels
- Student work including writing samples
- ELA and Math State Test scores
- Feedback from other personnel
- Classroom observations

The results of running records and other assessment will be analyzed monthly in order to show how children are moving up in reading.

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.*

**Subject/Area (where relevant):** Mathematics

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>          By June 2011, students in grades K-2 will increase their math performance level as measured by enVision Topic assessments through the use of a progress monitoring system that will gear instruction to match the findings of the monthly evaluation of student performance.</p> <p>By June 2011, students in grades 3-5 will increase their performance on the State Math Assessment by 5% through the use of a progress monitoring system that will gear instruction to match the findings of the monthly evaluation of student performance.</p>	<p>Progress monitoring will take place in order to evaluate student achievement in order to continue or alter instruction, materials, and interventions if needed. By June 2011, all grades K-5, will implement a progress monitoring system that will be monitored monthly.</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 timelines.</i></p>	<p>The PDT Team, the Curriculum Team and teachers will analyze the comparative data to evaluate the progress of student achievement. Students will improve their use of basic and higher order math skills for solving everyday problems through the implementation of the new EnVision Math program. This will be done to determine the effectiveness of instruction, interventions, and materials used. As a result of the analysis, instruction may or may not change according to the needs of the child. In addition the children will evaluate their goals monthly to see if they are being met.</p>

<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>Teachers will be provided ongoing professional development by the Math Coach. In addition, teachers can attend United Federation of Teachers (UFT) Teacher Center, and/or the Leadership LSOs PD or other PD where available and needed.</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>Monthly meetings will evaluate:</p> <ul style="list-style-type: none"> <li>-Test results including enVision Mathematics unit tests, Predictive, and ITA assessments</li> <li>-Teacher's assessment binders including running records, conferring notes as well as teacher observations</li> <li>-Student work</li> <li>-Student goals will be reviewed by classes and/or grades</li> </ul> <p>As a result of this review, we will re-evaluate the strategies and differentiation needed to improve achievement.</p>

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):** ELL

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. . By June 2011, the ELL students in grades K-5 will increase their performance on the NYSESLAT by one level through targeted writing instruction and extended instructional time.</p>	<p>To improve the acquisition of English language skills on our English Language Learners (ELLs). This will be measured by having an increase of ELLs showing improvement on the New York State English as a Second Language Achievement Test (NYSESLAT).</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>	<p>After comparing the current data with previous NYSESLAT scores:</p> <ul style="list-style-type: none"> <li>• English as a Second Language Teachers will be assigned children according to the child’s N.Y.S.E.S.L.A.T. grade level-grades K-2, grades 3-5.</li> <li>• Plan differentiated instruction for ELL students based on data results.</li> <li>• After school programs will be offered to ELL students if budget allows.</li> <li>• Saturday academy will be offered to ELL students if budget allows.</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>All teachers will have opportunities for Professional Development;</p> <ul style="list-style-type: none"> <li>• Quality Teaching for English Learners (QTEL) Professional Development (PD) will be made available during faculty conferences and after school sessions.</li> <li>• Professional Development (PD) by the Leadership LSO will be made available.</li> <li>• English as a Second Language (ESL) teachers will be provided with resources in order to provides a high quality ESL program.</li> <li>• Students will be provided with test preparation opportunities (pre/post).</li> </ul>

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

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

In order to assess progress:

- Formal and informal observations will be reviewed.
- Data dialogues with ESL teachers and classroom teachers will be conducted.
- Results of assessments will be analyzed as well as teacher observations and teacher made assessments.
- NYSESLAT and E.S.L. interim assessment results will be reviewed monthly.

**Directions:** The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

**Subject/Area (where relevant):**     **Inquiry Team**    

<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound. By June 2011, teachers in grades K - 5 will incorporate the successful practices of the Inquiry Team in writing development for ELA. The effect of these practices will be measured by an increase in the final writing assessment of one level according to the Being A Writer Rubric.</p>	<p>To share the results, school wide, of the Inquiry Teams’ findings and to make systemic changes in instruction for student achievement. It is our goal to embed the practices the Inquiry Team has used effectively throughout the grades.</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>	<p>The Data Specialist, Literacy Coach, and administrators will meet with teachers during the day and/or after school conferences to discuss The Inquiry Team’s target population, focus, strategies, and assessments throughout the year. Ongoing inquiry assessments and observations will be analyzed and results shared. Updates will be posted on the Inquiry Team’s Bulletin Board. Materials that were used successfully will be shared and demonstrated by the members of the Inquiry Team during grade conferences. Teachers will implement the strategies during their ELA block. Current research outcomes will be reviewed during Inquiry Team meetings in order to be aware of the scientific trends in pedagogy.</p>
<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>Teachers will be provided professional development from the Data Specialist and other staff members with Inquiry experience during faculty conferences and grade meetings. The Literacy Coach will assist with implementation of practice during grade meetings and/or demonstration lessons with specific classrooms.</p>

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

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

Indicators include:

- Agendas and sign in sheets from monthly meetings
- Data Specialist will maintain a binder with grade specific information on ARIS, agendas, sign in sheets, and school wide assessment data
- Classroom observations
- Bulletin Board Information
- Newsletters

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

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

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

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

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

**APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS**

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

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

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT FOR ALL SCHOOLS**

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A	10	1	0	20
1	68	30	N/A	N/A	12	1	0	24
2	59	28	N/A	N/A	8	3	4	18
3	78	67	N/A	N/A	12	5	5	23
4	50	45	60	35	15	6	3	21
5	48	40	10	32	20	8	2	16
6								
7								
8								
9								
10								
11								
12								

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

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

**Part B. Description of Academic Intervention Services**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
<b>ELA:</b>	The Quick Read Fluency program will be utilized during our zero period in grades 3-5 to help improve fluency while building background knowledge of science and social studies. The Wilson Reading System will provide a multi-sensory approach for selected beginning ELL students in grades 3-5 to improve their decoding, encoding and sight word recognition skills. This pull-out program will take place during our zero periods. In addition, select special education students will receive this service within their classrooms as small group instruction. AIS providers will push-in to grade 1-5 classrooms 4-5x a week for 50 minutes during the Literacy Block. Small group instruction in the form of guided reading and/or reciprocal teaching will provide targeted instruction for at-risk students. The AIS extended day for grades 3-5 will meet for 2-hour sessions 3 times a week. Each session will be split into a one-hour literacy workshop and a one-hour math workshop. During the spring semester, our 3 <sup>rd</sup> –5 <sup>th</sup> graders will attend a Saturday Academy to prepare for their state ELA test. Tutoring during lunchtime will provide small group test practice for select at-risk students in grades 3-5 during the spring semester.
<b>Mathematics:</b>	AIS small group instruction allows AIS instructors to work with small groups in conjunction with the classroom teacher. He/She will provide differentiated instruction to those students who need it most. The AIS extended day for grades 3-5 will meet for 2-hour sessions 3 times a week. Each session will be split into a 1-hour math workshop and a one-hour literacy workshop. During the spring semester, the 3 <sup>rd</sup> –5 <sup>th</sup> graders will attend a Saturday Academy to prepare for their Math Test
<b>Science:</b>	4 <sup>th</sup> grade students will meet for 2 hour sessions on Wednesdays and Thursdays for science AIS. Each session will be split between the exploration and learning of a standards based topic and a related performance task. Building of science background knowledge will be enhanced through the use of the Quick Read Fluency Program.
<b>Social Studies:</b>	Building of social studies background knowledge will be enhanced through the use of the Quick Read Fluency Program. The use of the Robin Hood Multi Media Library Center affords teachers the tools to assist those children at-risk providing resources and materials for instruction in geography, economics and history.
<b>At-risk Services Provided by the Guidance Counselor:</b>	The guidance counselor provides individual and group counseling to students in order to promote academic, emotional, and social growth. Self-esteem issues are addressed; as are problem-solving skills/strategies, alternative solution seeking strategies, conflict resolution, and exploring different ways to express feelings. The guidance counselor communicates with parents on an on-going basis as well as with teachers and is involved in behavior management monitoring/modification.

<b>At-risk Services Provided by the School Psychologist:</b>	The school psychologist provides at-risk counseling when the guidance counselor is not available. The psychologist's caseload does not allow for on-going at-risk counseling. The goal of counseling is to assist students in learning alternative ways to express feelings and respond to situations that cause anger/frustration as well as provide a nurturing environment in which students can communicate their concerns and needs.
<b>At-risk Services Provided by the Social Worker:</b>	The social worker is assigned to our school only one day a week. Her caseload consists of mandated students and does not allow time for counseling at-risk students.
<b>At-risk Health-related Services:</b>	The school nurse provides all medical needs for our students. She contacts parents when necessary and also obtains medical documentation. The school nurse notifies the guidance counselor of any cases requiring follow-up, including but not limited to, possible physical abuse. The nurse also notifies the counselor if there are students that visit the nurse's office frequently since often these students do so for emotional needs rather than physical reasons.

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – See attached copy of the Language Allocation Policy in Cep-iplan.**

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

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2010-2011) Language Allocation Policy to this CEP.**

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

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

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

## Section I. Student and School Information

Grade Level(s) Kgn. - 5      Number of Students to be Served: 123 LEP      600 Non-LEP

Number of Teachers    2      Other Staff (Specify) \_\_\_\_\_

### School Building Instructional Program/Professional Development Overview

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

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

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There is a freestanding ESL program at P.S. 36. We service a total of 123 students in grades K-5. Our ELL population represents 17% of our 724 students. There are many languages represented in our ESL population. Our ESL students are served in a pullout model at the beginning and intermediate levels. Advanced and recently proficient ESL students are served with a push-in model with limited pullout. English is the language of instruction for the Freestanding ESL Program. Instructional strategies implemented include the Balanced Literacy Approach, the Point of Entry Model and Sheltered Instruction. The ESL instructors work closely with the Academic Intervention Services team to focus on the specific academic needs of the ELL populations, especially in small group settings. Students with advanced ELL status are grouped by grade in one classroom, allowing the ESL teacher to push in to the classroom and integrate ESL instruction with the content area curriculum.

Starting November 16, 2010 we will begin an after school Literacy, Literature, and Writing ESL Program for selected third and fourth graders. The focus will be on improving reading and writing skills using a novel studies approach. We estimate that 40 students will participate in this program. The program will be held Tuesday through Thursday from 3:10 to 4:40 after school for sixty sessions (finishing on April 28, 2010). The language of instruction will be English and the instruction will be provided by certified ESL teachers. After analyzing our latest data, including last year's NYSESLAT results, we have concluded that many of our students need additional support in reading and writing. These students will be targeted with this after school program.

Starting February 1, 2011, a second after school program will begin for our newcomers. The newcomers after school program will support our beginning ELLs in math and E.S.L. These students are mandated to take content area exams in their native language in math and science. In addition to receiving their mandated 360 minutes of ESL, these third, fourth, and fifth grade students will receive 1 to 1 support in the areas of math and science. This additional support will align the language of math through an E.S.L. instruction with the language of math and science. The bilingual teacher will meet with the 10 students three times a week starting February 1, 2011 –

April 28, 2011.

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

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One of our ELL teachers is Phase Four of Quality Teaching for English Learners (QTEL). In addition our teachers regularly attend professional development as offered by BETAC, the L.S.O, and NYU.

Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. A certified trainer in QTEL (Quality Teaching for English Learners) provided workshops to staff on effective ESL strategies and methodologies. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. The BETAC Newsletter which contains a wealth of E.S. L. information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school. Our ESL teachers also conducted ESL training during faculty and grade conferences.

To support our after school program we will be meeting with the third, fourth, and fifth grade teachers during their grade conferences. This will align the after school program with the daily classroom instruction. We plan on having several professional development sessions with the classroom teachers. These sessions will be scheduled throughout the months of February, March and April according to the scheduled grade conferences.

Session 1: Using literature for second language acquisition. (Theory)

Session 2: Literature activities that can be used in second language acquisition (Hands-on)

Session 3: Evaluating English Language Learners work (Assessment)

Session 4: Reviewing the Reading section of the NYSESLAT

Session 5: Reviewing the Writing section of the NYSESLAT

An ELL Professional library will be created. Monolingual teachers will be able to select materials that will assist them develop meaningful lessons to assist their ELLs in the classroom. Titles include: New York State E.S.L. Standards, New York State ELL Resource Guide, English Language Learners: the Essential Guide, Lots of Languages Classroom Phrasebook for Teachers (24.99), Many Languages, One Classroom (19.95), Look at Me When I talk to you: ESL Learners in Non-ESL Classrooms (\$18.00).

**Section III. Title III Budget**

School: P.S. 36 X

BEDS Code: 320800010036

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	\$10,925.91	219 hours of per session for ESL teachers to support ELL Students: 219 hours x \$49.89 (current teacher per session rate with fringe) =
<b>Purchased services</b> - High quality staff and curriculum development contracts.	\$76.00	(Professional Development will be conducted during the course of the school day) Professional Library (\$76.00)
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$5396.09	<p>Audio Books on Tape (Ramona Quiby, Mouse and Motorcycle, and Charlottes Web), 6 @ \$25.00 = \$150.00; Books for literary circle (33 of each @ \$5.99 per book= 197.67 x 3 = 593.01 <b>Ramona Quiby</b>, Mouse and Motorcycle, and Charlottes Web) ,            Math and Science Materials for Newcomers group, Problem Solving Math Journals 24.99 for each journal, total = 800.00;            Math Explorers Kits: Multiplication and Estimation (\$175.00), Decimals (\$175.00), and Perimeter and Area (\$175.00). These math explorers kit has a VCL/whiteboard CD-ROM. The VCL/whiteboard CD-ROM is missing for the Multiplication and Division, Fractions and Equivalent Fractions, and the Two Dimensional Shapes kits already in the school – 3 x \$50.00=150.00. Projected needed for 1 of the ESL classes - \$600.00</p> <p>Instructional supplies – chart paper, markers, notebooks, crayons, pencils, paints, roll up papers, (\$663.00), Teacher Resource book for after school (57.00)</p> <p>Books for Literacy Night \$650.00: Books will be purchased in English, Spanish, Bengali, and Arabic to promote literacy. Book: “We’re Going On a Bear Hunt”</p> <p>After School – Literacy: Cozy Corner: Facilitates social and emotional</p>

		<p>development while focusing on language and literary skills: Kit cost \$653.</p> <p>Comprehension Cards for Grades 3 – 5: for Identify Cause and Effect (139.00) Identify Main Idea and Supporting Details (\$139.00) Make Predictions (139.00) Summarize Information (139.00)</p>
<b>Educational Software (Object Code 199)</b>		
<b>Travel</b>		
<b>Other: Parental Involvement</b>	\$1822.00	<p>The Parent Coordinator, Norma Martinez, will conduct the following workshops for our ELL Parent Institute:</p> <ol style="list-style-type: none"> <li>1. ESL classes will be conducted for ELL parents two days a week. The parents will use a computerized program “Talk Now, Talk More, and World Talk which utilizes the parent’s native language to learn English language skills through a individualized computer approach. 10 programs @ 100.00 += \$1000.00</li> <li>2. American Citizenship classes will also be conducted 1 day a week. Book: Preparation for Citizenship: EDITION: 1st Edition ISBN: 0739834584 ISBN-13: 9780739834589 PUB. DATE: July 2001 PUBLISHER: Houghton Mifflin Harcourt \$16.11 per book x 20 = \$322.20</li> </ol> <p>Literacy Night: Our ESL teacher will conduct a literacy night for our ELL Parents.</p> <p>Historical Site Seeing in New York City in the Spring – Manhattan: Parents and ELL students will view historical sites in Central Park, Belvedere Castle, Boat House, Fifth Avenue, F.A.O. Schwarz Toy Store – Yellow School Bus: \$400.00 \$100.20 for entrance fees</p>

<b>TOTAL</b>	\$18,220.00	

### **APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

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

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

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

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

At P.S. 36 we send home the Home Language Survey translated into many languages to assess which languages are spoken in the home. There is question on the survey asking parents in which language they would like to receive communication from the school. From that data we can assess the extent of English knowledge. The teachers also communicate their observations regarding home language to the ESL teachers and administration. Since Spanish is a dominant language at the school, all school circulars and parent letters are translated into Spanish. For parents that speak the lesser spoken languages we utilize a variety of techniques to ensure communication. Some of these methods include using Department of Education translated materials, using the call-in interpretation service provided by the NYC dept of Education, and using relatives and friends of other students who are able to interpret and translate information.

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.

Using the Home Language Surveys we have noticed that the languages of P.S. 36 are diverse and dynamic. More children from different linguistic backgrounds are entering the school. Historically, Spanish speaking children were the only English Language Learners. There are now children who speak Spanish, Bengali, Arabic, Punjabi, Urdu, Chinese, and Tamil. The ESL faculty works closely with the school testing coordinator to ensure testing accommodations are appropriate for students eligible for the New York State tests. Information about our language and translation needs is disseminated through our School Leadership Committee Meetings, through Parent Association Meetings, and at school faculty meetings.

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

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

School personnel and volunteer parents perform translations in-house when needed. We strive to have translation contacts in all the languages of the school. We aim on having our translations completed in a timely fashion, to allow the proper amount of time needed to make parents aware of meetings and other activities being held at the school; and to address any concerns or questions parents might have. The majority of our translation needs are met through parent volunteers and staff.

2. Describe 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.

Translators are provided for any meeting that might be held, whether the audience is parents, teachers, or students. Translators are provided for children during testing to support those second language learners. The ESL faculty works closely with the school testing coordinator to ensure testing accommodations are appropriate for students eligible for the New York State tests. In-house school staff, volunteer parents, and outside vendors when needed, provide these services. We also utilize the call-in interpretation service provided by the NYC Department of Education for parent teacher conferences and other needs. This number is readily available in the main office, guidance office and ESL labs.

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>.

In accordance with the Chancellor's recommendations our program provides parents with the knowledge that translation and interpretation services are available through the Parent Newsletters, Helping Involve Parents school internet accessibility, School Handbook, and Parent Handbook. We also have signs at the entrances of the school informing parents that translation and interpretation is available.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

### Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	506,568	371,069	877,637
2. Enter the anticipated 1% set-aside for Parent Involvement:	5,065	3,710	8,775
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	25,328	*	
4. Enter the anticipated 10% set-aside for Professional Development:	50,656	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:     100%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

**Explanation – School Parental Involvement Policy:** In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

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

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

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

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

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.  
See needs assessment in Section IV.
  
2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.
    - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

The after school program as well as The Saturday Academy provide extended time for instruction in order to help all children meet and/or exceed state standards. In addition, an AIS staff as well as a literacy and a math coach, are employed to assist teachers with enhanced teaching strategies for those children targeted as “at risk”.

There are also programs to help provide an enriched and accelerated curriculum. There is the Gifted and Talented Program for grades 4 and 5. There is also a gifted program called “Music Memory” for selected fourth and fifth graders. We also try to incorporate Renzulli’s Model for choosing enriching activities whenever possible.

We also have two ESL teachers working to meet the needs of those children speaking English as their second language.

In addition, we have after school sessions to help meet the needs of students at risk. There is a Saturday Academy that also assists in this endeavor. During the day, we use small group instruction as a method to attend to all children’s abilities as well as AIS teachers that service children at risk. We try to enhance instruction by providing the appropriate material (as budget allows).

There are parent workshops, Family Literacy Nights, as well as a Math Carnival that helps inform parents about what is happening in school. This also helps to bridge the gap between school and home.

### 3. Instruction by highly qualified staff.

Instruction by highly qualified teachers: P.S. 36 will be proactive to ensure that highly qualified personnel are recruited and retained. The school will ensure that all teachers hold appropriate licenses. A high level of support will be given to all teachers through on-site professional development and coaching by the UFT Teacher Center Specialist, Literacy and Mathematics Coaches, and Academic Intervention Service Providers (pending funding).

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

All personnel at PS 36 receive high quality professional development:

- Teachers receive PD as determined by surveys, questionnaires, ELA data including state tests and DRA and ECLAS and Teacher’s College Assessments, math data, Predictive Assessment results, Quality Review recommendations, Learning Walk findings, and by assessing children’s work. This PD is given by the Literacy Coach/UFTTC Specialist before and after school and during grade meetings, study groups are also provided in areas teachers want and need, mentoring for new teachers is also provided, workshops in Special Education, literacy and math and technology by the UFTTC are utilized, workshops provided by specialists from the Leadership LSO in CTT training, Data utilization, AIS services are attended, our Faculty Conferences offer PD as needed.
- Assistant principals attend workshops and institutes in order to keep abreast of current trends and ideas.

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

- a. The school has always aggressively recruited qualified teachers for its staff.
- b. The school will recruit from job fairs held at the district office.
- c. The school is actively seeking a collaborative college in order to participate in Student-Teacher Programs.

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

There are strategies we have been using to increase parent involvement. We have many Literacy and Math Nights to have parents participate. We offer courses such as ESL, to help parents become better at speaking English. We hold many parent workshops for ELA, Math, Social Studies and Math, during the day to help parents learn how to help their children at home. We hold writing celebrations to have parents come and learn about our writing processes.

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

Our school provides a two half-day Pre-school Program that enables children to transition into the routines, structures and academics of kindergarten. The Pre-School also provides a Family room in which parents collaborate and learn about activities they can use at home to help their children grow.

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

- Grade meeting are held to discuss data and next steps
- Hold AIS weekly meetings to deconstruct data and discuss areas of improvement and methodologies to reach our goal.
- Faculty conferences are used for PD and to discuss data and instruction
- School e-mail is used for communication
- School Leadership Team is a vehicle to discuss data and implications
- Inquiry Team is also a vehicle to look at data and decide on which approach to investigate in order to improve student performance
- PDT meetings are held weekly to discuss student achievement and implications for instruction
- Retreats are held after school 3-4 times a year to review and assess

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
  - Ongoing assessments are analyzed quickly in order to provide those students in need with the appropriate AIS services.
  - Names of students are submitted at PPC meetings and AIS meetings in order to ensure the proper support is given to these students
  - Students' responses to interventions are reviewed in eight week cycles in order to determine next steps.
  - Articulation with teachers at grade meetings is conducted often.
  
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
  - The program, Positive Behavior Intervention System, is being implemented in our school in order to make our students better aware of the positive results of acting as well behaved citizens as well as making them aware of their responsibilities.
  - Communication is maintained with community based agencies in order to ensure that our children and their families are receiving preventive services and that these services are ongoing.
  - Community based agencies are integrated into our school. We have BBC and which provide after-school programs.
  - The school has a nutrition program that involves student participation.
  - The parent coordinator provides parents with information about courses, vocational educational opportunities, and job training opportunities.

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

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

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds.

The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used  
**TEMPLATE - MAY 2010**

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			506,568		
Title I, Part A (ARRA)	Federal	✓			371,069		
Title II, Part A	Federal	✓			45,366		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.

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conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

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

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

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

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

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

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

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

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

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

**SURR Area(s) of Identification:** \_\_\_\_\_

**SURR Group/Phase:** \_\_\_\_\_ **Year of Identification:** \_\_\_\_\_ **Deadline Year:** \_\_\_\_\_

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

### **Supporting Students in Temporary Housing (STH)**

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

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

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

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

All students in temporary housing are monitored by the Child Study Team (CST). The CST meets on a weekly basis and monitors these students' academic, social and emotional progress. The students are included in all Academic Intervention Services, small group instruction, after-school programs, and tutoring programs provided in the school. When counseling services are deemed necessary, the students are included in either the Guidance Counselor's or SAT's- Social Worker's caseload. When necessary, the Guidance Counselor contacts the Temporary Housing Facility's social worker to obtain information or request their assistance in specific instances, as well as offer the school's assistance to the facility. In addition, the students are also monitored by the Attendance Committee, which meets bi-weekly. If an attendance or tardiness issue arises, the Guidance Counselor contacts the parent. If the concern continues, the Temporary Housing Facility Social Worker is contacted to enlist the facility staff's assistance.

### **Part B: FOR NON-TITLE I SCHOOLS**

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

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

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

**Please Note:** Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

**(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)**

**November 10, 2009**

Parent Letter # 11

### Parent Involvement Policy

Public School 36X is committed to implementing a parent involvement policy to encourage parents of students receiving Title I and PCEN services to take an active role in their children's education.

P.S. 36 developed a policy jointly with parents and school staff that reflects the philosophy of District 8 to engage parents in meaningful consultations to plan, and implement programs designed to maximize student's achievement.

- Parents will be encouraged to become actively involved in establishing school-based policies by serving as members on the School Leadership Team. Parents will be encouraged to become members of the Parent Involvement sub-committee of School Leadership team.
- Parents will establish an Advisory Council composed of at least five (5) members that meet at least three (3) times a year. The council must elect one (1) member to represent the school on the District Advisory Council.
- Parents will be notified of and encouraged to attend our Annual Title I meeting to review the status of programs and to request their involvement on the (P.A.C.) Parent Advisory Council.
- Parents will be notified in a timely fashion of meetings, workshops and opportunities to assist their children at home in their academic studies. Members of the SLT Parent Involvement Committee will be responsible for the planning, devising and implementing various programs that include, but are not limited to Family Literacy, Math and Science. Workshops will be held to review and explain assessment procedures as needed.
- Parents can expect regular written communications from teachers and administrators in the form of progress reports cards and monthly newsletter from the principal.
- Parents will be provided with an approved Code of Conduct and review the code with their children. Parents and teachers will be expected to sign the document and encourage all to adhere to its principles.
- Parents will work with their children on homework assignments and ensure that they read 30 minutes each night. Parents will share in the responsibility for improving their child's performance.
- Parents are encouraged to participate in the school by volunteering through Learning Leaders program and to take the necessary training required. Volunteers are needed in the classrooms, library, cafeteria, hallways, playground and at various functions throughout the year.
- Parents will be asked to attend and assist in various assemblies to celebrate our varied cultural heritage. Students will be recognized at assemblies throughout the year for academic achievement and parents will be invited in a timely manner to attend.
- Parents will assume the responsibility for communicating with their children's teachers regarding educational needs social concerns and students' progress.

A Home/School Compact will be disseminated to all parents to ensure that a joint effort is being made to provide every child the highest quality instructional program available and to reaffirm our commitment to working together towards success





**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 036 Unionport					
<b>District:</b>	8	<b>DBN:</b>	08X036	<b>School</b>		320800010036

**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	35	36	34		94.3	95.0	94.1
Kindergarten	84	129	102				
Grade 1	116	102	126	<b>Student Stability - % of Enrollment:</b>			
Grade 2	124	123	103	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	104	113	121		90.0	91.5	89.5
Grade 4	110	110	121				
Grade 5	93	107	109	<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		78.6	90.0	90.0
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		11	14	7
Grade 12	0	0	0				
Ungraded	0	1	2	<b>Recent Immigrants - Total Number:</b>			
Total	666	721	718	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					1	6	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	37	36	46	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	40	56	48	Superintendent Suspensions	0	2	1
Number all others	38	30	32				

*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	47	49	56
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	13	11	6
# receiving ESL services only	88	104	TBD				
# ELLs with IEPs	6	22	TBD	Number of Educational Paraprofessionals	2	3	8

*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	100.0	100.0	100.0
				% more than 2 years teaching in this school	76.6	71.4	80.4
				% more than 5 years teaching anywhere	70.2	67.3	71.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	92.9
American Indian or Alaska Native	1.7	1.4	2.2	% core classes taught by "highly qualified" teachers	97.5	100.0	92.3
Black or African American	16.1	12.6	12.8				
Hispanic or Latino	62.2	64.5	64.6				
Asian or Native Hawaiian/Other Pacific	18.3	16.9	18.2				
White	1.8	1.9	2.1				
<b>Male</b>	48.9	47.6	50.7				
<b>Female</b>	51.1	52.4	49.3				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	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>			
Student Groups	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	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v	-				
White	-	-	-				
Multiracial							
Students with Disabilities	v	v	-				
Limited English Proficient	-	v	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>6</b>	<b>7</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>	B	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	48.4	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	10.2	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	10.3	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	1						

<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>607</b>	District <b>08</b>	School Number <b>036</b>	School Name <b>Rising Star School</b>
Principal <b>Elvira Maresca</b>		Assistant Principal <b>Rachelynn Milby</b>	
Coach <b>Christine Lally-Stolz</b>		Coach <b>Jasmine Chavez-Gonzalez</b>	
Teacher/Subject Area <b>Stephanie Papp/First Grade</b>		Guidance Counselor <b>Vivian Cedeno</b>	
Teacher/Subject Area <b>Migdalia Spratley/Fourth Gr.</b>		Parent <b>Shahama Alam</b>	
Teacher/Subject Area <b>Lillian Delgado/Third Grade</b>		Parent Coordinator <b>Norma Martinez</b>	
Related Service Provider <b>Lisa Finelli/Speech services</b>		Other <b>Jason Holt/ESL</b>	
Network Leader <b>Elmer Myers</b>		Other <b>Margaret Pabon-Vega/ ESL</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>1</b>	Number of Certified NLA/Foreign Language Teachers	
Number of Content Area Teachers with Bilingual Extensions	<b>2</b>	Number of Special Ed. Teachers with Bilingual Extensions		Number of Teachers of ELLs without ESL/Bilingual Certification	

### C. School Demographics

Total Number of Students in School	<b>724</b>	Total Number of ELLs	<b>123</b>	ELLs as Share of Total Student Population (%)	<b>16.99%</b>
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## Part II: ELL Identification Process

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

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

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

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

1. At registration our incoming students and their parents are welcomed by trained personnel that provide translation and offer clarification on all program options available to English Language Learners. All students registering are given the Home Language Identification Survey (HLIS). Trained ESL staff (including the licensed ESL teachers: Ms. Pabon-Vega and Mr. Jason Holt) holds informal oral interviews in English and Spanish and assist parents in completing the HLIS. Students who according to the HLIS speak English only enter into the general education system. Students whose HLIS indicate a home language other than English begin a formal screening process. The assessment used is the Language Assessment Battery Revised (LAB-R). Ms. Pabon-Vega and Mr. Holt are the individuals responsible for conducting the initial screening, and administrating and reviewing the HLIS and the LAB-R. The LAB - R is administered to eligible new admissions within the ten days of their registration. Students who are assessed as Limited English Proficient (LEP) as determined by the raw score on the LAB-R begin receiving ELL services. Spanish speaking students who are assessed as LEP are given the Spanish Language Assessment Battery (Spanish- LAB). All students that are English Language Learners (ELLs) as determined by the LAB-R are given the New York State English as a Second Language Achievement Text (NYSESLAT) in the spring (April-May). The ESL teachers adminster the test in coordination with the school's testing coordinator and the administration.

2. Our ESL teachers and parent coordinator ( Ms. Norma Martinez) work alongside with our administration to guarantee that our parents are provided with the necessary information to make program selections (transitional bilingual classes, dual language classes, or free standing E.S.L. classes) by the end of the screening process. In September the ESL staff, along with the parent coordinator, holds an ELL Parent Orientation Meeting. All parents of ELL students new to the NYC public schools are invited to attend. At this meeting, all program choices (Transitional Bilingual, Dual Language and English as a Second Language) are discussed and presented in a variety of home languages. We utilize the multi-lingual DVD and staff translators to bridge language barriers. Parents are assisted in completing the Parent Selection Survey on site at the ELL Parent Orientation Meeting. The parent coordinator and the ESL staff follow up with parents who don't attend this meeting. Additional meetings are scheduled as needed.

3. In September, letters of discontinuation of ESL services, letters of continuation of ESL services, and entitlement letters are sent to the parents along with the September ELL Parent Orientation meeting invitations. The ESL staff is responsible for printing and distributing the letters. The letters are bilingually printed with an English-side and a home language on the reverse. The Department of Education translations are used. Each letter is adressed and completed by hand and delievered to the students to bring home. Students who scored at the beginning, intermediate, and advanced levels on the NYSELAT receive a letter of continued entitlement. Students who scored at or above proficiency level on NYSELAT will be given a Non Entitlement/Transition Letter. Once the ELL students are identified via HLIS and the RLER ats report (Student Eligible for Revised Lab report), the LAB-R is immediately administered to the students to determine eligibility. All potential ELLs are tested within 10 days of entering the school system. Parent Selections Surveys are also mailed via the postal service as needed to ensure the forms are received and returned. Parents who fail to return the Parent Selection Survey are contacted during November's Parent-Teacher Conferences by the ESL staff. Parent Selection Surveys are stored in a file in the English Language Lab. The surveys are stored in folders by grade. The ESL staff maintain the files.

4. The ESL staff reviews the Parent Selection Surveys to determine instructional programs. Consultations are also provided in the native language.

5. Overwhelming the parents of the P.S. 36 community have requested ESL services (95%). Usually 1 to 2 parents annually indicate an interest in bilingual classes. The majority select the Free Standing ESL classes/option as their first choice. Many select it as their only choice. Our E.S.L. teacher, Margaret Pabon Vega, meets individually with those parents of ELLs who are interested in bilingual placement. Ms. Pabon-Vega has a list of bilingual schools. These parents are referred to the ISC (Integrated Support Placement) for placement in these bilingual schools.

6. The program models offered at PS 36 are aligned with the parents' requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>	25	27	18	22	22	9								123
<b>Total</b>	25	27	18	22	22	9	0	0	0	0	0	0	0	123

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	123	Newcomers (ELLs receiving service 0-3 years)	93	Special Education	12
SIFE	0	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	
TBE										0
Dual Language										0
ESL	105	0	12	18	0	0	0	0	0	123
<b>Total</b>	<b>105</b>	<b>0</b>	<b>12</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>123</b>

Number of ELLs in a TBE program who are in alternate placement: 6

**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

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

**Dual Language (ELLs/EPs)**

**K-8**

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

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**Dual Language (ELLs/EPs)**

**9-12**

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

	9		10		11		12		TOTAL	
	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
<b>TOTAL</b>	<b>0</b>									

**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:
Native American:	White (Non-Hispanic/Latino):
	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	18	17	12	16	16	6								85
Chinese		1		1										2
Russian														0
Bengali	4	8	5	3	3	3								26
Urdu														0
Arabic	2	1	1	2	2									8
Haitian														0
French														0
Korean														0
Punjabi		1												1
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	<b>25</b>	<b>28</b>	<b>18</b>	<b>22</b>	<b>21</b>	<b>9</b>	<b>0</b>	<b>123</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.

1. a. Our ESL students are served in a pullout/push-in model. English is the language of instruction for the Freestanding ESL Program. Generally speaking, a pull-out model is used with beginning and intermediate students and a push-in model is used incrementally with advanced students. This is to ensure a smooth transition to proficiency without ESL services. The program model is flexible to address the needs of the students and to collaborate with the classroom teachers. Consistency and continuity are considered in all program model decisions.

b. ELL students are grouped according to grade level and the results of the NYSESLAT data. Beginners and intermediate students are grouped homogeneously with other beginners and intermediates in the same grade. Advanced students are also grouped homogeneously by grade. At the kindergarten level students are grouped heterogeneously.

2. The English Language Learner student body is divided to assure ELLs are provided the mandated instruction time as dictated by CR-Part 154. Our beginning and intermediate students receive 360 minutes (weekly) of E.S.L in addition to their ELA instruction. Our advanced students received 180 minutes (weekly) of E.S.L as well as their required ELA periods. Our newcomers receive their mandated 360 minutes of E.S.L as well as native language support in math, science. Our math materials (Envisions) were ordered specifically to meet the needs of our Spanish speaking ELLs. Our Bengali students' receive native language support from Ms. Ruby, a Bengali parent volunteer, who is awaiting certification as a substitute teacher. Mr. Holt provides instruction to the ELLs in kindergarten, first and second grades. Ms. Pabon-Vega provides instruction to the ELLs in third, fourth and fifth grades. Each year in the spring the ESL staff records raw scores from the NYSESLAT. These scores are used to group students in their next year's classes by proficiency level. This facilitates easier push-in programs and quicker transitions in pull-out situations. Generally the students' ESL periods correlate with the reading and/or writing workshops in the monolingual classroom. Advanced students are scheduled to receive ELA instruction in their monolingual classrooms and ESL instruction at other times.

3. English as a Second Language is taught through an integrated curriculum that includes reading, writing, listening, and speaking. Ongoing articulation between our ESL teachers and classroom teachers ensures that content-based ESL instruction is complimentary to what students are learning in their mainstream classrooms. Our ESL teachers are required to deliver academically rigorous lessons, using the Point of Entry Model. Teachers maintain evidence in student folders of teacher conferences, informal assessments, and process of student work. Flexible grouping and cooperative learning engage students in communicative, cognitive, and meta-cognitive activities. All ELL instruction at P.S. 36 is conducted in English. The instructional approaches are language experience approach, Sheltered Instruction Observation Protocol (SIOP), Point of Entry Model, Quality Teaching for English Learners (QTEL), Total Physical Response (TPR) and the use of technology and the arts. The scaffolding methods used to make content comprehensible include modeling, bridging, accessing prior knowledge, collaborative work, text re-presentation, contextualizing, schema building, and meta-cognitive development. The schoolwide (K-5) math materials used are Envision math which incorporates an ELL component. For science content, the upper grades use Harcourt New York City Science (with the Glossary of terms and the included ESL approach). The lower grades follow the Foss Science curriculum which is hands-on. Social Studies content is delivered via New York Houghtlin Mifflin Harcourt New York City textbook which includes an ELL component. In English language arts the lower grades use Foundations for phonics instruction. Making Meaning and QuickReads is used in the upper grades. Guided reading and balanced literacy is used school wide (K-5).

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

a. Although currently we have no SIFE students, we follow the following instructional guidelines. SIFE students are included in after school tutoring programs. These students are also placed in small groups for differentiated instruction and targeted assistance. Parents of SIFE students are invited to take part in workshops.

b. For newcomers we provide extended individual instruction. For all newcomers in grades 3-5 we provide the content glossaries of terms in Math, Science and Social Studies. We utilize a technology based intervention CD entitled "Talk Now" to differentiate instruction for newcomers. For Spanish speaking newcomers, we provide instruction in their native language in Math, Science, and Social Studies in preparation for the New York State Exams. For Bengali speaking newcomers we provide instruction in native language with parent volunteers.

c. ELL students who are receiving 4 to 6 years of service have access to the full range of interventions available at the school. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the ESL classroom. These students will also attend after school tutoring sessions.

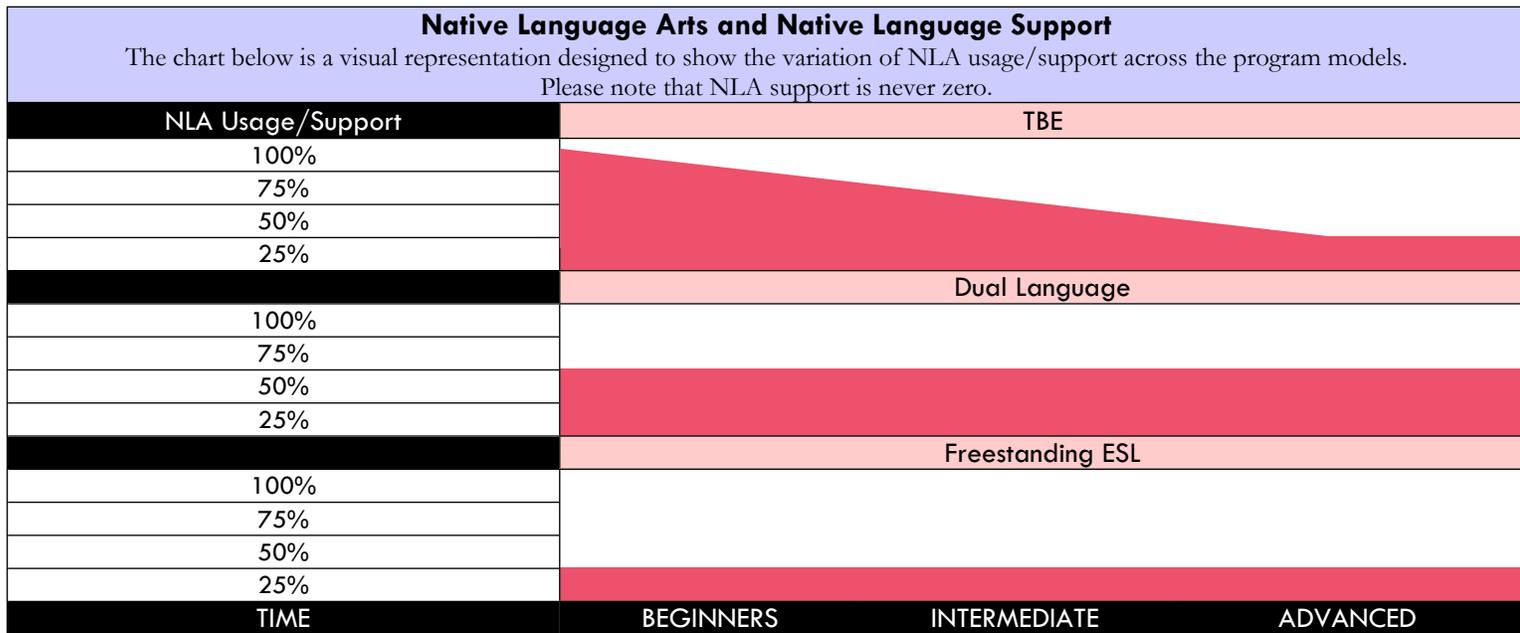
d. Long Term ELLs will be placed in after school tutoring sessions, and are considered for the full range of AIS interventions in the content areas. These students will also attend after school tutoring sessions.

e. ELL students who are at risk or are under consideration for placement in Special Education are served with the full range of interventions available at the school. They undergo the mandated five interventions before referral. They are placed in small groups for tutoring and guided reading, both within their classrooms, and in the at risk resource room. These students will also attend after school tutoring sessions.

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8</b>			
	<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

<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<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?

5. Students receive ELA intervention with Wilson, Foundations, and small group instructions. Students receive math interventions with small group instructions focusing on using manipulatives and visuals to increase comprehension skills. Science teacher works closely with the ELLs to ensure science content knowledge. Teachers are instructed to assist the ELLs with using the glossary of terms in their native language. The content instructions is in English with native language support.

6. Students who have reached proficiency in English and are no longer entitled to ESL services continue to be monitored by the ESL teachers. The ESL teachers articulate with classroom teachers about the progress of these students, and their written work is reviewed. They will be provided with instructional support services during the school day and tutoring in after school sessions and during our Saturday Academy. These former ESL students also receive the testing accommodations of time and half for an additional two years.

7. There has been an increase of Bengali-speaking students at P.S. 36. The plan to prepare our Bengali students is with intense small group instruction in the content areas of math and science. These students will be administered the state math and science tests. Teachers we receive a series of phrases translated in Bengali, so that they may bridge communications with our Bengali parents. Bengali-speaking parent volunteers are active in the school and assist in language and cultural issues.

8. There are no programs discontinued for our English Language Learners.

9. Our ESL students are very active participants in all school activities which include: Chorus, Inquiry Team, AIS, Youth Development Dancers, ESS after school and Recycling Committee. They also participate in after-school programs, such as Academic Intervention and a six-week NYSESLAT program. The Academic Invention begins in November and the NYSESLAT program begins in February. Our Title III funds are also used to address the needs of our newcomers. Starting February, 2011 the newcomers will be involved in a math after school program and will also be invited to attend the Saturday Academy. The ESL staff invite and encourage the English Language Learners to participate in all school activities. They also instruct and clarify about the different activities and programs to the students themselves and their parents. The goal of our afterschool activities is provide students with many learning experiences and provide unique educational opportunities.

10. At P.S. 36 there are a variety of materials to support our English Language Learners. Teachers integrate technology and audiovisual materials into the lessons. Teachers use Talk Now; an interactive CD-ROM to help build vocabulary with native language support. They also use One Language.com, an online interactive resource. The English as Second Language labs have leveled libraries, including books in Spanish, Bengali, Arabic, Punjabi, French, Albanian and Urdu. Spanish language content material in math, social studies and science is also available when needed. Bilingual Glossaries of content area terminology are given to each beginner student for use in the monolingual classroom. There are listening centers with books on tape and compact disc. Laptops are used regularly throughout the school year. Envision Math materials are in the classroom in Spanish for native language ELL speakers.

11. Students arriving new to the country are placed in small groups for ESL instruction. They take part in extra tutoring sessions to develop the basic communication skills that other beginners may have already acquired. Bilingual Glossary of Terms is provided in all the content areas to assist the native language speakers. The native language speakers of Spanish are usually placed in a monolingual setting with a teacher who speaks Spanish. These students also receive Spanish support in the content areas with their classroom teacher as well as the ESL teacher, who also speaks Spanish. The parents of newcomers are also invited to ESL workshops.

12. All required support services and resources correspond to the students' grade level, age, and NYSESLAT data. All our ESL groups are

formed by grade level. All instruction is geared towards students' ages. The students are grouped as Beginners/Intermediates and Advanced. The instruction is individually tailored according to the needs determined by NYSESLAT modality report in Speaking, Listening, Reading and Writing.

13. If the school is aware of newly enrolled ELL students by June or July they are invited to attend our ELL summer enrichment academy. This provides good preparation for the upcoming school year.

14. There are no language electives offered at P.S. 36. Native language support is offered in Spanish and Bengali to meet the language needs of those newcomers that are mandated to take content area test.

### 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)?

Not Applicable.

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

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

1. The ESL staff at P.S. 36 are active participants in ESL professional development. One of the ESL teachers is Phase Four of Quality Teaching for English Learners (QTEL). In addition our teachers and administration regularly attend professional development as offered by BETAC, the LSO and NYU. Our secretaries have received training on ELL program options and second language sensitivity. This year's plan includes workshops on writing for ELLs as well as purchasing current literature on ESL strategies. Since writing is challenging for many of our ELLs, this workshop will focus on helping our students find personal voice in their writing and developing their writing into longer pieces. Teachers will be instructed on using storyboards and graphic organizers to achieve this. An ESL teachers' library will be established in the school's UFT Teacher Center as a resource for monolingual teachers.

2. The ESL staff works closely with the Fifth-grade teachers and school administration in assisting transitioning ELLs to middle school. Each student's situation is considered as well as available options for that student. When possible, ESL staff notifies the middle school of the incoming ELLs and their circumstances.

3. Our monolingual teachers either have completed or are in the process of completing the state mandated requirement of 7.5 hours in ESL training. ESL logs must be completed by those monolingual teachers and sign off by our ESL teachers and Principal. These ESL logs are kept in the teacher's personal files. A certified trainer in QTEL (Quality Teaching for English Learners) provided workshops to staff on effective ESL strategies and methodologies. All of our teachers are kept informed of other professional development opportunities focusing on second language acquisition. They are forwarded the BETAC Newsletter which contains a wealth of ESL information is available to teachers. In addition, classroom teachers have the opportunity to attend ESL workshops at the school. Our ESL teachers also conducted ESL training during faculty and grade conferences. Our assistant principals and administrative staff are involved in these faculty and grade conferences. Our pupil account secretary works closely with our E.S.L. teachers. She notifies the ESL staff of new arrivals and administers the HLIS in the appropriate language. The Translation and Interpretation Units is contacted for needed Arabic translations. Spanish and Bengali translation are conducted in house by staff. Web resources such as Colorin' Colorado are also publicized to the monolingual teachers.

### E. Parental Involvement

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

1. Fortunately at P.S. 36 there is a tradition of involved parents. In September, there is Meet the Teacher Night which provides all parents, including our ELL parents, the opportunity to meet their respective teachers and become familiar with expectations and procedures. This is well attended event. In order to accommodate our ELL parents we provide native language interpretation and translation. Twice a year there are Family Literacy Nights, when parents participate with their children in literacy activities. These nights are guided by school staff, including ESL staff. Many ELL parents attend these fun and enjoyable explorations into childhood literacy. Annually in the spring, there is the Math Carnival. This event includes many fun math games and activities in a carnival setting. The children, including ELLs and their parents look forward to this event every year.

2. Currently there is no formal partnership with other agencies. However, staff provides our ELL parents with a directory of community based organizations to meet their individualized needs (ALBETAC's Directory of Asian Community Based Organization). Concerns and questions can also be addressed by our Parent Coordinator.

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

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

## 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)	25	17	6	4	4	2								58
Intermediate(I)		9	10	7	10	2								38
Advanced (A)		1	2	11	8	5								27
Total	25	27	18	22	22	9	0	0	0	0	0	0	0	123

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B			3		1								
	I	1	8			1								
	A	1	12	7	6	5								
	P		4	9	17	16	11							
READING/ WRITING	B	2	12	3	1	2								
	I		10	7	11	4	4							

	<b>A</b>		1	5	8	11	3						
	<b>P</b>		1	4	3	6	4						

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	7	5	3		15
5	1	5	1		7
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
4	4		9		3	3			19
5	1		3		3				7
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			3		4				7
8									0
NYSAA Bilingual Spe Ed									0

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

**New York State Regents Exam**

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese 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.

1. The Early Childhood Literacy Assessment System (ECLAS-2) is the primary tool to assess the early literacy skills of the ELLs at P.S. 36. The Foundations Phonics system has also been added to the early literacy curriculum in grades kindergarten, first and second. The assessments provided by Foundations are used to inform the teachers' instructional plans. The lower-grade ESL teacher is familiar with the Foundations methodology and supports work done in the classroom during ESL periods. Regular conferencing between the monolingual teacher and the ESL teacher ensures a tailored instructional plan. The Developmental Reading Assessment (DRA) is also used in the spring of the second grade year. P.S. 36 began implementing Foundations a few years ago for selected students. Because of the success of those students, the program was continued to all lower-grade students.

2. The data shows that majority of our students reach proficiency in the first grade, second, third or fourth grades. We attribute this to the increased difficulty of the second through fourth grade span of the NYSESLAT. Also the preparations for the ELA test in third grade and fourth grade transfer to the NYSESLAT. Students at our school generally will enter at the beginning level, move the following year to the intermediate level. Usually students are intermediate for one or two years, before moving to advanced. Most students remain at the advanced level for 2 years. By the time students reach fifth grade, most of the ELLs that started in kindergarten or first grade have tested out to the proficient level. The majority of the ELLs in fifth grade are recent arrivals or newcomers.

3. It is our observation that low NYSESLAT writing scores are the primary factor preventing students from reaching the proficient level. We are addressing this with an increased emphasis on writing and writing mechanics. Students generally test at proficient in speaking after two or three years at the school. Students generally test at proficient in listening after two or three years at the school. Students take longer to test at proficient in reading and writing. Instruction is based more on oral language (speaking and listening) at the beginning levels of second language acquisition and transitions to literacy (reading and writing) at the intermediate and advanced levels.

4. a. For the ELLs in the upper grades, we have examined the results of the citywide interim assessments in the content areas of math and reading. These results show us that the advanced and intermediate students generally perform at grade level in mathematics, with select ELL students showing exceptional math performance. Most beginners and some intermediate students are behind their peers in mathematics. On the interim reading assessment the gap between the ELLs and monolingual students is more clearly defined, although there are similar trends. These results reinforce the need for a greater focus on the development of students' academic language and the integration of adapted content area materials. As outlined in this policy, these methods will scaffold content area skills and concepts for our ELL population.

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

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

5. Not Applicable.

6. One important indicator of the success of our ESL program is the transition of ELL students from receiving ESL services to not receiving ESL services. We monitor the achievement of the English proficient students to assure that their second language doesn't interfere with their academic success in English. In general most of our English proficient students do very well academically, many of them becoming the top students in their class. Another indicator of the quality of our ESL program is the progress made by our current ESL students. All of our students continue to make strides forward in their English language acquisition.

### 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.

## 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		