[P.S. 36 – MARGARET DOUGLAS SCHOOL]

2010-2011
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: <u>(05M036)</u>
   ADDRESS: 123 WEST 123RD STREET, NEW YORK, N.Y. 10027
TELEPHONE: 212-690-5807
       FAX: 212-690-5811

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

SCHOOL ADDRESS: 123 Morningside Drive

SCHOOL TELEPHONE: 212-690-5808   **FAX:**   212-690-5811

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

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Betty Kouassi

PRINCIPAL: Cynthia Mullins-Simmons

UFT CHAPTER LEADER: Monique Greene

PARENTS' ASSOCIATION PRESIDENT: Claudette Perry

STUDENT REPRESENTATIVE:
(Required for high schools)

DISTRICT AND NETWORK INFORMATION

DISTRICT: **05**   **CHILDREN FIRST NETWORK (CFN):**   Cluster 3.10

NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT 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
Cynthia Mullins-Simmons	*Principal or Designee	
Monique Greene	*UFT Chapter Chairperson or Designee	
Claudette Perry	*PA/PTA President or Designated Co-President	
Ricardo Johnson	Title I Parent Representative _(suggested, for Title I schools)_	
	DC 37 Representative, if applicable	
	Student Representative _(optional for elementary and middle schools; a minimum of two members required for high schools)_	
	CBO Representative, if applicable	
Claudia Aybar	Member/Teacher	
Betty Kouassi	Member/Teacher	
Francisco Monsurez	Member/Parent	
Sylvia Melendez	Member/Parent	
Shereen Jackson	Member/Parent	
Stacey Thompson	Member/Parent	

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

* Core (mandatory) SLT members.

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

We, at P.S. 36, believe that all children are gifted and talented and have multiple intelligences. We are unique in that we are an Early Childhood School with grades Pre K-4 (anticipating an expansion to grade five in September, 2011). Our primary goal is to build a foundation that will encourage and support self-awareness in our children. It is our hope that with a "good sense of self," students will strive to reach their maximum potential, which will facilitate the process by which they learn to connect to our ever changing and diverse society and world. We have high expectations for our students and are committed to providing an environment that is warm, safe, nurturing, inviting, and conducive to teaching and learning. Such an environment includes academic and social programs that guide and support the learning that is needed to meet rigorous New York State Standards across all discipline areas.

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

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 036 Margaret Douglas								
District:	5	DBN:	05M036	School BEDS Code:	310500010036				

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

Enrollment				Attendance - % of days students attended :			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	104	89	82				TBD
Kindergarten	126	122	124				
Grade 1	163	154	140	Student Stability - % of Enrollment :			
Grade 2	144	138	136	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	0	0	108		94.4	93.2	TBD
Grade 4	0	0	0				
Grade 5	0	0	0	Poverty Rate - % of Enrollment :			
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10
Grade 7	0	0	0		87.8	69.9	80.4
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number :			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		18	31	TBD
Grade 12	0	0	0				
Ungraded	6	0	7	Recent Immigrants - Total Number :			
Total	543	503	597	(As of October 31)	2007-08	2008-09	2009-10
					3	4	11

Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	26	32	Principal Suspensions	0	0	TBD
# in Collaborative Team Teaching (CTT) Classes	23	25	40	Superintendent Suspensions	0	0	TBD
Number all others	20	24	28				
These students are included in the enrollment information above.				Special High School Programs - Total Number:			
				(As of October 31)	2007-08	2008-09	2009-10
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
(As of October 31)	2007-08	2008-09	2009-10				
# in Transitional Bilingual Classes	42	38	46	Number of Staff - Includes all full-time staff:			
# in Dual Lang. Programs	0	0	10	(As of October 31)	2007-08	2008-09	2009-10
# receiving ESL services only	37	31	37	Number of Teachers	50	49	TBD

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SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	4	24	Number of Administrators and Other Professionals	15	16	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	6	3	TBD

Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	88.0	79.6	TBD
				% more than 5 years teaching anywhere	70.0	67.3	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	88.0	94.0	TBD
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED	88.0	100.0	TBD
American Indian or Alaska Native	0.4	0.0	0.0				
Black or African American	56.5	53.5	51.3				
Hispanic or Latino	39.0	41.7	44.4				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.8	1.7				
White	2.2	2.0	1.7				
Male	49.7	48.7	49.4				
Female	50.3	51.3	50.6				

2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:			2006-07	2007-08	2008-09	2009-10	
			√	√	√	√	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)		If yes, area(s) of SURR identification:					
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)		√	Basic	Focused		Comprehensive
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

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CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level			Secondary Level				
ELA:	√		ELA:				
Math:	√		Math:				
Science:			Graduation Rate:				

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY			
Progress Report Results – 2008-09	**Quality Review Results – 2008-09**		
Overall Letter Grade:	Overall Evaluation:		√
Overall Score:	Quality Statement Scores:		
Category Scores:	Quality Statement 1: Gather Data		√
School Environment:	Quality Statement 2: Plan and Set Goals		√
(Comprises 15% of the Overall Score)	Quality Statement 3: Align Instructional Strategy to Goals		√
School Performance:	Quality Statement 4: Align Capacity Building to Goals		W
(Comprises 25% of the Overall Score)	Quality Statement 5: Monitor and Revise		√
Student Progress:			
(Comprises 60% of the Overall Score)			
Additional Credit:			

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

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

** http://www.emsc.nysed.gov/nvc/APA/Memos/Graduation_rate_memo.pdf

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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?

Prior to the 2009-2010 academic school year, PS 36 was a Pre-K to Grade 2 School and did not participate in any level of New York State Assessments.   In April 2010, our newly added Grade 3 students took the New York State ELA and Mathematics Tests

The following is a snapshot and analysis of English Language Arts and Mathematics data available from the New York State Education Department, New York City Department of Education (Division of Assessment and Accountability), ARIS & ACUITY Systems, and school level assessments:

ENGLISH LANGUAGE ARTS

GRADE 3 – New York State English Language Arts (ELA) Performance Data

In May, 2010 our Grade 3 students were administered the New York State English Language Arts Assessment. The percentages of students performing at each of the performance levels are as follows:

All Tested Students

Subject	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Levels 3/4
ELA	101	19.8	43.6	31.7	5.0	36.7

Students with IEPs

Subject	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Levels 3/4
ELA	22	59.0	31.8	9.1	0.0	9.1

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English Language Learners

Subject	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Levels 3/4
ELA	12	41.7	58.3	0.0	0.0	0.0

Based on the grade level Item Analysis Report, following are performance indicators in need of improvement:

Identify main ideas and supporting details in informational texts.
Evaluate the content by identifying whether events, actions, characters, and/or settings are realistic.
Make predictions, draw conclusions, and make inferences about events and characters.
Evaluate the content by identifying the author's purpose.
Evaluate the content by identifying important and unimportant details.
Use Knowledge of story structure, story element, and key vocabulary to interpret stories.
Identify elements of character, plot, and setting to understand the author's message or intent.

NYS SAMPLE ELA – GRADE 2

In June 2010, the school administered a sample New York State ELA assessment to upcoming (Fall 2010) Grade 3 students. Based on the grade level Item Analysis Report, the performance indicators in need of greatest improvement are as follows:

Make predictions, draw conclusions, and make inferences about events and characters.
Evaluate the content by identifying important and unimportant details.
Use knowledge of story structure, story elements, and key vocabulary to interpret stories.
Determine the meaning of unfamiliar words by using context clues, dictionaries, and other classroom resources.
Evaluate the content by identifying the author's purpose.

E-PAL –GRADE 2

The E-PAL assessment is a continuation of the ECLAS-2 kit for Grades 2 and 3. It provides information about student writing in response to literature. E-PAL is administered only in the spring and is an optional assessment. During the 2009-2010 academic school year, only grade 2 students were given this assessment. The results of this assessment are indicated below:

Area Assessed	% At Level 1 (Low)	% At Level 2 (Medium)	% At Level 3 (High)
Listening/ Writing	26%	38%	36%
Reading/ Writing	39%	46%	15%
Writing Mechanics	18%	59%	23%

ECLAS 2 – GRADES K-2
ECLAS-2 helps to monitor students' development of early literacy knowledge and skills. The assessments are designed to pinpoint the areas where students are making progress and the areas where students need further instruction. The following results indicate the number of students meeting proficiency in the designated tested areas. **(Note: Students testing in specific areas vary depending on grade level).**

Phonemic Awareness:

Grade	Rhyme Recognition	Rhyme Generation	Syllable Clapping	Initial Consonants	Final Consonants	Blending	Segmenting
K (119)	100	71	102	99	Not Assessed	Not Assessed	Not Assessed
1 (138)	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed
2 (132)	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed	Not Assessed

Phonics:

Grade	Alphabet Recognition	Alphabet Writing	Spelling	Decoding
K (119)	105	101	84	Not Assessed
1 (138)	Not Assessed	Not Assessed	46	41
2 (132)	Not Assessed	Not Assessed	41	58

Reading and Oral Expression:

Grade	Vocabulary	Sight Words	Concepts of Print	Emergent Reading	Reading Accuracy	Reading Comprehension	Oral Expression	Reading Rate	Reading Expression
K (119)	Not Assessed	Not Assessed	81	Not Assessed	Not Assessed	Not Assessed	48	Not Assessed	Not Assessed
1 (138)	24	67	Not Assessed	Not Assessed	52	55	59	Not Assessed	Not Assessed
2 (132)	35	77	Not Assessed	Not Assessed	76	69	70	58	66

Listening and Writing:

Grade	Listening Comprehension	Writing Expression	Writing Development
K (119)	53	Not Assessed	Not Assessed
1 (138)	55	Not Assessed	69
2 (132)	55	57	64

MATHEMATICS

GRADE 3 – New York State Mathematics Performance Data

In May, 2010 our Grade 3 students were administered the New York State Mathematics Assessment.
The percentages of students performing at each of the performance levels are as follows:

All Students Tested

Subject	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Levels 3/4
Mathematics	102	12.7	46.1	31.4	9.8	41.2

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Students with IEPs

Subject	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Levels 3/4
Mathematics	22	50.0	36.4	9.1	4.5	13.6

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English Language Learners

Subject	# of Students	% Level 1	% Level 2	% Level 3	% Level 4	% Levels 3/4
Mathematics	13	15.4	69.2	15.4	0.0	15.4

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Based on the grade level Item Analysis Report, the performance indicators in need of improvement are as follows:

Identify congruent and similar figures.
Develop fluency with single-digit multiplication facts.
Check reasonableness of an answer by using estimation.
Develop strategies for selecting the appropriate computational and operational method in problem solving situations.
Use and explain the commutative property of addition and multiplication.
Formulate conclusions and make predictions from graphs.
Display data in pictographs and bar graphs.

At the end of each unit in Everyday Math, there is an assessment administered to all students (K-3). The following represents the percentage of students meeting performance benchmarks identified within the 2009-2010 school years' instructional program:

(Note: Not Assessed means the Unit Assessment did not include questions under the indicated strand)

Grade 3

Unit #	Number Sense & Operation	Measurement	Algebra	Geometry	Statistics & Probability
1	71%	83%	83%	Not Assessed	Not Assessed
2	60%	78%	59%	Not Assessed	Not Assessed
3	45%	63%	Not Assessed	Not Assessed	86%
4	67%	83%	74%	Not Assessed	Not Assessed
5	66%	32%	60%	Not Assessed	Not Assessed
6	47%	Not Assessed	Not Assessed	60%	Not Assessed
7	63%	Not Assessed	Not Assessed	47%	Not Assessed
8	41%	50%	Not Assessed	58%	59%
9	29%	21%	52%	Not Assessed	Not Assessed
10	30%	54%	Not Assessed	Not Assessed	42%
Avg.	52%	58%	66%	55%	73%

Grade 2

Unit #	Number Sense & Operation	Measurement	Algebra	Geometry	Statistics & Probability
1	81%	58%	63%	Not Assessed	Not Assessed
2	81%	Not Assessed	84%	Not Assessed	Not Assessed
3	85%	Not Assessed	Not Assessed	Not Assessed	85%
4	69%	83%	57%	Not Assessed	Not Assessed
5	60%	Not Assessed	Not Assessed	79%	Not Assessed
6	86%	61%	62%	Not Assessed	Not Assessed
7	70%	Not Assessed	49%	92%	81%
8	70%	Not Assessed	Not Assessed	79%	83%
9	52%	72%	Not Assessed	93%	57%
10	52%	79%	44%	86%	Not Assessed
11	51%	Not Assessed	Not Assessed	Not Assessed	Not Assessed
12	50%	52%	Not Assessed	Not Assessed	54%
Avg.	67%	68%	60%	86%	72%

Grade 1

Unit #	Number Sense & Operation	Measurement	Algebra	Geometry	Statistics & Probability
1	ROUTINES	ROUTINES	ROUTINES	ROUTINES	ROUTINES
2	64%	Not Assessed	Not Assessed	Not Assessed	Not Assessed
3	60%	Not Assessed	Not Assessed	Not Assessed	Not Assessed
4	Not Assessed	71%	Not Assessed	Not Assessed	Not Assessed
5	75%	Not Assessed	Not Assessed	Not Assessed	Not Assessed
6	76%	72%	Not Assessed	Not Assessed	Not Assessed
7	71%	75%	Not Assessed	Not Assessed	Not Assessed
8	58%	Not Assessed	79%	Not Assessed	Not Assessed
9	68%	73%	75%	Not Assessed	Not Assessed
10	Not Assessed	78%	Not Assessed	Not Assessed	Not Assessed
11	55%	55%	Not Assessed	79%	Not Assessed
Mid-Year	55%	Not Assessed	52	Not Assessed	5%
12	62%	68%	81	Not Assessed	Not Assessed
13	87%	68%	Not Assessed	Not Assessed	85%
14	85%	56%	Not Assessed	Not Assessed	Not Assessed
15	65%	Not Assessed	Not Assessed	Not Assessed	Not Assessed
Avg.	68%	68%	72%	79%	45%

Grade K

Section	Number Sense & Operation	Measurement	Algebra	Geometry	Statistics & Probability
3	83%	Not Assessed	91%	90%	Not Assessed
4	83%	Not Assessed	91%	90%	Not Assessed
5	85%	90%	Not Assessed	Not Assessed	97%
6	88%	77%	91%	Not Assessed	85%
7	70%	84%	71%	Not Assessed	Not Assessed
8	83%	Not Assessed	87%	80%	Not Assessed
Baseline	74%	88%	71%	75%	Not Assessed
Avg.	81%	85%	84%	84%	91%

New York State – Sample Math

In addition to Everyday Mathematics Assessments, the school administered a sample New York State Mathematics Assessment to upcoming (Fall 2010) Grade 3 students. Based on the grade level Item Analysis Report, the performance indicators in need of greatest improvement are as follows:

Number Sense and Operations – Use and explain the commutative property of addition and multiplication.
Measurement – Use a ruler/yardstick to measure to the nearest standard unit (whole and ½ inches, whole feet, and whole yards).
Number Sense and Operations – Use a variety of strategies to add and subtract 3-digit numbers (with and/or without regrouping).
Statistics and Probability – Read and interpret data in bar graphs and pictographs.
Number Sense and Operations – Check reasonableness of an answer by using estimation.

Additional Data:

During the 2008-2009 school year, P.S. 36 underwent the Quality Review. The school has and plans to continue addressing the findings of the last review which includes the following:

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

Summarization of Data/Implications for ELA Instruction:

To ensure consistent ELA progress at the Kindergarten Level, the following will commence or continue during the 2010-2011 school year:

- Implementation of Making Meaning (Developmental Studies Center – DSC). (**Making Meaning** is a yearlong K-6 program*,* created by the Developmental Studies Center (DSC), which uses read-aloud books that are carefully chosen to explicitly teach comprehension strategies known to be used by *good readers* while simultaneously teaching social development skills. PS 36 has chosen to partner with the Developmental Studies Center because their Making Meaning program fosters the academic, ethical and social development of students. In addition, Making Meaning supports the reading work our Grades 1-4 teachers are doing in the classroom while students build on their own capacities to think deeply and critically as they cultivate community within the classroom).
- Administration of ECLAS 3 - New York City's K-3 Early Childhood Literacy Assessment System (**ECLAS**), now called **ECLAS 3**, has been revised and the updated activities reflect current professional literature. PS 36 has been selected to administer this K-3 pilot program to our K – 2 students in the fall, winter, and spring of each year. The primary purpose of **ECLAS 3** is to guide instruction and monitor student progress. The assessment activities are both individual and group activities and reflect student progress and tailor instruction in ways that foster individual student growth.
- Administration of DRA-2 (Developmental Studies Center) - PS 36 assesses the reading progress of our K-5 students by administering the **Developmental Reading Assessment Second Edition** (**DRA 2**), a researched based program, at a minimum, in the fall, winter, and spring of each year. **DRA 2** gives teachers the tools that help to identify and document student progress and drive effective instruction in accuracy, fluency and comprehension. The assessment is administered at midyear to identify the need and skills of students who are challenged as readers and to monitor student progress and provide further instruction that fosters individual student growth.
- On-going professional development and support in Listening and Writing Development.
- Emphasis on using words and drawings to compose and revise writing.
- Encouraging students to strengthen listening skills through the exposure of various aspects of presentation (voice, conventions, organization, and choice).
- Encourage teachers to participate in the Inquiry Process on and across grade levels by analyzing data such as checklists, portfolios, ACUITY results and other classroom assessments, by identifying areas of need, and discussing and implementing research-based instructional strategies proven to improve student achievement.

To ensure consistent ELA progress at Grade Levels 1-2, the following will continue during the 2010-2011 school year:

- Implementation of Making Meaning (Developmental Studies Center – DSC). (**Making Meaning** is a yearlong K-6 program*, created by the Developmental Studies Center (DSC), which uses read-aloud books that are carefully chosen to explicitly teach comprehension strategies known to be used by *good readers* while simultaneously teaching social development skills. PS 36 has chosen to partner with the Developmental Studies Center because their Making Meaning program fosters the academic, ethical and social development of students. In addition, Making Meaning supports the reading work our Grades 1-4 teachers are doing in the classroom while students build on their own capacities to think deeply and critically as they cultivate community within the classroom).

- Administration of ECLAS 3 - New York City's K-3 Early Childhood Literacy Assessment System (**ECLAS**), now called **ECLAS 3**, has been revised and the updated activities reflect current professional literature. PS 36 has been selected to administer this K-3 pilot program to our K – 2 students in the fall, winter, and spring of each year. The primary purpose of **ECLAS 3** is to guide instruction and monitor student progress. The assessment activities are both individual and group activities and reflect student progress and tailor instruction in ways that foster individual student growth.

- Administration of DRA-2 (Developmental Studies Center) - PS 36 assesses the reading progress of our K-5 students by administering the **Developmental Reading Assessment Second Edition** (**DRA 2**), a researched based program, at a minimum, in the fall, winter, and spring of each year. **DRA 2** gives teachers the tools that help to identify and document student progress and drive effective instruction in accuracy, fluency and comprehension. The assessment is administered at midyear to identify the need and skills of students who are challenged as readers and to monitor student progress and provide further instruction that fosters individual student growth.

- Ongoing professional development and support in Reading Comprehension, Listening Comprehension and Writing Development.

- Engaging students in the Reading/Writing Process (planning, drafting, revising, editing, proofreading, and publishing)

- Encouraging students to think within written text (word attack skills, monitoring and correcting, using information, summarizing, and maintaining fluency), thinking beyond the text (predicting, making connections, inferring, and synthesizing), and thinking about the text (analyzing and critiquing).

- Exposing students to aspects of presentation (voice, conventions, organization, and word choice) and providing opportunities to interact and extend discussions within the classroom.

- Encourage teachers to participate in the Inquiry Process on and across grade levels by analyzing data such as checklists, portfolios, ACUITY results and other classroom assessments, by identifying areas of need, and discussing and implementing research-based instructional strategies proven to improve student achievement.

- Implementation of 37.5 Literacy Program – This manual prepared by the Literacy Coach is designed to support the small-group literacy work teachers are doing with students during the 37.5 tutoring period. It is a composite of materials that should assist in the areas of phonics instruction, fluency and comprehension.

To ensure consistent ELA progress at Grade Levels 3 and 4, the following will continue during the 2010-2011 school year:

- Implementation of Making Meaning (Developmental Studies Center – DSC). (**Making Meaning** is a yearlong K-6 program*, created by the Developmental Studies Center (DSC), which uses read-aloud books that are carefully chosen to explicitly teach comprehension strategies known to be used by *good readers* while simultaneously teaching social development skills. PS 36 has chosen to partner with the Developmental Studies Center because their Making Meaning program fosters the academic, ethical and social development of students. In addition, Making

Meaning supports the reading work our Grades 1-4 teachers are doing in the classroom while students build on their own capacities to think deeply and critically as they cultivate community within the classroom).

- Administration of DRA-2 (Developmental Studies Center) - PS 36 assesses the reading progress of our K-5 students by administering the **Developmental Reading Assessment Second Edition** (**DRA 2**), a researched based program, at a minimum, in the fall, winter, and spring of each year. **DRA 2** gives teachers the tools that help to identify and document student progress and drive effective instruction in accuracy, fluency and comprehension. The assessment is administered at midyear to identify the need and skills of students who are challenged as readers and to monitor student progress and provide further instruction that fosters individual student growth.
- Ongoing professional development and support in Reading Comprehension, Listening Comprehension and Writing Development.
- Engaging students in the Reading/Writing Process (planning, drafting, revising, editing, proofreading, and publishing).
- Focusing the writing on stronger organization, idea development, language use, word choice, and voice.
- Encouraging students to think on a more sophisticated level within written text (word attack skills, monitoring and correcting, using information, summarizing, and maintaining fluency), thinking beyond the text (predicting, making connections, inferring, and synthesizing), and thinking about the text (analyzing and critiquing).
- Exposing students to aspects of presentation (voice, conventions, organization, and word choice) and providing opportunities to interact and extend discussions within the classroom.
- Supplementation of literacy curriculum with the Storytown Reading Series by Harcourt.
- Encourage teachers to participate in the Inquiry Process on and across grade levels by analyzing data such as checklists, portfolios, ACUITY results and other classroom assessments, by identifying areas of need, and discussing and implementing research-based instructional strategies proven to improve student achievement.
- Implementation of 37.5 Literacy Program – This manual prepared by the Literacy Coach is designed to support the small-group literacy work teachers are doing with students during the 37.5 tutoring period. It is a composite of materials that should assist in the areas of phonics instruction, fluency and comprehension.

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

Summarization of Data/Implications for Mathematics Instruction:

To ensure consistent school-wide progress in Mathematics, the following will continue during the 2010-2011 school year:
- Ongoing professional development and support for pedagogues in the teaching and learning of Mathematics.
- Providing support across the grade levels (AIS) to increase proficiency in Number Sense and Operations.
- The identification of focus skills, providing the opportunity to revisit concepts within the Number Sense and Operations Strand.
- Providing opportunities for student skills development and enrichment, such as Game Day Fridays.
- Improving strategy building, mathematics vocabulary development, and problem solving capability.
- Encouraging discourse during the mathematics workshop using appropriate vocabulary.
- Monitoring progress to ensure that Everyday Math Assessments are administered, scored, and analyzed to determine next instructional steps for grade level, class level, and individualized intervention.
- Encourage teachers to participate in the Inquiry Process on and across grade levels by analyzing data such as checklists, portfolios, ACUITY results and other classroom assessments, by identifying areas of

need, and discussing and implementing research-based instructional strategies proven to improve student achievement.

Response to Quality Review Findings:

In addition to ELA/Math Summarization and Data/Implications, P.S. 36 has and will continue to address the findings of the 2008- 2009 Quality Review by ensuring the following are in place for the 2010-2011 school year:

- Teachers are receiving greater exposure and support in using data based systems (ARIS and ACUITY).
- Meetings are scheduled on a regular basis to analyze data and determine next steps as it relates to the grade, individual classes and individual students. Strong emphasis is placed on the grouping of students in both ELA and Mathematics.
- The Inquiry Team meets on a weekly basis to analyze data on Grade 3. The team has identified the primary ELA need of a small group (15students). The team is researching and planning to implement researched based strategies to address the area of greatest need. Future goals of the team are to extend the findings and strategies to the entire grade and to engage teachers across all constituencies into the inquiry based action research process.
- Teachers are encouraged to conference with students on an ongoing basis to ensure that scholars are aware of their individual needs and goals across all subject areas.

School Based -Children's First Inquiry Teams

During the 2009-2010 school year, the Core Inquiry Team focused on ELA. In early October, 2009, grade 3 students were assessed using a Sample New York State ELA. The data from this assessment was used to identify the 16 lowest performing students and to prioritize performance indicators. In addition, the Core Team continuously analyzed data from the ACUITY Assessments to further ascertain critical information about the lowest performing students.

Data for 2009-10 Inquiry Students are as follows:

ELA % Of Grade 3 Inquiry Students Meeting New York City Promotion Criteria (Level 2)	Math % Of Grade 3 Inquiry Students Meeting New York City Promotion Criteria (Level 2)
75%	81%

Inquiry Students Performing in each Performance Level

	% Level 1	% Level 2	% Level 3	% Level 4
ELA	25.0	68.8	6.3	0.0
Mathematics	18.8	68.8	12.5	0.0

2010-2011 Inquiry Teams/School-wide Planning (Grade Level/Across Grade Levels)

During the 2010-2011 school year, through a School Based Option, the staff has voted to have one session per week (Thursdays 8:00 – 8:37 ½ a.m.) dedicated to inquiry work. The administration, with the assistance of the Core Team has strategically divided the staff into horizontal (grade level) and vertical (across the grade levels) teams. The staff will meet a minimum of 2 times per month engaging in the inquiry process on the teacher's grade level and 2 times per month across grade levels. In

addition, teachers will engage in the process during monthly grade conferences. The Core Team will continue to meet weekly to plan for vertical and horizontal meetings and to devise strategies to work with students in need of academic improvement.

<u>SECTION V: ANNUAL SCHOOL GOALS</u>

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.

English Language Arts:

By June 2011, all students in grades K-4 will show an increase of 1-3 on the Fountas and Pinnell Reading Levels.

Mathematics:

By June 2011, all students in grades K-4 will show an increase of 20-25 percentage points from the initial assessment (September, 2010 to the end of year assessment).

Professional Development (Use of Data)

Continuing in September 2010 and ongoing throughout the year, all teachers will receive professional development and support relative to the use of data to drive instruction, evidenced by: conferences with school administration, instructional coaches, data specialist/testing coordinator, lesson plans, and classroom observations.

Parental Involvement:

Parent participation is expected to increase from 60% to 70% through the alignment of various programs that support our curriculum.

Attendance:

To increase student attendance by 1-2%. (The overall attendance at P.S. 36 ranges from 92-93%).

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):   **English Language Arts**
_____

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, all students in grades K-4 will show an increase of 1-3 on the Fountas and Pinnell Reading Levels.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers will receive support from the Instructional Coach relative to best instructional practices in English Language Arts. The expansion of model classrooms will be encouraged to showcase an appropriate environment conducive to teaching and learning during the Readers' and Writers' Workshops. Teachers will receive ongoing support in the collecting, interpreting, and analyzing of data sources to prioritize standards and performance indicators in need of improvement. AIS staff will support students struggling in ELA.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Staffing: Administrative Staff, Instructional Coaches, AIS Teachers, Data Specialist/Testing Coordinator Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Progress will monitored based on administrative review and school wide walk-throughs where expectations of the Readers' and Writers' Workshops are in place. Based on the data, teachers should be able to articulate and properly address the needs of the class and individual students.

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**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	By June 2011, all students in grades K-4 will show an increase of 20-25 percentage points from the initial assessment (September, 2010 to the end of year assessment).
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teachers will receive support from the Instructional Coach relative to best instructional practices in Mathematics. The expansion of model classrooms will be encouraged to showcase an appropriate environment conducive to teaching and learning during the Mathematics Workshop. Teachers will receive ongoing support in the collecting, interpreting, and analyzing of data sources to prioritize content strands and performance indicators in need of improvement. AIS staff will support students struggling in Mathematics.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Staffing: Administrative Staff, Instructional Coaches, AIS Teachers, Data Specialist/Testing Coordinator Funding Sources: Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Progress will monitored based on administrative review and school wide walk-throughs where expectations of the Mathematics Workshop are in place. Based on the data, teachers should be able to articulate and properly address the needs of the class and individual students.

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):   **Professional Development**
                                                      (Use of Data)

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Continuing in September 2010 and ongoing throughout the year, all teachers will receive professional development and support relative to the use of data to drive instruction, evidenced by: conferences with school administration, instructional coaches, data specialist/testing coordinator, lesson plans, and classroom observations.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	During common preparation periods and designated grade conferences, teachers will receive training and support from the Data Specialist/Testing Coordinator in the collecting, interpreting, and analyzing of data. Teachers will be encouraged and guided through the process of using the data to make instructional decisions and addressing the specific academic needs of the grade, class, and individual students.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Staffing: Administrative Staff, Data Specialist/Testing Coordinator Funding Resources: Title I SWP
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Through the analysis and interpretation of data, teachers are able to articulate the needs of the class and individual students. It is expected that areas of academic concerns will be addressed in lessons across all curriculum areas. Students are expected to show academic improvement evidenced by assessments and portfolio review.

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):   **Parental Involvement**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	Parent participation is expected to increase from 60% to 70% through the alignment of various programs that support our curriculum.
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Provide workshops to inform parents/guardians about the various programs in the school and how they can support their child/children at home to maximize opportunities for student achievement. (Example: Reading Parents Program, Friday Parent Day, and Fun Math Day. All programs require parent participation to ensure coherence between school and home).
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Staffing: Administrative Staff, Instructional Coaches, AIS Teachers, Data Specialist/Testing Coordinator, Classroom Teachers Funding Sources: Funding Sources: Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Progress will monitored based on parent attendance as indicated on attendee sign-in sheets.

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):   **Attendance**

Annual Goal *Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.*	To increase student attendance by 1-2%. (The overall attendance at P.S. 36 ranges from 92-93%).
Action Plan *Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.*	Teacher/student incentives District based incentives. Awards Assemblies Support from ISC Conferences with parents and home visits Breakfast with the principal Workshops for parents indicating the importance of attendance and alignment with student success.
Aligning Resources: Implications for Budget, Staffing/Training, and Schedule *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.*	Staffing: Administrative Staff, Classroom Teachers, Family Worker, and Attendance Teacher. Funding Sources: Funding Sources: Funding Sources: TL FSF, General Hold Harmless, TL DRA Stabilization, Title 1 SWP
Indicators of Interim Progress and/or Accomplishment *Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains*	Progress will monitored based monthly student attendance reports.

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 <u>ALL</u> 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)

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K			N/A	N/A	6			
1	45 (37.5)	45 (37.5)	N/A	N/A	7			
2	86 (37.5)	86 (37.5)	N/A	N/A	8			
3	102 (37.5)	102 (37.5)	N/A	N/A	8			
4	77 (37.5)	77 (37.5)	N/A	N/A	7			
5								
6								
7								
8								
9								
10								
11								
12								

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

Part B. Description of Academic Intervention Services

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

At-risk Health-related Services:	The school nurse is aware of students who have at-risk health issues and concerns. These students are consistently monitored to ensure that their medical needs are met.

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.

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.

xx   There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).

☐   We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.

☐   We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.

☐   Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

Section I. Student and School Information

Grade Level(s) K-4   **Number of Students to be Served: 87 LEP**

Number of Teachers 5   **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.

P.S. 36 M is committed to the quality education available to our ELLs students. Our school implements freestanding ESL program in accordance with CR Part 154 and Title III guidelines for approximately 87 students. The E.S.L Programs provides service to all entitled students using the push-in/ pull-out model. All bilingual students receive instruction as per the Language Allocation Policy. Instruction is tailored to comply with the city and state performance standards. All Students are provided   with differentiated instruction to

meet or exceed city and state performance standards. All bilingual and ESL teachers are fully certified. We have a Kindergarten Trans. Bilingual (Spanish/English) class, 1st grade Trans. Bilingual (Spanish/English) class, 3rd grade Trans. Bilingual (Spanish/English) and one Freestanding ESL class in accordance with CR Part 154 and Title III guidelines.   Our goal and vision is to create a learning community in which students and staff as well as parents learn together through meaningful experiences.   Additionally, staff members as well as parents participate in high quality professional development. Teachers enhance their teaching and learning and students improve their knowledge, performance and academic achievement.

P.S. 36 M. Title III program provides English Language Learners with supplemental instruction in the E.S.L After school Academy. The instructional programs will service ELLs in grades 1-4 who scored at the Beginning, Intermediate and Advanced levels on the NYSESLAT. All students at the beginner, intermediate and advanced levels and Former ELLs will be invited to participate in the program. E.S.L After school Academy classes will meet, two times a week, for a total of 17 sessions beginning in November 2010 through April 2011, from 3:00 P.M. 5:00 P.M. Each class will have 12-15 students per -teacher. There will be a total of three classes. The E.S.L After school Program will service approximately 40-45 students. Certified Bilingual and ESL teachers will provide supplemental instruction in alignment with the New York City and New York State performance standards. Instruction will focus reading comprehension, writing and math problem solving. Various strategies will be used to provide the students optimum opportunity to achieve proficiency and meet the standards on the NYSESLAT as well as the New York City and State Standards. To provide additional instruction to students, Math problem solving materials, NYSESLAT practice materials and supplemental materials will be used to enhance the program. General supplies will be purchased such as chart paper, markers, erasers, and certificate of achievement for the E.S.L Academy. This program will also, have a lead to assure safety and rigorous academic quality education.

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

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

1. Analyzing Data to Drive Instruction - October 2010
2. ESL Strategies across the Content Areas – November 2010
3. Differentiated Instruction – December 2010

Section III. Title III Budget

School: **PS 36M (05M036)**   BEDS Code: **310500010036**

Allocation Amount:		
Budget Category	**Budgeted Amount**	**Explanation of expenditures in this category as it relates to the program narrative for this title.**
Professional staff, per session, per diem (Note: schools must account for fringe benefits)	$12,721.95(Teachers)	17 wks. X 5 hrs/wk x 3 teachers @ $49.89 hr. =$12,721.95 Professional Development: 3 teachers 1 hr. x 2 workshops x $49.89 = $299.34 Parent Workshop: 2 workshops x 1 hr. ea. X 1 teacher x $49.89 = $99.78

Purchased services such as curriculum and staff development contracts	$299.34
	   99.78
	$ 73.70
		Attanassio: Staff development materials (for after school):
		    Assessing & Teaching Beg. Writers $20.85
		    Reading Miscue Inventory from Evaluation to Instruction $32.00
		    Assessing & Teaching Beginning Readers $20.85

Supplies and materials	$1446.50 $174.67	Instructional Supplies and materials for the after school program (Attanasio & Ass.) 3rd Grade Getting Ready for the NYSESLAT =$495.00 2nd grade " " " " $79.75@2=$159.50 1st grade E.S.L Library $396.00 3 rd grade Reluctant Reader classroom library $396.00 Staples notebooks, folders, pencils = $174.67
Travel		N/A
Other	$184.06	Refreshments for parent workshops & End of program celebration
TOTAL	$15,000	N/A

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

In the beginning of the school year (2010-11), P.S. 36 anticipates distributing to all parents a copy of the **Parent's Bill of Rights and Responsibilities** in their native Language. We have a number of Spanish speaking pedagogues and staff members; as a result, the majority of our parents are able to communicate with school personnel.

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:	$440,943.00	$78,269.00	$519, 212.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	$4,409.00	$783.00	$5,192.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	$22,047.00	*	$22,047.00
4. Enter the anticipated 10% set-aside for Professional Development:	$44,095.00	*	$44,095.00

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 98%

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.

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

* 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.

2. Schoolwide reform strategies that:

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

ELA – REFER TO PAGES: 15-17
MATHEMATICS – REFER TO PAGE(S): 17

3. Instruction by highly qualified staff.
   Currently 98% of P.S. 36 Staff is highly qualified.

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

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

5. Strategies to attract high-quality highly qualified teachers to high-need schools. **NOT APPLICABLE**

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

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

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

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

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

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

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

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

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

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

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.e., Federal, State,*	Program Funds Are "Conceptually"[1] Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes[2] of

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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	✓			$428,5773.00		
Title I, Part A (ARRA)	Federal				$ 77,445.00		
Title II, Part A	Federal				$ 152,152.00		
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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

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

1. Use program resources to help participating children meet the State standards.

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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.

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.

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[3] 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.

School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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 <u>TITLE I</u> SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school.
   As of November 1, 2010, we have 12 students in Temporary Housing.

2. Please describe the services you are planning to provide to the STH population.
   The following support and services are provided to Students in Temporary Housing: At risk counseling, referral services to Community Based Organizations, clothing as needed, and information regarding food banks.

Part B: FOR <u>NON-TITLE I</u> 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.

This appendix will not be required for 2010-2011.

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 036 Margaret Douglas						
District:	5	DBN:	05M036	School		310500010036	

DEMOGRAPHICS

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

Enrollment

(As of October 31)	2008-09	2009-10	2010-11
Pre-K	89	82	72
Kindergarten	122	124	83
Grade 1	154	140	127
Grade 2	138	136	126
Grade 3	0	108	120
Grade 4	0	0	99
Grade 5	0	0	0
Grade 6	0	0	0
Grade 7	0	0	0
Grade 8	0	0	0
Grade 9	0	0	0
Grade 10	0	0	0
Grade 11	0	0	0
Grade 12	0	0	0
Ungraded	0	7	14
Total	503	597	641

Attendance - % of days students attended:

(As of June 30)	2007-08	2008-09	2009-10
			NR

Student Stability - % of Enrollment:

(As of June 30)	2007-08	2008-09	2009-10
	94.4	93.2	96.0

Poverty Rate - % of Enrollment:

(As of October 31)	2008-09	2009-10	2010-11
	87.8	80.4	71.2

Students in Temporary Housing - Total Number:

(As of June 30)	2007-08	2008-09	2009-10
	18	31	29

Recent Immigrants - Total Number:

(As of October 31)	2007-08	2008-09	2009-10
	3	4	11

Special Education

(As of October 31)	2008-09	2009-10	2010-11
# in Self-Contained Classes	26	32	36
# in Collaborative Team Teaching (CTT) Classes	25	40	43
Number all others	24	28	46

These students are included in the enrollment information above.

Suspensions (OSYD Reporting) - Total Number:

(As of June 30)	2007-08	2008-09	2009-10
Principal Suspensions	0	0	0
Superintendent Suspensions	0	0	1

Special High School Programs - Total Number:

(As of October 31)	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)

(As of October 31)	2008-09	2009-10	2010-11
# in Transitional Bilingual Classes	38	46	TBD
# in Dual Lang. Programs	0	10	TBD
# receiving ESL services only	31	37	TBD
# ELLs with IEPs	4	24	TBD

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

Number of Staff - Includes all full-time staff:

(As of October 31)	2007-08	2008-09	2009-10
Number of Teachers	50	49	56
Number of Administrators and Other Professionals	15	16	7
Number of Educational Paraprofessionals	6	3	13

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		88.0	79.6	83.9
				% more than 5 years teaching anywhere		70.0	67.3	78.6
Ethnicity and Gender - % of Enrollment:				*% Masters Degree or higher*		88.0	94.0	96.4
(As of October 31)	2008-09	2009-10	2010-11	% core classes taught by "highly qualified" teachers		88.0	100.0	82.8
American Indian or Alaska Native	0.0	0.0	0.0					
Black or African American	53.5	51.3	53.7					
Hispanic or Latino	41.7	44.4	43.2					
Asian or Native Hawaiian/Other Pacific	1.8	1.7	1.1					
White	2.0	1.7	1.7					
Male	48.7	49.4	47.7					
Female	51.3	50.6	52.3					

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

SURR School (Yes/No)		If yes, area(s) of						

Overall NCLB/Diferentiated 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:

Elementary/Middle Level		**Secondary Level**	
ELA:	v	ELA:	
Math:	v	Math:	
Science:		Graduation Rate:	

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

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10			Quality Review Results – 2009-10	
Overall Letter Grade:	B		**Overall Evaluation:**	NR
Overall Score:	26.9		**Quality Statement Scores:**	
Category Scores:			Quality Statement 1: Gather Data	
School Environment:	7.2		Quality Statement 2: Plan and Set Goals	
(Comprises 15% of the			Quality Statement 3: Align Instructional Strategy to Goals	
School Performance:	5		Quality Statement 4: Align Capacity Building to Goals	
(Comprises 25% of the			Quality Statement 5: Monitor and Revise	
Student Progress:	8.7			
(Comprises 60% of the				
Additional Credit:	6			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
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

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

The School Agrees:	The Parent/Guardian Agrees
1. To provide a safe and nurturing environment where each person is treated with respect.	1. To attend workshops and trainings provided to assist with learning strategies.
2. To actively involve parents in planning, reviewing and improving the Title I programs and the Parental Involvement Policy.	2. To assist child/children with schoolwork: Read for 15 to 30 minutes per day to Pre - Kindergarten through First Grades; listen to Grades 2 and 3 read for 15 to 30 minutes per day.
3. To work to strengthen the partnership between school, home and community.	3. To monitor child's attendance at school, class work and homework. In addition, ensure that child meets health requirements (i.e. immunizations).
4. To provide performance profiles and individual student assessment results for each child.	4. To attend parent-teacher conferences and other functions and appointments as they relate to child's academic progress.
5. To work collaboratively with colleagues to enhance the learning experience of each child, maximizing the opportunity to meet the performance standards in all curriculum areas.	5. To ensure that child is prepared for the school day's work (homework completed, pencils, notebook, etc.)
6. To communicate with parents via: Parent-teacher conferences, reports on child's academic progress, PA meetings, letters, and phone calls.	6. To reply to all letters, messages and telephone calls from school.
7. To provide on-site workshops and activities for parents.	7. To speak to my child on a daily basis about his/her day at school.
	8. To resolve all conflicts/discrepancies in a respectful manner.
	9. To support my child in meeting the New York State Standards.
	10. To ensure that my child comes to school dressed in uniform.
	11. To ensure that my child does not bring to school: jewelry, toys, candy or other items that may distract learning.

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

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

_____   _____
Signature of School Teacher   **Signature of Parent/Guardian**

_____   _____
Print Name   **Print Name**

_____   _____
Phone Number ____A.M. _____P.M.   **Phone Number _____A.M. _____P.M.**

Best time to contact: _____   **Best time to contact: _____**

Date: _____   **Date: _____**

P.S. 36M, Margaret Douglas School
Parent Involvement Policy 2010-2011

I.   **General Expectations**

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

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

P.S. 36 will take the following actions to coordinate, integrate, and encourage parental involvement:
- Instructional activities across all the grade levels (Literacy Night, Math Fun Day etc.)
- Provide training across all the grade levels as it relates to New York State Performance Standards and performance expectations.
- Provide opportunities for parents to learn ways to assist child/children at home.
- Provide assistance in understanding various forms of assessments.
- Invite guests/ presenters to address issues of concern and/or interest.

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 type here		District 05	School Number 036	School Name Margaret Douglas
Principal Cynthia Mullins-Simmons			Assistant Principal Myra Green-Toulon	
Coach Literacy - Phyliss Carr			Coach Math - Kathy Aleman	
Teacher/Subject Area Luisa Rios / E.S.L			Guidance Counselor Allison Mathurin	
Teacher/Subject Area Ruth Martinez / Bilingual Ed			Parent Elizabeth Zambrana	
Teacher/Subject Area Raisa Duran / Bilingual Ed			Parent Coordinator Lisa Flores	
Related Service Provider Patricia DeJesus / SETSS			Other	
Network Leader			Other Edwin Blount / Testing Coord.	

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	1	Number of Certified Bilingual Teachers	4	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	644	Total Number of ELLs	87	ELLs as Share of Total Student Population (%)	13.51%

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;

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.

Steps followed in the initial identification of those students who may possibly be ELLs.

At registration parents are given a Home Language Survey (HLIS), the informal oral interview is conducted either in English or in the native language, and the formal initial assessment. There are staff members (E.S.L teacher, secretary, and licensed pedagogues) are available to assist parents, when needed, to fill out the HLIS.   After the Initial screening, the HLIS administration and informal interview, if the child is identified as an possible candidate for Bilingual instruction services, the E.S.L teacher gives the child the Language Assessment Battery (LAB-R) is given to identify the child as an English Language Learner or English Proficient. Students are tested with the LAB-R within ten business days of the enrollment in the school. The LAB-R is hand scored to determine if the student is proficient or non-proficient, in English. If the student is non-proficient in English, then the native language test (Spanish LAB) is administer, to determine the child's level of proficiency in the native language.

Towards the end of the school year (in the Spring) all English Language Learners are administered the NYSESLAT (New York State English as a Second Language Achievement Test). This test measures the student's English proficiency level (Beginning, Intermediate, Advanced or Proficient) and determines if the student is entitled to continue receiving services. Students are prepared throughout the school year to take the NYSESLAT. This test provides the school with students' English proficiency levels and determines if the student is entitled to continue receiving services.

At the beginning of the school year, the NYSESLAT test scores are reviewed by those servicing the ELL students. We focus on the student's strengths and weaknesses (within the four language modalities - speaking, listening, reading, and writing) in order to plan for the instructional goals for the coming school year. Students who do not test out receive an Entitlement letter and are placed according to their age and proficiency level (beginning, intermediate, or advance). For those students who achieve proficiency, parents are notified through a Non-Entitlement letter.

There are several guidelines in place to ensure that parents understand all three program choices (Transitional Bilingual Education, Dual Language, and Freestanding ESL). All parents of newly enrolled English Language Learners are invited to attend an orientation session (given by the parent coordinator, the ESL teacher, and the assistant principal) that describes the various programs available for ELLs. At the time of orientation, parents are also given the opportunity to view a parent information CD, in their native language, which describes the various placement options with clarity and objectivity. The parent orientation CD is available in nine languages. If parents are unable to attend the orientation, parent brochures are disseminated in their native language to the home, with a parent selection form in order to further explain the various programs offered. Parents are provided with school expectations, State Standards, assessment information, and general program requirements of our Transitional Bilingual and E.S.L program. Parents are also given the opportunity to ask questions regarding the various programs offered before selecting the programfor their child.

After reviewing the parents' selection forms, program choices requested are categorized as follows: Transitional Bilingual class = 51% and mandated English as a Second Language =49%. Our programs are aligned according to parent choice selections.
When parents do not return the selection form the student is placed in the Transitional Bilingual program, in accordance with CR 154 regulations.

We align our program model with parent choice (transitional bilingual and freestanding ESL). Parents are given sufficient information about the programs and are explained the benefits of each.

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 <u>classes</u> 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 #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	5	18	0	13	9									45
Dual Language (50%:50%)								-0						0
Freestanding ESL														
Self-Contained														0
Push-In	3	6	18	4	3									34
Total	8	24	18	17	12	0	0	0	0	0	0	0	0	79

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	87	**Newcomers (ELLs receiving service 0-3 years)**	65	**Special Education**	11
SIFE	0	**ELLs receiving service 4-6 years**	12	**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										
	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	Total
TBE	23		6	22		5				45
Dual Language	0									0
ESL	27			7						34
Total	50	0	6	29	0	5	0	0	0	79

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	18	0	13	9									45
Chinese														0
Russian														0
Bengali														0
Urdu														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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	5	18	0	13	9	0	0	0	0	0	0	0	0	45

Dual Language (ELLs/EPs)
K-8

Number of ELLs by Grade in Each Language Group

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

Dual Language (ELLs/EPs)
9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:

Ethnic breakdown of EPs (Number):
African-American: Asian: Hispanic/Latino:
Native American: White (Non-Hispanic/Latino):   Other:

	Freestanding English as a Second Language													
	Number of ELLs by Grade in Each Language Group													
	K	**1**	**2**	**3**	**4**	**5**	**6**	**7**	**8**	**9**	**10**	**11**	**12**	**TOTAL**
Spanish	3	6	16	4	1									**30**
Chinese														**0**
Russian														**0**
Bengali														**0**
Urdu														**0**
Arabic														**0**
Haitian			2											**2**
French					1									**1**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other					1									**1**
TOTAL	**3**	**6**	**18**	**4**	**3**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**34**

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.

P.S. 36 has organized its Transitional Bilingual and E.S.L programs to reflect current research and proven strategies used in the teaching of English Language Learners (ELLs). We are a Title 1 and Title 111 school. These fundings help ensure that ELLs receive the appropriate services in order to meet and exceed all city and state performance standards. We provide Bilingual and ESL services to entitled General Education and Special Education students. Our instructional program includes a Kindergarten Transitional bilingual class (Spanish/English) self-contained heterogeneous grouping, a 1st grade CTT Transitional bilingual class (Spanish/English) self-contained heterogeneous grouping, 3rd grade Transitional bilingual class (Spanish/English) self-contained heterogeneous grouping, a 4th grade Transitional Bilingual class (Spanish/English) self-contained heterogeneous grouping a Freestanding ESL Program (using Push-in/Pull-out model) heterogeneous grouping- servicing Kindergarten through the fourth grade.

P.S. 36 has organized its Transitional Bilingual and ESL programs to implement CR 154 Regulations and No Child Left Behind. Students receive instructions (based on results of the LAB-R or NYSESLAT) in accordance to their proficiency levels. Students who scored at the

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

al and ESL programs in our school are designed to assist in the implementation of the LAP to Literacy, the Reading Reform, The TC Workshop Model, and Everyday Math. A differentiated y levels will be implemented in all content areas. Balanced Literacy, Reading Reform, and ESL develop the four modalities of language: listening, speaking, reading and writing (with emphasis writing skills. ELLs receive instructions from 45-60 certified teachers.

After identifying the areas where the students need academic support, we will utilize the following strategies to promote academic

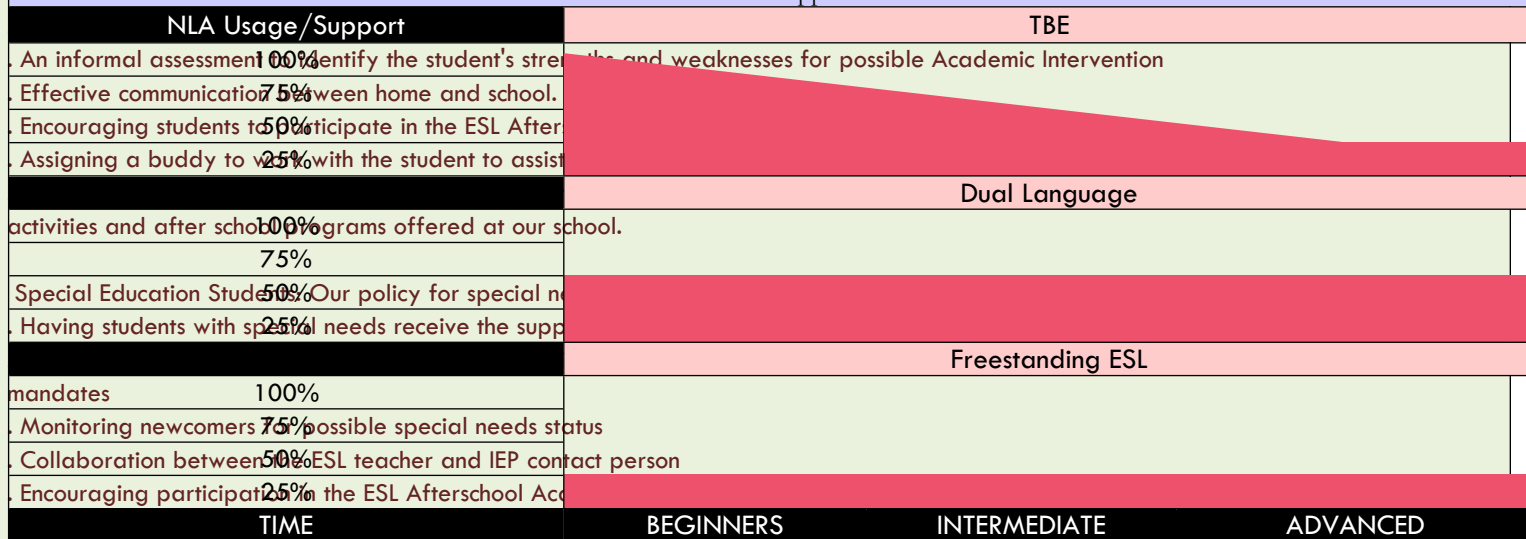| NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180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

nyms to clarify. During math, teachers will set aside a time to untangle word verbal explanations of problems they work on. The ESL and classroom teachers will work nts. Teachers will continue to conference with students in and out of class, making in Additional support will be given to students, prior to taking all state assessments, focusing on oal is to help students obtain language proficiency within 3 years. We are also trying to improve who participate in the program in order to incorporate ESL instructional strategies across all content areas.

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

NLA Usage/Support	TBE
. An informal assessment to identify the student's strengths and weaknesses for possible Academic Intervention — 100%	
. Effective communication between home and school. — 75%	
. Encouraging students to participate in the ESL Afterschool — 50%	
. Assigning a buddy to work with the student to assist — 25%	
	Dual Language
activities and after school programs offered at our school. — 100%	
75%	
Special Education Students Our policy for special needs — 50%	
. Having students with special needs receive the support — 25%	
	Freestanding ESL
mandates — 100%	
. Monitoring newcomers for possible special needs status — 75%	
. Collaboration between the ESL teacher and IEP contact person — 50%	
. Encouraging participation in the ESL Afterschool Academy — 25%	
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

Sife/ Long Term ELLs
Students with Interrupted Formal Education (SIFE) /Long Term ELLs/: Our instructional plan would include:
- Assessing of the students to identify the strengths and weaknesses
- Encouraging students to participate in the ESL Afterschool Academy
- Effective communication between home and school
- The creation of an AIS plan for the student focus on the literacy and math component
- Grade appropriate instructional support materials
- Providing differentiated instruction in all areas
. The use of visual aids and illustrations to increase vocabulary and facilitate comprehension
- Continuing the collaboration between ESL teacher and classroom teacher
. Students having access to the use of technology as a learning tool.
We currently have no SIFE or Long Term ELLs.

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?

PLEASE NOTE:
During the 2009-2010 School Year, P.S. 36 serviced grades K through 3. As a result, the only New York State testing data that we have in this LAP ares for English Language Arts, Mathematics and NYSESLAT.

The targeted intervention programs in place at P.S 36 for ELLs in ELA, math, and other content areas are as follows: Accelerated Literacy Learning, Reading Reform (Spalding), Accelerated Reading, The Teacher's College Workshop Model, Wilson Foundations, Everyday Mathematics, Math Intervention, SETTS, ESL, and Occupational Therapy and Speech. All programs are offered in English. All these programs are available to our ELL students, former ELLs, and ELLs with special needs. To make the learning experience for our ELLs a positive one, classroom teachers use visual and audio cues to increase understanding among ELL students.

For ELL students reaching proficiency on the NYSESLAT, P.S. 36 provides two years of testing accommodations for all the New York State tests. In addition, these ELLs receive continuous ELL support through ESL classes and are invited to attend the ESL Afterschool Academy. They are also able to participate in all intervention school programs. These programs are offered to our proficient ELL students in order to advance their academic progress.

For the following school year, we will consider new education software that will enhance the academic performance of students.

At this time, no programs / services for ELLs will be discontinued.

Our ELL students have access to all supplemental and after-school services offered in our school. As stated above, these programs are: Accelerated Literacy Learning, Reading Reform (Spalding), Accelerated Reading, Wilson Foundations, Everyday Mathematics, Math Intervention, SETTS, ESL, and Occupational Therapy and Speech. In addition, P.S. 36 provides services by the following professionals: psychologist, guidance counselor, social worker, family worker, parent coordinator, speech and language and occupational therapists. Prior to taking the ELA and Math State tests, there will be afterschool programs available to students in grades 3 and 4.

The following instructional materials and software are used with our ELLs: Rigby's "Into English", Reading Reform, Story Town, Making Meaning, Invitaciones and Starfall. Supplemental materials are also used. These materials provide an effective way to teach students to speak, read, and write. Students learn sound and letter relationships, phonics, phonemic awareness, decoding skills, vocabulary development, and reading comprehension. In addition, students will be given a notebook to write their thoughts, poems, and reflections. The teachers will incorporate reading and writing across the curriculum. Teachers will do more accountable talk with students. They will collaborate as a team to plan effectively. Speaking and listening will also be taken into account when planning. Daily read-alouds will enhance listening skills. Writing across all curriculum areas will improve writing skills. All students will read independently on a daily basis.

Based on the school analysis of our TBE and ESL classes, the goal of our program will be to continue to provide our students with grade-level academic work in their native language in an effort to promote academic progress while developing English proficiency. We will continue to provide grade level academic work in all content area.

All resources and required services in our school correspond to ELLs' ages and grade levels. Students develop their English language skills while simultaneously meeting their grade and age level standards in all core subjects. Data obtained from Acuity and E-CLAS help to drive teaching goals and instruction.

At the time of registration, parents of newly enrolled ELLs are invited to attend an orientation to familiarize both students and parents with the layout of the school. Parents are also given educational brochures providing lists of way in which they can take an active role in their child's education. Additional resources are also provided.

The language electives in our school are offered in our transitional-bilingual classes in which students receive instruction in Spanish and English.

C. Schools with Dual Language Programs

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

N/A

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.

Our Professional development is provided by community support personnel organizations, off-site workshops, and school staff. ESL staff, administrators and teachers have attended the following workshops: Differentiated instruction in the ESL classroom, Scaffolding in the content areas, Native Language Literacy Development, and ESL in the Mathematics classroom. The school staff also participate in the Professional Development program, which focuses on the literacy development of our ELL population promotes the use of technology and online resources to make instruction more comprehensible, assist teachers in scaffolding instruction through the use of manipulatives and experiments in Math and Science courses. All ELL personnel have access to the resources mentioned above.

P.S. 36 services students from grades K-4. For ELL students that are transitioning from elementary to middle school, the guidance counselor and parent coordinator provide parents with information about different schools, enabling the parent to make the best choice in the placement of their child.

All school staff members will receive a minimum of 7.5 hours of ELL training. ELL teachers and administrators will attend a variety of off-site workshops to learn the latest strategies and methodologies to service our ELL population and share their knowledge with colleagues. Special Education teachers will attend the Wilson Program. Secretaries and Parent Coordinator will attend workshops to familiarize themselves with procedures and documents needed for ELLs. Teachers will attend workshops provided by The Office of English Language Learners and BETAC. Attendance will be taken at these training sessions in order to ensure that all personnel are receiving the required 7.5 hours of ELL training.

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?

At P.S. 36, parents of our students (including ELL parents) play an important role in their child's education. Through Open School days at the beginning of the school year, parents are given the opportunity to meet with the teachers. In addition, through multiple workshops throughout the school year, parents are given information about the curriculum (math, NYSESLAT, ELA, etc) as well as information about any state tests that the student will have to take. Translational services will be provided. Parents (including parents of ELL students) are also invited to attend Parent-Teacher Association (PTA) meetings which assemble several times per month.

P.S 36 has established ongoing collaborative relationships with community based organization which parents and students have benefited from. Some of the Community Based Organization / Resource Tools that we are currently collaborating with are:
1. Columbia University - Community Impact Family Literacy: A parent child literacy program that encourages the joy of reading through storytelling and bookmaking.
2. Learning Leaders: Provides training sessions to parents who are interested in becoming volunteers who are dedicated to helping public school students gain the educational skills and self-esteem they need to become successful learners and productive community members.
3. Everybody Wins/Power Lunch: Volunteers (reading buddy) are matched with students during lunch time for one-to-one interaction.
4. Accelerated Reading Program: Gives parents the opportunity to view their child's reading goals. It is a perfect tool for parents to become familiar with reading while assessing their child's progress. In addition, it is a great way in keeping the school-to-home connection open.
5. Aris Parent Link: An online resource that enables parents to view data and other school related information about their child's school. Aris Parent Link support training sessions are given to help parents with logging in to and navigating the site.

When educators, parent coordinators, and administrators interact and communicate with parents, they become aware of students' and parents' needs. The needs of our parents are evaluated by input we receive during workshops, parent-teacher conferences, PTA meetings, and when parents express requests for certain programs.

Parents are an integral part of the school community. These parental involvement activities address the needs of our parents by enabling them to work with teachers towards their child's success and academic growth.

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)	3	15	4	1	1									24
Intermediate(I)	0	7	6	12	5									30
Advanced (A)	5	3	9	6	8									31
Total	8	25	19	19	14	0	0	0	0	0	0	0	0	85

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	1	1	0	0									
	I	1	3	0	0									
	A	12	13	5	5									
	P	7	4	14	9									
READING/ WRITING	B	13	8	1	1									

	I	7	4	12	5
	A	1	7	6	8
	P	0	2	0	0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	5	7			12
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2		9		2				13
4									0
5									0
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									0
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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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	0	0		
Math	0	0		
Math	0	0		
Biology	0	0		
Chemistry	0	0		
Earth Science	0	0		
Living Environment	0	0		
Physics	0	0		
Global History and Geography	0	0		
US History and Government	0	0		
Foreign Language	0	0		
Other				
Other				
NYSAA ELA	0	0		
NYSAA Mathematics	0	0		
NYSAA Social Studies	0	0		
NYSAA Science	0	0		

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
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.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
    a. How are the English Proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

The assessment tools used in our schools to assess the early literacy skills of our ELLs are ECLAS-2, El Sol, Fountas and Pinnell, and DRA. The data collected from these ongoing assessments are used to drive instructions and address the student's instructional needs.

In studying the patterns of the data across proficiency levels and grades over the course of three years, we see noticeable growth in the level of proficiency of the students. When entering the ELL program in kindergarten, the majority of the students (63%) were at the beginner level of proficiency. Within a year, the number of students scoring at the beginner level was cut in half (31%). In fact, after two years from their original testing date, only one fourth of the original students were still considered to be in the beginner stage (14%). More importantly, the intermediate, advanced, and proficient levels are showed a steady increase over the course of these three years. (Results shown below)

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

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

Another group of students were also tracked over the course of two years (from K to 2nd grade) and the following similar results were obtained:

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

After analyzing the NYSESLAT scores and reviewing the needs of our students, we most of our students showed mastery in the speaking and listening modalities. However, our students still need additional support in reading comprehension and writing skills. This implies that our LAP and instructional focus must be modified to address these components (24 out of 92 students (k-4) scored in the beginning (B) level; 30 students at the intermediate (I) level; 31 students at the advanced (A) level; and 7 students tested out).

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

	K	1	2	3	4
Beginner(B)	3	15	4	1	1
Intermediate(I)	0	7	6	12	5
Advance(A)	5	3	9	6	8
Total	8	25	19	19	14

Our academic intervention will focus on the four modalities - speaking, listening, reading and writing - placing greater emphasis on reading comprehension and writing skills. We have decided to implement the following adjustments and improvements:
• To improve reading comprehension, the ESL and ELA teacher will focus on vocabulary development. Teachers will use StoryTown to increase vocabulary; students will be engaged in enriched story related writing. Teachers will augment their students' vocabulary through Read Alouds. In addition, strategies will be taught to improve reading fluency and comprehension. These strategies are: visual clues,

semantic, syntax cues, and character analysis.
- Students will receive standard based writing instruction: writing mechanics- word order, capitalization, punctuation, spelling, and penmanship. They will also receive instruction in Grammar: subject-verb agreement, noun-pronoun reference, sentence fragments and run-ons. We will also use graphic organizers, modeling, shared-writing and editing. Finally, the teacher will incorporate a writing rubric to assess the level of proficiency in topics taught and will utilize self-evaluation for self-discovery.
- The After School Academy will offer instruction on specific modalities (reading and writing) and also to help students familiarize themselves with the format of the NYSESLAT.
- Newcomers are given additional support in listening, speaking, and the use of technology in the classroom.

After analyzing the reading assessment, it appears that our ELLs are testing similarly in their Native language as they are in the English Language. Transition bilingual instruction for beginners is 60% in their Native language (Spanish) and 40% in English. Transition bilingual instruction for intermediate level is 50% of their instruction in Spanish and 50% in English. Finally, Transition bilingual instruction for advanced students is 25% of instruction in Spanish and 75% in English. Native Language classes are used to provide on-level academic instruction to students in their native language and help facilitate their acquisition of the English language. The proficiency level is also expected to advance. All ELLs special education students are serviced in accordance with their I.E.P.

The results of the ELL periodic assessments will be used by the school leadership and teams for planning instruction and work on the strength and weaknesses of our ELL students. Therefore, we will continue to have top quality instruction in every classroom which will enable students to become critical thinkers, creative problem solvers and to achieve their personal best. The emphasis will be on reading and writing for our Transitional Bilingual and Freestanding ESL classes. The Into English textbook and the 'Reading Reform Program – The Writing Road to Reading' will assist pedagogues in providing an efficient method to teach children to speak, write, spell and read. Students will also continue to learn sound and letter relationships, phonics, phonemic awareness, decoding skills, vocabulary development, reading and listening comprehension. In addition, students will be given a notebook to keep a journal, to write their thoughts, poems, and reflections. Teachers will incorporate reading and writing across the curriculum. All teachers will do more accountable talk with the students. Teachers collaborate as a team to plan effectively. Speaking and listening will also be taken into account when planning. Daily read-alouds will enhance listening skills. Writing across the curriculum will improve writing skills. All students will read independently on a daily basis.

The success of the program is based on the students' growth (both in proficiency level and mastery of the four language modalities) and the percentage of students who acquire proficiency.

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.

ELA Results 2010 - GRADE 3 Performance of Former ELLs

Chart Represents % of Students Scoring at Each Level
Level 1 (475-642); Level 2 (643-661); Level 3 (662-693); Level 4 (694-780)

	Level 1	Level 2	Level 3	Level 4
Former ELLs	20%	20%	60%	0%
School Performance	19.8%	43.6%	31.7%	5%
District Performance	27%	39.4	27.3	5.7%

- Grade 3 students who are former ELLs are outperforming peers in ELA at both the school and district levels. (60% of former ELLs scored at level 3 compared to 31.7% school-wide and 27.3% district wide).

ELA Results 2010 - GRADE 3 Performance of Current ELLs

Chart Represents % of Students Scoring at Each Level
Level 1 (475-642); Level 2 (643-661); Level 3 (662-693); Level 4 (694-780)

	Level 1	Level 2	Level 3	Level 4

Current ELLs	42%	58%	0%	0%
School Performance	19.8%	43.6%	31.7%	5%
District Performance	27%	39.4%	27.3%	5.7%

Our current ELLs are performing at the first and second level. This is the first year that these students are taking the ELA and we see that additional academic support is needed.

Implications for LAP in English Language Arts Area

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

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

Math Results 2010 - GRADE 3 Performance of Former ELLs

Chart Represents % of Students Scoring at Each Level
Level 1 (470-660)   Level 2 (661-683)   Level 3 (684-706)   Level 4 (707-770)

	Level 1	Level 2	Level 3	Level 4
Former ELLs	0%	40%	0%	60%
School Performance	12.7%	46.1%	31.4%	9.8%
District Performance	20.2%	41.1%	26.8%	11.9%

- Grade 3 students who are former ELLs are outperforming peers In Mathematics at both the school and district levels. (60% of former ELLs scored at Level 4 compared to 9.8% school-wide and 11.9% district wide).

Math Results 2010 - GRADE 3 Performance of Current ELLs

Chart Represents % of Students Scoring at Each Level
Level 1 (470-660)   Level 2 (661-683)   Level 3 (684-706)   Level 4 (707-770)

	Level 1	Level 2	Level 3	Level 4
Current ELLs	15%	70%	15%	0%
School Performance	12.7%	46.1%	31.4%	9.8%
District Performance	20.2%	41.1%	26.8%	11.9%

Implication for LAP in Mathematics

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

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		
	Other		
	Other		
	Other		