



**P. S. 236
THE MILL BASIN SCHOOL**

**2009-10
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL: 22K236
ADDRESS: 6302 AVENUE U, BROOKLYN, NY 11234
TELEPHONE: 718-444-6969
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 22k236 **SCHOOL NAME:** The Mill Basin School

SCHOOL ADDRESS: 6302 Avenue U, Brooklyn, New York 11234

SCHOOL TELEPHONE: 718-444-6969 **FAX:** 718-241-6630

SCHOOL CONTACT PERSON: Mary Barton **EMAIL ADDRESS:** MBarton@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Suzanne Weinstein

PRINCIPAL: Mary Barton

UFT CHAPTER LEADER: Estra Einhorn

PARENTS' ASSOCIATION PRESIDENT: Raymond Duffy

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 22 **SSO NAME:** Integrated Curriculum and Instruction (ICI)

SSO NETWORK LEADER: Julia Bove

SUPERINTENDENT: Marianne Ferrara

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

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

Name	Position and Constituent Group Represented	Signature
Mary Barton	*Principal or Designee	
Estra Einhorn	*UFT Chapter Chairperson or Designee	
Raymond Duffy	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Joni Southard	Member/ Assistant Principal	
Susan Settanni	Member/ Employee	
Suzanne Weinstein	Member/ Parent	
Joann Glotzer	Member/ Employee	
Sylvia Riley	Member/ Parent	
Lethia Orlando-Conti	Member/ Parent	
Barbara Faillace	Member/ Parent	
Kendra Edwards	Member/ Employee	

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

- Core (mandatory) SLT members.

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

- Please note: Signature Page with signatures are filed in the school.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

Public School 236, The Mill Basin School, is a school community where the goal of all stakeholders is to collaboratively create a nurturing environment in which all children, including ELL, Special Education and High Achieving students meet and exceed the curriculum standards in order to become lifelong learners.

We are a collaborative school community dedicated to achieving high standards of academic excellence for all of our students. Through high quality, standards driven instruction in a supportive environment, we have created an atmosphere where learning is maximized. Our students will be prepared to become productive members of the larger community.

To that end, the school community is extremely proud of the grade of "A" received on the NYC Department of Education Progress Report for the 2006-07 and the 2007-08 school years. Coupled with overall grades of "Well Developed" on the School Quality Review for the same two school years as well as being named a top ten school in Brooklyn by the New York Daily News in 2007, P.S. 236 is considered to be one of the top schools in New York City. We applaud all members of the school community for their contributions in making our school the outstanding school that it is.

In addition to having very high expectations for all of our students, we are very proud of the programs that are in place for our students.

Students at P.S. 236 use Balanced Literacy as the basis for the Literacy program. Balanced Literacy has been in place at P.S. 236 for over 10 years. Students participate in a minimum of a 90 minute block daily participating in Shared Reading and Writing, Guided Reading and Writing, Independent Reading, word work and conferencing. There is also a "Book of the Month" Initiative where everyone in our school reads a common book each month.

Students in grade K-5 currently use the Math program entitled EnVision from Pearson as the basis of the math program at 236. This program stresses problem solving and the use of manipulatives for hands on learning.

Students have computers in every classroom as well as two state of the art computers labs. Computers at 236 are not considered a luxury but a necessary tool for teaching and learning and are utilized daily by students. Students use computers for enrichment and remediation using various software and web based program such as Discovery Education, Renzulli Learning and Skills Tutor but also use computers to create animation, claymation and flash as a part of our Arts partnership with Puppetry in Practice. Students in grades 3 and 4 participate in the LEGO program where computers are used to research and create inventions culminating in a LEGO Exhibition at the end of each school year. Students are also taught to safely navigate the world wide web and do so each day to answer questions they may have and to conduct research.

Students have the opportunity to experience the Arts at 236 through residencies provided by Puppetry in Practice this year in grades 3 – 5 thanks to a grant from the New York State Council for the Arts. All students receive visual arts instruction from a visual arts teacher weekly as well as in their

classrooms. Students receive general music instruction from a licensed music teacher in grades Pre-K through grade 1. Students in grade 3-5 participate in our school's chorus and in the Music Memory program. Music Memory teams compete yearly at a citywide competition. P.S. 236 has placed either second or third overall over each of the past six years. Fifth graders receive a theater residency from TDF funded by City Councilman Lew Fidler.

Our Collaborative Team Teaching classes in grades K-5 providing students with two licensed teachers, one General Education and one Special Education, in the classroom providing students with differentiated and small group instruction on a daily basis. Students receive AIS services with a part time Literacy AIS instructor as well as with a qualified Wilson instructor.

P.S. 236 also has two full day Pre-Kindergarten classes which are fully enrolled giving our youngest students a fine foundation for the school years that are to come.

There are two Gifted and Talented classes on each grade level, grades 2-5 as well as one Gifted & Talented class in Kindergarten and Grade 1. Students receive enrichment instruction in these classes and are encouraged to reach the highest heights academically.

Students in grades 4 and 5 have participated in Odyssey of the Mind over the last four school years. Students compete by solving a problem and showing their solution through performance which includes song and dance. Students also have to work as team to create this performance and their scenery and costumes. P.S. 236 teams have competed at the Regional Competition for Odyssey and have had winning teams over the last three years. These teams competed at the state level competition in Binghamton, NY and in 2008, one of our teams placed third statewide in their division.

P.S. 236 has an active Parent Association which contributes greatly to the life of our school. Parents serve on school committees, volunteer in our school library as well as raise much needed funds for equipment, books and trip and cultural experiences for all students.

SECTION III – Cont'd

Part B. School Demographics and Accountability Snapshot

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

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
School Name:	P.S. 236 Mill Basin						
District:	22	DBN:	22K236	School BEDS Code:	332200010236		
DEMOGRAPHICS							
Grades Served:	Pre-K	√	3	√	7		11
	K	√	4	√	8		12
	1	√	5	√	9		Ungraded
	2	√	6		10		√
Enrollment				Attendance - % of days students attended:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09
Pre-K	36	36	36		95.2	94.8	95.1
Kindergarten	71	109	108				
Grade 1	107	72	111	Student Stability - % of Enrollment:			
Grade 2	95	105	79	(As of June 30)	2006-07	2007-08	2008-09
Grade 3	107	99	92		96.4	96.9	97.8
Grade 4	109	99	92				
Grade 5	82	103	100	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0		22.4	24.9	27.8
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)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	1	4
Grade 12	0	0	0				
Ungraded	0	5	2	Recent Immigrants - Total Number:			
Total	607	618	631	(As of October 31)	2006-07	2007-08	2008-09
					0	0	0
Special Education Enrollment:				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
# in Self-Contained Classes	8	11	12	Principal Suspensions	6	2	0
# in Collaborative Team Teaching (CTT) Classes	41	33	48	Superintendent Suspensions	0	1	0
Number all others	10	30	27				
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:			
				(As of October 31)	2006-07	2007-08	2008-09
				CTE Program Participants	0	0	0
				Early College HS Program Participants	0	0	0
English Language Learners (ELL) Enrollment:				Number of Staff - Includes all full-time staff:			
(BESIS Survey)				(As of October 31)			
(As of October 31)	2006-07	2007-08	2008-09		2006-07	2007-08	2008-09
# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	31	30	34	Number of Teachers	40	45	43

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	2	0	0	Number of Administrators and Other Professionals	4	13	15
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	N/A	10	7
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
	2006-07	2007-08	2008-09	(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	82.5	80.0	83.7
				% more than 5 years teaching anywhere	70.0	71.1	74.4
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher	95.0	91.0	91.0
(As of October 31)	2006-07	2007-08	2008-09	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100.0	88.1	96.8
American Indian or Alaska Native	0.0	0.0	0.0				
Black or African American	23.4	24.0	24.4				
Hispanic or Latino	7.6	7.0	7.3				
Asian or Native Hawaiian/Other Pacific Isl.	5.9	5.5	4.3				
White	63.1	63.6	64.0				
Male	48.8	49.2	50.7				
Female	51.2	50.8	49.3				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:				2006-07	2007-08	2008-09	2009-10
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/SED Accountability Status (2008-09) Based on 2007-08 Performance:							
√	In Good Standing (IGS)						
	School in Need of Improvement (SINI) – Year 1						
	School in Need of Improvement (SINI) – Year 2						
	NCLB Corrective Action (CA) – Year 1						
	NCLB Corrective Action (CA) – Year 2/Planning for Restructuring (PFR)						
	NCLB Restructuring – Year ____						
	School Requiring Academic Progress (SRAP) – Year ____						

CEP Section III: School Profile

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

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

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
		Elementary/Middle Level			Secondary Level		
Student Groups		ELA	Math	Science	ELA	Math	Grad Rate
All Students		√	√	√			
Ethnicity							
American Indian or Alaska Native							
Black or African American		√	√	-			
Hispanic or Latino		-	-	-			
Asian or Native Hawaiian/Other Pacific Islander		-	-	-			
White		√	√	√			
Other Groups							
Students with Disabilities		√	√	-			
Limited English Proficient		-	-				
Economically Disadvantaged		√	√	√			
Student groups making AYP in each subject		5	5	3	0	0	0

CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	B			Overall Evaluation:	NR		
Overall Score:	62.4			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	8.7			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	20.9			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 30% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	30.5						
<i>(Comprises 55% of the Overall Score)</i>							
Additional Credit:	2.3						

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

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

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

NEEDS ASSESSMENT

STUDENT PERFORMANCE TRENDS

Data Source: NYC Department of Education Progress Report, 2008-09

Student Performance in ELA and Math indicates that P.S. 236 received an "A" on the Student Performance section of the Progress Report in 2008-09. The score for student progress was 20.9 out of 25.

ELA: 91.2% of students scored at Levels 3 and 4 with a score of 3.53 Median Student Proficiency.

Percentage of students at Levels 3/4: We are at 83.3% on the way from the lowest (72.2%) to the highest (95.0%) relative to our Peer Horizon and 95.3% on the way relative to the City Horizon.

Median Student Proficiency: We are at 3.53 which is 75.7% of the way from the lowest (3.25) to the highest (3.62) in our Peer Horizon and 93.9% on the way relative to the City Horizon.

Math: 98.3% of students scored at Levels 3 and 4 in Math with a Median Student Proficiency of 4.01.

Percentage of students at Levels 3/4: We are at 88.4% on the way from the lowest (85.3%) to the highest (100%) relative to our Peer Horizon and 96.4% on the way relative to the City Horizon.

Median Student Proficiency: We are at 4.01 which is 72.0% on the way from the lowest (3.65) to the highest (4.15) in our Peer Horizon and 90.8% on the way relative to the City Horizon.

Student Progress in ELA and Math indicates that P.S. 236 received at "C" on the Student Progress section of the Progress Report in 2008-09. The score for student progress was 30.5 out of 60.

Student Progress for English Language Arts indicates the following:

- **1 year of Progress:** 58.4% of students made at least one year of progress on the ELA test in 2009, which is 48.8% of the way from the lowest (46.0%) to the highest (71.4%) score relative to our Peer Horizon and 49.1% of the way relative to the City Horizon.

- **Average Change in Proficiency:** -0.01 is our average change in student proficiency, which is 52.2% of the way from the lowest (-0.13) to the highest 0.10 score relative to our Peer Horizon and 70% of the way relative to the City Horizon.
- **Average Change in Lowest 1/3 students:** 0.43 is our average change in proficiency in our lowest 1/3 students, which is 54.5% of the way from the lowest (0.25) to the highest (0.58) score relative to our Peer Horizon and 79.4% of the way relative to our City Horizon.

Student Progress for Math indicates the following:

- **1 year of Progress:** 72.3% of students made at least one year of progress on the Math test in 2009, which is 53.2% on the way from the lowest (57.4%) to the highest (85.4%) score relative to our Peer Horizon and 76.7% of the way relative to our City Horizon.
- **Average Change in Proficiency:** -0.03 is our average change in student proficiency which is 31.8% of the way from the lowest (-0.10) to the highest (0.12) score relative to our Peer Horizon and 52.9% of the way relative to our City Horizon.
- **Average Change in lowest 1/3 students:** P.S. 236 does not have a large enough sub group in this category to have any data in place.

Additionally, the school received 1.5% additional credit for ELA and 0.75% in Math in moving the lowest 1/3 students citywide. The school was cited for making exemplary proficiency gains in both ELA and Math for moving Special Education students (41.2% and 23.5%, respectively).

The data shows that students are performing well but overall are not making progress overall. Being in a Peer Group with such high performing schools and not having large numbers of students performing at the lowest third citywide, the data shows that while students had negative growth, many of the schools in the Peer Horizon also had negative growth in both subjects. We also did not have any students in the category for lowest 1/3 students citywide in Math due to their outstanding performance in 2008.

We will continue to look at student data trends through our Inquiry Team as well as at grade and school wide meetings and Professional Development using ARIS as well as summative and formative assessments.

TWO YEAR PERFORMANCE TRENDS

Data Source: Comparison of Accountability Status Report from 2006-2007 and 2007-2008.

ELA Performance Trends: All of our student groups made AYP well above the targets set.

Math Performance Trends: All of our students groups made AYP well above the targets set.

Science Performance Trends: All of our student groups made AYP well above the targets set and in fact, all subgroups had a performance index score of 200 .

Data Source: A Comparison of Comprehensive Information Report (NYSED School Report Card) from 2006-2007 and 2007-2008

Social Studies Performance Trends: Data from the Comprehensive Information Report 2007-2008 for Grade 5 in Social Studies indicated that 97% of All Students scored at Levels 3 and 4. New data from 2008-09 indicates that 96% of All Students scored at Levels 3 and 4. The 4% of students who scored at level 1 (1%) and level 2 (3%) in 2008 will be carefully monitored and appropriate modifications to teaching and learning will continue to be put into place to better address the needs of all students.

THREE YEAR TREND OF ANALYSIS OF PERFORMANCE

ELA --All Tested Students—in percentages

	lv 1	lv 2	lv 3	lv 4	TOTAL 3/4
2007	1.7	12.3	61.7	24.3	86.0
2008	0.3	12.4	63.4	23.8	87.2
2009	1.4	7.8	67.0	23.8	90.8

Total School Trends: Over a three year period from 2006-2009, the percentage of all tested students scoring at levels 3 and 4 increased from 86 to 90.8%, an increase of 4.8%. Students scoring at level 4 have decreased from 24.3% in 2007 to 23.8 in 2009. Additionally, the percentage of all tested students at levels 1 and 2 decreased from 14.0% in 2007 to 9.2% in 2009. The decrease in level 4 students will have us accelerate our initiatives so that these students may score at level 4 in increased numbers. Student decrease in scoring at levels 1 and 2 will be maintained by continuing activities and programs that strengthen the skills of these students.

MATH—All Tested Students—in percentages

	Lv 1	lv 2	lv 3	lv 4	TOTAL-3/4
2007	0.3	4.7	43.6	51.3	95
2008	0.0	1.7	38.6	59.7	98.3
2009	0.3	1.0	44.4	54.3	98.6

Total School Trends: Over a three year period from 2007-2009, students performing at levels 1 and 2 have decreased by 3.4%. Students testing at levels 3 and 4 have increased by 3.6%. Students performing at level 4 increased in 2008 from 2007 but then decreased from 2008 to 2009. We will accelerate our initiatives in having our students move from levels 3 to 4 as well as continue our activities so that students do not slip into the level 1 or 2 range.

In looking at trends from a city and state prospective as well as utilizing ARIS, summative and formative assessments and our own in house data sources, we can see that our needs are the following:

- Increase the number of students scoring at level 4 from level 3.
- Increase the number of students making progress within level 3 and level 4.
- Continue to have our Special Education subgroup make exemplary gains

A review of data suggests that student weaknesses in ELA are in the following areas:

- Determining the meaning of new words using context clues, a dictionary or a glossary
- Reading to collect and interpret data, facts and ideas from multiple sources
- Identifying information that is implied rather than stated
- Observing the rules of punctuation, capitalization and spelling and using correct grammatical construction

A review of data suggests that student weaknesses in Math are in the following areas:

- Thorough Problem Solving involving the showing of all work
- Use of math vocabulary appropriately

P.S. 236 will work toward strengthening these areas in student performance and progress in 2009-2010.

GREATEST ACCOMPLISHMENTS

As indicated in the school narrative and past Quality Reviews, P.S. 236 has a great deal to be proud of:

- Grades of “A” on the 2006-07 and 2007-08 Annual Progress Report
- Grades of “Well Developed” on School Quality Review for 2006-07 and 2007-08.
- 3rd place NY statewide in Odyssey of the Mind competition in March 2008; same team placed first in southern NY competition in February 2008.
- New computers purchased for school by Councilmatic funding in early 2008 and 2009
- New York State Council for the Arts grant in partnership with Puppetry in Practice, 2008 and 2009
- Technology rich school—computers with internet access in every classroom used daily
- Song and a Sundae evening—performance by school chorus followed by ice cream social attended by over 400 people
- Movement of students in self contained Special Education class on standardized tests
- Dress code implemented in September 2008 for students

AIDS TO CONTINUOUS IMPROVEMENT

- Students perform in great numbers at or above grade level on standardized exams. This is through quality instruction with teachers studying the strengths and weaknesses of individual students. In this way, teaching and learning is differentiated for students so that they may rise to the high level of expectation in place for them. Teachers will again be trained again this year in looking at data even more closely using the ARIS program.

The challenge is to continue to perform at these high levels. The school’s demographics have changed substantially over the last few years with many more students with Special Needs and second language learners entering the school. Programs such as Foundations, Lexia and Headsprouts are in place for our children who need additional assistance. EGCSR funding is used to lower class size in the Early Childhood grades so that our students receive more individualized instruction and an excellent foundation for their future education. A full time ELL teacher is in place to work with our growing population. There is one Collaborative Team Teaching classroom on each grade, K – 5 and one 3/4/5 bridge self-contained class.

In addition, it is imperative that students enrolled in our gifted classes make a year’s plus progress. We have stressed the need for academic rigor in all of our classrooms.

- The School Library/Media Center is a vital part of the school's success. Students are able to borrow books through class visits, open access periods as well as through research conducted. It is a warm and welcoming environment for students encouraging reading. The School/Library Media Center sponsors the P.S. 236 Book of the Month initiative started four years ago. Students and staff across the school read the book and are able to have conversations with students on a common item. In addition, classroom activities and writing come out of the common book experience.
- In looking at areas across the school that need work, student vocabulary acquisition needs to be addressed. Students need to read more on an independent basis to acquire new words and ideas. Also, students need to continue to refer to text to find details and to make inferences as well as increase stamina in reading. In this way, student performance on the ELA will increase as well as the number of students making progress. This is a trend we are seeing and are working to improve.
- In the area of Math, the Inquiry Team has looked at problem solving as our focus now for two years. We chose this area because we felt that this higher order thinking skill would encompass reading, writing and math all in one package. Student problem solving work has been carefully studied to see commonalities so that information can be shared with classroom teachers. In addition, students who are studied take individually developed Acuity tests and Scantron performance tests to see areas of strengths and weaknesses.
- During the 2009-10 school year, math will continue to be studied along with vocabulary development in ELA as a part of the work of the Inquiry Team.

In addition, teachers have focused on student improvement by setting goals for each student in each subject area. In this way, student progress is additionally targeted and customized. Goals are reviewed monthly to see if students have met or are on their way to meeting their individual goals.

BARRIERS TO SCHOOL'S CONTINUOUS ACHIEVEMENT

At P.S. 236 there are some barriers to the school's continuous achievement. They are the following:

Lack of Title I funding for school so that additional personnel and programs may be brought in to address the needs of students.

Cuts in overall funding eliminating much of the Open Access Time in school library, arts programs, after school test prep classes as well as other extra curriculum activities.

Difficulty for students to make progress when median score is already at 4.01 in Math and at 3.53 in ELA.

SECTION V: ANNUAL SCHOOL GOALS

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

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

<u>Annual Goal</u> By June 2010, the all tested student group will demonstrate progress towards achieving state standards as evidenced by a 5% increase in students making a year's progress on the NYS ELA Assessment as indicated on the Progress Report, 2009-10.	<u>Description</u> After conducting our needs assessment, the SLT determined that 58.4% of our students made at least a year's progress on the ELA. The SLT determined that raising our level of students who make at least a year's progress should be a school goal.
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<u>Annual Goal</u> By June 2010, the students in the ELL subgroup will demonstrate progress achieving state standards as evidence by a 5% increase in students in the ELL subgroup moving up at least one level as evidenced on the NYSSELAT.	<u>Description</u> After conducting our needs assessment the SLT determined that after 45% of students moved up a level in 2009. The SLT determined that raising the level of performance as well as performance level should be a school goal.
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<u>Annual Goal</u> By June 2010, all teachers will set goals for students in all subject areas.	<u>Description</u> After conducting our needs assessment, it was found that further work needed to be done in differentiating instruction for students. By setting goals, each student will have an individualized plan of action for enduring that students meet state standards and make a year's progress.
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<p><u>Annual Goal</u> By June 2010, the all tested students group will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at levels 3 and 4 on the NYS Social Studies test.</p>	<p><u>Description</u> After conducting our needs assessment, it was found that many students do not have a basic working knowledge of facts that all citizens should know. The SLT determined that students will have more exposure to social studies non-fiction literature as well as an answer a factual question daily. In that way, student vocabulary is increased as well as their skills in finding information using resources. Student performance and progress on the NYS Social Studies test will in turn increase for all students.</p>
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<p><u>Annual Goal</u> By June 2010, additional academic rigor will be a part of every classroom at P.S. 236, which in turn will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA and 1% increase on the NYS Math assessments.</p>	<p><u>Description</u> After conducting our needs assessment, it was felt that while students performed very well as whole on state assessments, individual student progress was lacking. Through teacher observations as well as looking at student work, teachers will be guided in how to bring additional academic rigor to all lessons so that students will make at least a year's progress on all tests as evidenced on the Progress Report.</p>
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SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): English Language Arts

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the all tested student group will demonstrate progress towards achieving state standards as evidenced by a 5% increase in students making a year’s progress on the NYS ELA Assessment as indicated on the Progress Report, 2009-10.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Teachers will establish goals for each student in order for them to make at least year’s progress on the ELA. Professional Development will be given on a weekly basis by members of the Inquiry Team.</p> <p>Parents were invited to ARIS parent Link training to learn about this process as well as to be given links to assist their child.</p> <p>Teachers will review data every other week to see if students are improving in their performance and making progress.</p> <p>Student weaknesses as a school will be focused on in planning instruction.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Funding Sources: Fair Student Funding (tax levy) for teacher funding during the school day as well as materials. C4E funds pays for the Literacy Staff Developer reading pd.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Initial indicator September 2009:</u> Students were given performance indicators as well as a study of student data took place to create an awareness of student needs. Goals were written for individual students.</p> <p><u>Midterm:</u> Teachers will be asked to share information about student performance on summative and formative assessments as well as status of student goal attainment.</p> <p><u>End term:</u> Re-evaluation of the process using multiple data sources to evaluate students.</p>
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Subject/Area (where relevant): ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010, the students in the ELL subgroup will demonstrate progress achieving state standards as evidence by a 5% increase in students in the ELL subgroup moving up at least one level as evidenced on the NYSELAT.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>A full time ELL teacher will work with students incorporating content area instruction from September 2009 – June 2010.</p> <p>Parents will be invited to attend an information session to learn how they can assist their child</p> <p>An after school program will take place for ELL students so that their performance and progress are improved.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Fair Student Funding 1.0 ELL teacher and materials Title III Funding: After school program teacher per session and materials</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>An improvement of at least one performance level on the 2010 NYSELAT by 5% of the ELL subgroup.</p> <p><u>Initial indicator September 2009:</u> Students were given performance indicators as well as a study of student data took place to create an awareness of student needs. Goals were written for individual students. In addition, new students were administered the LAB-R</p>

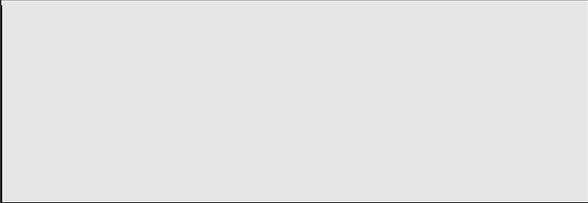
assessment and a needs assessment was developed based on the results. Data from ARIS was studied as well.

Midterm: The ELL teacher will be asked to share information about student performance on summative and formative assessments as well as status of student goal attainment.

End term: Re-evaluation of the process using multiple data sources to evaluate students.

Subject/Area (where relevant): Goal Setting

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, all teachers will set goals for students in all subject areas.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Teachers will be provided with Professional Development time in their schedule to write goals as well as to follow up in seeing that students are meeting or approaching the meeting of goals. PD is provided by members of the school’s Inquiry Team.</p> <p>In addition, teachers will view ARIS frequently so that they may view data and continually study if students are meeting or striving toward meeting goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>C4E allocations for Literacy Staff Developer heading PD. Fair Student Funding (Tax Levy) provides the materials and staff to do this work during the school day.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Student progress and performance is increased on all NYS assessments in 2010.</p> <p>All tested group: ELA – 5% Math – 1% Social Studies – 2% Science – 2%</p> <p>Initial Indicator, September 2009: Teachers used ARIS data along with performance indicators given by the school to see where students were at and created goals accordingly.</p> <p>Midterm: Teachers will review goals set and, based on formative and summative assessments results see if students are striving towards and/or meeting their goals. New ones will be established when the first set are met.</p> <p>End-term: Teachers will review goals in place and, based on the results of the state assessments as well as other formative and summative assessments, will see if the goals have been met. Teachers will confer with future teachers so that goals can be</p>



carried forward.

Subject/Area (where relevant): Social Studies

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, the all tested students group will demonstrate progress towards achieving state standards as measured by a 2% increase in students scoring at levels 3 and 4 on the NYS Social Studies test.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Increased Social Studies non- fiction literature will be introduced to students during Literacy block and core curriculum program initiated in grade 5 through professional development given by Literacy Staff Developer.</p> <p>There will be a focus on the study of Document Based Materials. Web based programs Renzulli, World Book and Discovery Education will be utilized with students which have a strong Social Studies component.</p> <p>A Question of the Day that is Social Studies related asked of all students daily with time given to research answer by teachers.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fair Student Funding (tax levy) – teachers, books, materials C4E Funding – Literacy Staff Developer</p> <p>NYSTL Software funding – software/web based programs</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>There will be an increase of 2% in student performance on 5th grade NYS Social Studies test in 2009 and a 5% increase in student performance and progress on NYS ELA test for grades 3, 4 and 5 in 2010.</p> <p><u>Initial Indicator, September 2009:</u> Teachers conducted initial assessments using progress indicators to identify students’ strengths and weaknesses in this area.</p> <p><u>Midterm:</u> Students will have utilized the programs and materials in the action plan. Results of Acuity along with other informative and summative assessments will be utilized to acquire data to see if students are making progress.</p>

Subject/Area (where relevant): Academic Rigor

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2010, additional academic rigor will be a part of every classroom at P.S. 236, which, in turn, will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA and 1% on the NYS Math assessments.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Through teacher observation by Principal, Assistant Principal and Literacy Staff Developer and looking at student work, teachers will be guided on where to insert move academic rigor in both lesson planning and implementation across all subject areas.</p> <p>A new vocabulary program has been implemented entitled Wordly Wise which makes use of both traditional and on line methods of increasing student vocabulary and rigor.</p> <p>Students and teachers utilize the Renzulli, World Book and Discovery Education web based programs to enrich curriculum in all subject areas.</p> <p>Professional Development at monthly Faculty Conference, weekly grade meetings and Professional Development days twice yearly headed by Principal, Assistant Principal and Literacy Staff Developer.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Fair Student Funding: teacher and staff salaries, books, materials. C4E funding: Literacy Staff Developer</p> <p>NYSTL software funding – software, web based materials.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Increased performance and progress on all NYS assessments in 2010.</p> <p>Initial Indicators, September 2009: Teachers will use ARIS data along with predicators given by the school to assess where students are and plan instruction accordingly.</p> <p>Midterm: Teachers will assess through Acuity and through other measurements the progress students will make.</p> <p>End Term: Students will make a 5% increase in their performance and progress on the NYS ELA. Students will make a 1% increase in their performance and progress on the Math; 2% in Science and 2% in Social Studies.</p>

Subject/Area (where relevant): _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 2009-2010

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

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

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

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

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

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

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

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

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

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	39	0	N/A	N/A	0	0	0	0
1	95	95	N/A	N/A	0	0	1	0
2	61	61	N/A	N/A	1	0	0	0
3	33	33	N/A	N/A	8	8	8	0
4	53	53	111	111	8	8	8	0
5	28	28	91	91	8	8	8	0
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

<p>Name of Academic Intervention Services (AIS)</p>	<p>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.).</p>
<p>ELA:</p>	<p>Programs during the school day include Wilson Reading program for students in Grades 4 and 5, and Foundations for students in Kindergarten through 3rd Grade. Additionally, students used SRA Kits, Lexia, Headsprouts, Soliloquy and Skills Tutor. In the upper grades, the Kaplan Essentials and Keys program was used as well as assistance from Skills Tutor, Scantron and Acuity. One-to-one tutoring sessions as well as small group and whole class instruction was implemented. These programs were covered during the extended school sessions and throughout the school day during normal operational hours.</p>
<p>Mathematics:</p>	<p>Programs used included SRA kits, Kaplan Essentials and Keys programs, materials from Curriculum Associates, Options and Rally Education as well as review/practice on-line materials from Acuity, Skills Tutor, and Scantron. Instruction was provided by AIS instructors using the push-in and pull-out model for services rendered during normal operational school hours. Small group instruction was provided for the extended day program.</p>
<p>Science:</p>	<p>In order to meet the AIS needs of our students, it was programmed that all 4th grade students would receive double periods of additional science instruction per week. These supplemental periods were devoted to FOSS kit instruction (in addition to classroom instruction). Additional services included SRA kits and Measuring Up to the NY State Standards in Science program. For small group instruction using these materials, instruction was also provided during the extended school day sessions.</p>
<p>Social Studies:</p>	<p>Programs used included NYS Social Studies Rehearsal by Rally Education, Mastering New York Social Studies Test and supplemental DBQ materials as provided by Scott Foresman. Additional periods of instruction were provided to grade 5 via an AIS instructor. Small group and whole class instruction was implemented. These programs were covered during the extended day school sessions and normal school hours.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p>Particular students are being seen due to situations that warrant counseling including those students who scored at level 1 and 2 on the previous year's standardized testing.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p>Particular students are being seen due to situations that warrant counseling including those students who scored at level 1 and 2 on the previous year's standardized testing.</p>

At-risk Services Provided by the Social Worker:	Particular students are being seen due to situations that warrant counseling including those students who scored at level 1 and 2 on the previous year's standardized testing.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP. Please see LAP below* and ELL Worksheet is a separate attachment and signature page is another attachment

OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K–8 LANGUAGE ALLOCATION POLICY
WORKSHEET

DIRECTIONS: This worksheet is an integral part of assisting school staff with creating and writing a school-based language allocation policy (LAP), which must be written in narrative form. Creating a school-based LAP now incorporates information required for CR Part 154 funding so that a separate submission is no longer required. This worksheet is a required appendix of the LAP, and is meant to assist LAP developers with compiling and analyzing the data necessary for planning quality ELL programs. Upon completion of the LAP, LAP team members should sign and certify that the information provided in the worksheet and plan is accurate. Agendas and minutes of LAP meetings should be kept readily available on file in the school. LAP developers are strongly encouraged to use and attach reports from available systems (e.g., ATS, ARIS) for the information requested in this worksheet.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

SSO/District ISC 22K236	School PS 236
Principal MARY BARTON	Assistant Principal JONI SOUTHARD
Coach LISA GENEROSO	Coach type here
Teacher/Subject Area CHRISTINA ALLEVA/ESL	Guidance Counselor type here
Teacher/Subject Area type here	Parent type here
Teacher/Subject Area type here	Parent Coordinator ANTOINETTE LABELLA
Related Service Provider type here	SAF type here
Network Leader type here	Other type here

B. Teacher Qualifications

Please provide a report of all staff members' certifications referred to in this section

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

C. School Demographics

Total Number of Students in School	630	Total Number of ELLs	32	ELLs as Share of Total Student Population (%)	5.08%
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Part II: ELL Identification Process

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

- 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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>0</u>	Number of third language speakers: <u>0</u>	
Ethnic breakdown of EPs (Number)		
African-American: <u>0</u>	Asian: <u>0</u>	Hispanic/Latino: <u>0</u>
Native American: <u>0</u>	White (Non-Hispanic/Latino): <u>0</u>	Other: <u>0</u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

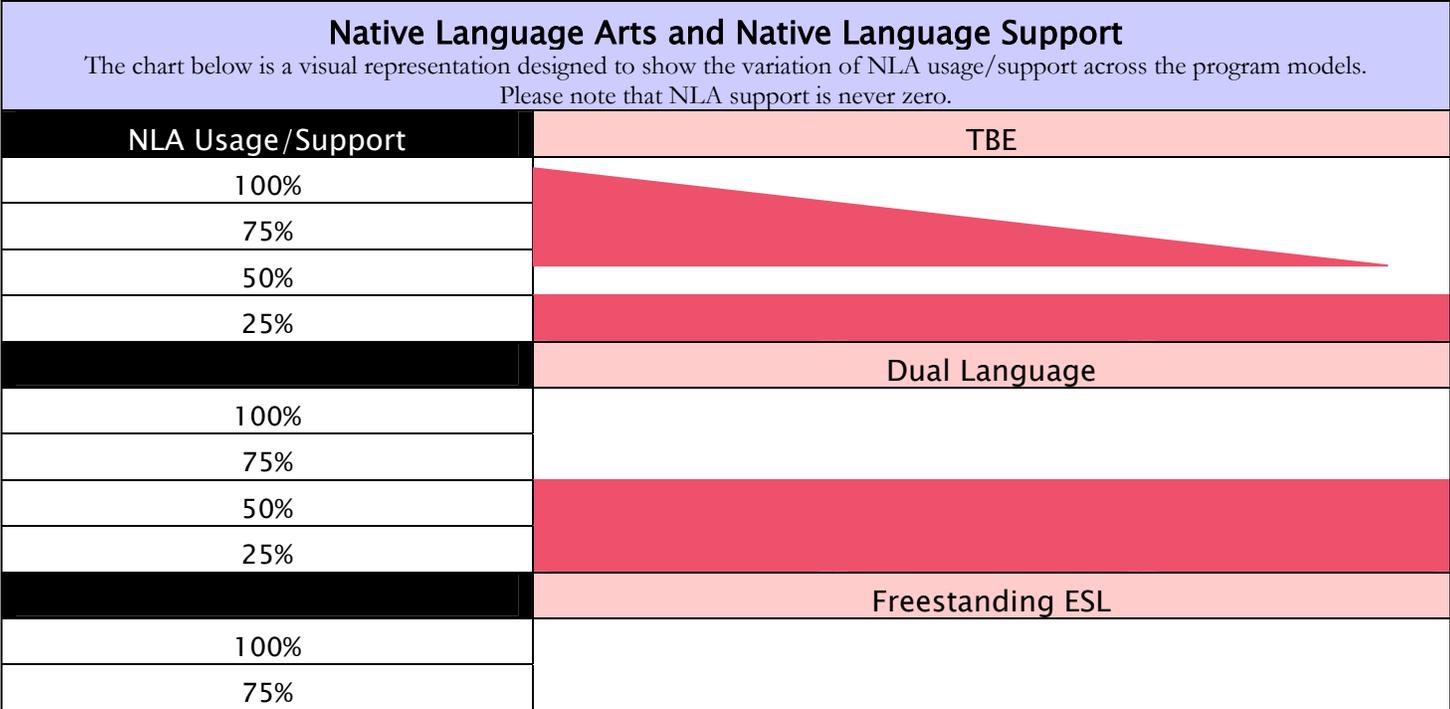
	K	1	2	3	4	5	6	7	8	TOTAL
Spanish	0	1	0	1	1	1	0	0	0	4
Chinese	0	0	0	0	0	0	0	0	0	0
Russian	10	8	2	0	1	1	0	0	0	22
Bengali	0	0	0	0	0	0	0	0	0	0
Urdu	1	0	0	0	0	0	0	0	0	1
Arabic	0	1	0	0	0	0	0	0	0	1
Haitian Creole	0	0	0	0	0	1	0	0	0	1
French	0	0	0	0	0	0	0	0	0	0
Korean	0	0	0	0	0	0	0	0	0	0
Punjabi	0	0	0	0	0	0	0	0	0	0
Polish	1	0	0	0	0	0	0	0	0	1
Albanian	0	0	0	0	0	0	0	0	0	0
Other	1	0	0	0	1	0	0	0	0	2

Programming and Scheduling Information

TOTAL	13	10	2	1	3	3	0	0	0	32
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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.

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



50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

Programming and Scheduling Information--Continued

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

Schools with Dual Language Programs

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

Professional Development and Support for School Staff

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

Parental Involvement

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

Part IV: Assessment Analysis

A. Assessment Analysis

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	TOTAL
Beginner(B)	6	3	0	0	0	1	0	0	0	10
Intermediate(I)	1	3	0	1	0	1	0	0	0	6

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

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

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

- 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 does 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - 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?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - 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.

Part V: LAP Team Assurances

Completing the LAP: Attach this worksheet to the LAP narrative as an appendix and have it reviewed and signed by required staff. Please include all members of the LAP team. Signatures certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Joni Southard	Assistant Principal		
Antoinette LaBella	Parent Coordinator		
Christina Alleva	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
Lisa Generoso	Coach		
	Coach		
	Guidance Counselor		
	School Achievement Facilitator		
	Network Leader		
	Other		
	Other		

Signatures			
School Principal		Date	
Community Superintendent		Date	
Reviewed by ELL Compliance and Performance Specialist		Date	

Filename: 22k236 LAP 2009-10_Final.doc
Directory: G:\CM-DIGI\2010\03_Mar_10\030510\CEP
Batch15\Process\CEP_K236
Template: C:\Documents and Settings\partha\Application
Data\Microsoft\Templates\Normal.dot
Title: OFFICE OF ENGLISH LANGUAGE LEARNERS
Subject:
Author: rbellis
Keywords:
Comments:
Creation Date: 10/30/2009 8:09:00 AM
Change Number: 4
Last Saved On: 1/6/2010 9:32:00 AM
Last Saved By: NYCDOE
Total Editing Time: 20 Minutes
Last Printed On: 3/8/2010 4:29:00 PM
As of Last Complete Printing
Number of Pages: 10
Number of Words: 5,642 (approx.)
Number of Characters: 32,165 (approx.)

*P.S. 236 is located in the Mill Basin neighborhood of Brooklyn on Avenue U and 63rd street. Students from Russian speaking families comprise the majority of our English Language Learners, but we also serve students from Brazil, Italy, Israel, Egypt, China, and Pakistan. Among the languages spoken are Russian, Spanish, Urdu, Arabic, Hebrew, Portuguese, Italian, Chinese, Polish and Haitian Creole.

Upon a student's enrollment at our school, parents complete the Home Language Identification Survey, which is carefully reviewed by our certified ESL teacher, Parent Coordinator and Pupil Accounting Secretary. These forms are distributed in their native language, and translators are available on site. The ESL teacher then conducts an informal interview with the student and parent to determine LAB-R eligibility. If a student is eligible to take the LAB-R, the ESL teacher administers this exam within ten days of enrollment, and informally assesses the results to determine ESL eligibility.

Should a student be eligible for ELL services, parents are notified in English and their native language of an orientation/workshop that is conducted by the ESL teacher and Parent Coordinator along with the Principal and Assistant Principal. At this meeting, the parents are able to view the DOE video that outlines the three programs that are available to their child so they can make an informed decision for instruction. Should a parent not be able to attend this meeting, parents are called immediately so that a 1:1 meeting can be set up for them. Translators are available as needed. Parents are apprised that the only program available at PS 236 is a free-standing ESL program. However, they can choose one of the other programs and the school would assist them in finding the appropriate setting. Historically, parents choose the free-standing ESL program that PS 236 offers as they wish to have their child remain here at this school. In examining the data over the past 6 years, parents have chosen this program 100% of the time.

During our meetings with parents, an informal survey is conducted to assess whether parents would be interested in another program that the school should consider having in place. However, parent request is in alignment with our free-standing ESL program. Once a parent has made their decision, parents are asked to sign the Program Selection Form which is kept on record for each ESL student. During the initial meeting, parents are informed of the required time allotments for ESL instruction as well as any other initiatives by the ESL teacher. The Parent Coordinator works with the ESL teacher in ensuring that we have 100% return on all Program Selection Forms.

Throughout the year, the ESL teacher is in constant communication with the parents, using translators when necessary, to keep parents informed of their child's progress. Students in the upper grades are given ELL Periodic Assessments. Students in the lower grades are given teacher-made assessments and assessments from Harcourt's Moving Into English and the Rigby ELL Assessment exam. These assessments help prepare the students for the NYSESLAT exam. The ESL teacher is well trained in the administration and scoring of this exam as well as the test coordinator and support team. These teachers assist the ESL teacher in administering the NYSESLAT exam in a timely fashion, allowing for test modification for those students with IEP's as well as make-up exams for absentees. Parents are notified in writing, both in English and their native language, several weeks before the administering of the NYSESLAT exam. Sample tests and workbooks are used by the students as a means of practice and the teacher is available for any questions they may have. Testing dates are also printed on the school website, in the monthly school calendar, and the calendar that is posted outside the main entrance of the school.

Once our free-standing ESL program is underway, a licensed ESL teacher pulls our 32 ELL students according to their test results (either LAB-R or NYSESLAT). According to the guidelines, beginner and intermediate students are pulled out for 8 periods a week, while advanced students are serviced 4 times weekly. The students are grouped heterogeneously by proficiency level and according to grade. The licensed ESL teacher's program is carefully reviewed with the Assistant Principal and the program card is kept on file. As the students are picked up from their classroom for ESL, each home room teacher keeps a sign out book for providers to sign, indicating date and time of pullout instruction. The ESL instructor also coordinates this program with the block instruction the classroom teacher has in place in order to follow core instruction and to eliminate any conflicts with the prep schedule.

The certified ESL instructor plans instruction around the content areas of ELA, Social Studies, Science and Math. The ESL instructor conferences with the classroom teacher and aligns this instruction with the scope and sequence of each grade. The aims for her lessons are ESL driven and determined upon student proficiency levels and areas of need. The ESL instructor examines the data from ARIS and classroom data in determining each student's strengths and weaknesses. ESL lessons are driven by these results. Additionally, the content materials that are used by each grade level also contain examples of class lessons using ESL methodology which assist the ESL instructor with this alignment. The ESL instructor uses the Harcourt Moving Into English program to develop a strong ELA component within her instruction. The ESL instructor also uses various components of Foundations with the students to develop key core knowledge in ELA that will foster development of these basic, necessary skills.

The ESL instructor uses various methods to make content comprehensible. Such methods include connecting to prior knowledge, explicit vocabulary instruction, and use of word walls and concept walls. Additionally there is continuity with classroom instruction as students work on decoding skills, phonemic awareness and guided reading and writing activities. The instructor uses small group instruction and cooperative learning to deliver listening/speaking and reading/writing activities. Students use a total physical response approach; in that the children act out the content to reinforce each key concept. Student activities also include enrichment using books, literature and music (song, repetition), finger plays and computer software which include the Lexia and Soliloquy programs.

At the present time, and historically, PS 236 has not had any SIFE students nor have we had any long-term ELLS. However, should the occasion arise when we have a student that falls into this category the school has an action plan that would be put into place. We are prepared to assist the student in acclimating to the daily routines of the school day. This includes the school building, personnel, school supplies, and ice-breaking activities among the student body. Students would also be given the opportunity for AIS instruction in addition to the ESL instruction they would be receiving. The student would also be assigned a "buddy" whereby another student would guide them throughout the school day and assist them in all areas. If possible, some of our bilingual students would be called upon as they could help the student ease into the daily routines of PS 236. The parents would also be invited to various meetings with school staff and personnel so that this transition would be a smooth process for all.

For all students with a beginner proficiency level, instruction has a focus on listening and speaking activities in the content area. During instructional time, the students are grouped according to ability and the instructor models effective listening strategies and speaking strategies. These methods are incorporated to the lessons that are driven by the Harcourt Moving Into English series along with much accountable talk opportunities to increase fluency and comprehension. Shortly after intensive instruction on listening and speaking activities, the instructor introduces concepts that are covered under the reading and writing components of the program. For those students who are in upper, testing grades, and are mandated to take the ELA exam, students are given instruction geared towards strategies such as sequencing, cause and effect, main idea and identifying context clues.

For students taking mandated state exams, the reading levels are aligned according to the results from their assessment data. Should a student continue to receive ESL instruction and falls within the 4-6 year range, careful examination of data is required so that the instructor and classroom teacher can identify areas of strength and weakness. It is necessary to determine if it is one specific area that is causing the student the most difficulty or could the possibility of other external factors. Once this is identified, the areas of weakness are addressed and both mainstream instruction and ESL instruction are aligned accordingly.

At the present time, we have not had any students who were long-term ELL's, however, careful examination of data is required. Since the school termination grade level is 5, only students who were ELL's continuously from Kindergarten would fall into this category. If a student is in this category due to the fact that they were repeating the grade, the data must be examined to determine what other underlying factors may be contributing to the lack of progress. For those students who may be in need of instruction beyond the 6 years, individualized, differentiated instruction is necessary and the possibility of other learning disabilities should be examined. Using methods that are outlined in the Learning Intervention Manual (LIM) by Sam House, both the teacher and ESL instructor will need to modify instruction accordingly. There have been several students currently, and in the past, who received services through their IEP's in addition to their need for ESL instruction. IEP's are written in accordance to ESL methodology and serves as a guideline for instruction by the ESL instructor. The ESL instructor is part of the School Assessment Team and IEP's and instruction are developed with all parties in constant consultation with one another. For those students who pass the NSYESLAT exam, transitional services are offered to them for a period of 1-2 years. The ESL instructor remains in contact with the classroom teacher and student. During grade conferences, student work is assessed and recommendations are made so that each student can be successful. Additionally, according to state mandates, former ELL students are given test modifications up to a period of two years after obtaining proficiency on the NYSESLAT.

We are committed to provide for the ongoing academic and linguistic needs of our ELLs. The varied needs of the students are met through differentiated instruction, flexible grouping of students, use of vocabulary development activities, pre and post reading and writing activities to enhance comprehension, modeled reading and writing activities, and the use of high quality instructional materials. We will assist in their cognitive development so that they can better achieve English language proficiency and therefore academic success. We will continue to implement our freestanding ESL program using the pull-out model. All ELLs will receive academically rigorous instruction based on state standards. To ensure we are meeting the needs of our ELL students and provide opportunities for them, language development methodologies predominantly inform ESL instruction. ELLs will be included in standardized assessments under optimal testing conditions. In state assessments, they will be provided with the accommodations allowed by state regulations. Our highly qualified program for ELLs will have appropriate and adequate staffing by a highly qualified ESL teacher who is fully certified. Our ESL teacher is knowledgeable in current trends and theories which affect the learning process of our ELLs. She tailors her instruction to align with students' needs; taken into account are factors such as a prior knowledge, cultural background, and cognitive learning styles.

P.S. 236 uses a broad spectrum of high quality instructional materials and methodologies in order to provide our ELLs with the utmost support. Collaboration with classroom teachers serves to ensure curriculum alignment and instructional improvement for ELLs in and out of an ESL setting. The program uses a combination of materials including big books, small guided reading books, workbooks from various supplemented integrated ELL curriculum programs with emphasis on the instructional guide and support of the Harcourt's Moving Into English program. In addition, the print rich ESL classroom is equipped with high quality multi-leveled and cross cultural books in its library and two computers with on-line support.

Technology programs used for ESL Instruction include the Lexia reading program, Soliloquy, websites from Star Fall, and supplemental technology components from the enVision math program. Math instruction is enhanced using the enVision math program from Pearson which incorporates aspects of TERC Math, Every Day Math, and extensive discovery and modeling using manipulatives and other realia. Available to the students in the ESL classroom are bilingual dictionaries and glossaries in Mathematics and picture dictionaries. In alignment with the core curriculum standards NYC uses, students receive Science instruction through the FOSS program from Delta Education with instruction modified using ESL methodology. Students use the core curriculum programs established for social studies as well and the Blue Print for the Arts is followed for instruction.

PS 236 is not a Title 1 school and our funding sources have been greatly reduced this year. The after-school program that is available to all students is the Millennium Development Out of School Time Program. All students, including ESL, are eligible to partake in this program. Should our funding be approved this year, we anticipate establishing a test-prep program specifically in ELA, Math, and NYSESLAT for all ELL. For students who are required to take additional content specific state exams, the after-school test prep program will address those needs as well. The program will be aligned to test results attained from periodic assessments and other diagnostic exams the ESL instructor administers during the course of the school day. To foster native language support, there are bilingual dictionaries and glossaries in the ESL classroom and two paraprofessionals that assist students (as per their IEP's) with language as they are alternate placement paraprofessionals.

The ESL teacher will provide intensive language development activities utilizing scientifically based resource strategies. The entire staff of P.S. 236 has received training that was coordinated by our Professional Development team along with the ESL instructor. The professional development focused on implementing ESL strategies and other best practices to ensure that every ELL student attains success. The current ELL team meets monthly to collaborate ideas on effective instruction and monitor each ELL's progress. The team will also discuss the need for additional student support which can be provided in or out of the classroom. In the future, the team will provide additional professional development opportunities that will strengthen the staff's knowledge in ESL methodologies in literacy, math, and other content areas as well as in effective classroom practices with an emphasis on native language support in the classroom. In order to meet the needs of our ELLs, we will continue to provide or plan professional development around the following topics:

- High quality instructional practices for ELLs
- Interventions for struggling ELLs
- Use of visual aids and realia in the mainstream classroom
- Assistance for students graduating to middle school to enable them to develop skills that will allow for a continuous flow of instruction and organization as well as selection and criteria for said middle schools. This assistance is guided by the school guidance counselor, parent coordinator in conjunction with the ESL instructor.
- Several professional development sessions (7.5 mandated hours) are spent with the entire school staff, under the direction of the ELL instructor and professional development team in examining the various methodologies for ESL instruction in the classroom as well sessions where the staff examines current literature and professional articles relevant to ESL students.

Parent involvement is a paramount here at PS 236. Many workshops are offered monthly to all parents regarding testing, new programs, areas of concern, etc. At these meetings translators are always made available. Notification for these workshops are sent home in the various spoken languages and the workshops are offered during the school day and evening hours. Orientation for parents of newly enrolled ELL students is

provided within the first few weeks of school (as per the mandate) and continues on an ongoing basis. Additional parent/student activities occur throughout the year in which all students and parents are invited and translators are made readily available. Through constant communication with our Parent Coordinator, who is present at all school activities in which parents are invited, the needs of parents are assessed. The feedback from the Parent Survey forms also provides insight into what this school community requires.

There is extensive assessment for all students here at PS 236, including our ELL population. In addition to the standardized state exams, ELLs take periodic assessments, ELL periodic assessments, ECLAS, Reading and Math Predictors, WRAP, DRA, and the Rigby ELL Assessment exams. The data has revealed that most of our newly admitted ELL students are in Kindergarten at the beginning proficiency level. Based on the results of the NYSESLAT, these students move rapidly within the proficiency levels of ELL instruction. In grades 3 -5 there are 7 ELL students and there are 25 students in K-2. Students in the upper grades are at the advanced proficiency level. In examining the data from the NYSESLAT exam, of the 36 students tested 8 students did not attain proficiency levels in listening and speaking. Of those 8 students, 7 attained intermediate or advanced proficiency levels. 1 student came to the school a week prior from Panama and was placed at the beginning proficiency level. For the reading and writing component, 14 out of 36 students tested attained a proficient level for this exam. Using this data, as stated above, instruction from the ESL teacher is geared towards reading and writing for the upper grades and listening and speaking for newly admitted ELL students. Within this grouping, instruction is tailored to each student's individual needs. The school additionally has examined the data of former ELL's and assessed their performance on standardized state exams. All former ELL students have attained proficiency levels of either 3 or 4 on Math, ELA, Science and Social Studies Exams. This includes the one student who took the Science exam last year in his native language.

The ELL instructor works closely with the Assistant Principal in examining the results from the ELL Periodic Assessments. After reviewing the data, each official classroom teacher consults with the ELL instructor so that classroom instruction can be modified and each child's needs can be met. These results are then compared to the Periodic Assessment exams the student takes along with the general population. To date, our results have yielded that 4 of our students fall within the 76 -100%, 2 students are within range of 51- 75% and one student is below the 50%. This one student also has an IEP and the goals established in this IEP will be examined as well.

It is determined that the ELL program here at PS 236 is successful in that most of our students attain proficiency and test out of the ELL program by 4th grade. The number of students in our ELL program at the upper grade range is significantly lower than the students in the lower grades. Additionally, our number of ELL students at the beginning proficiency level decreases dramatically after one year of ELL instruction. Those students progress rapidly to the intermediate or advanced level and many pass the NYSESELAT exam. Additionally, once a student becomes a former ELL, their success rate on the standardized state exams is reflective of the success of this program and good teaching strategies within our classrooms. The ELL program is ongoing because as students attain success and move on in their educational careers, they are replaced by newly admitted ELL students.

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

Form TIII – A (1)(a)

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

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

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.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

**Title III LEP Program
School Building Budget Summary**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the

		program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> - Per session - Per diem 	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed. 	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

We conducted our assessment of written translation and oral interpretation needs based on parental involvement, as evidenced in our School Report Card, parent surveys, home language surveys and data from registration. All initial communication with parents regarding meetings, school activities and events were sent home in the identified languages as ascertained from registration. The school submits to the translation department several weeks in advance, all communications so that they can be transcribed to the identified, necessary languages. The school monitored the attendance response at these events among our parents to determine how many foreign language speaking parents attended. Since the attendance had increased, we determined that the translation services were successful. The school will continue to translate all home correspondence based on these results.

The following is a listing of the languages spoken by families at P. S. 236 and the numbers of those families as per ATS and ARIS:

Arabic – 7	Chinese – Dialect Unknown/other – 1	Chinese – Any – 1	Haitian Creole – 1
Hebrew – 8	Hindi – 1	Italian – 1	Korean – 2
English – 485	Polish – 1	Portuguese – 3	Russian – 95
Spanish – 12	Tamil – 1	Telugu – 3	Urdu – 10

Findings will be reported to the school community through a monthly Parent newsletter and translation services will be advertised through the newsletter and posted signs in the school lobby. Parents are also notified via letter prior to the twice yearly Parent Teacher Conferences as well as at the start of the school year that they may contact the Parent Coordinator if translation and interpretation services are required.

A poster listing the languages spoken by the families will also hang in the school lobby area.

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

We plan to continue to provide written translation services to invite more parents for family activities and other school events at P.S. 236. Oral translation will be available before, after, and during these workshops to answer questions and address concerns that our parents may have. The majority of our parental population not speaking English speaks Russian, Spanish, Urdu and Hebrew. We will be providing test preparation materials in those main languages as well as other parent workshops conducted by the Parent Coordinator in conjunction with the ESL instructor and translators. Thus, we will target more parents who will be able to help their children at home.

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 school will provide written interpretation services by translating all notices going home into of the native languages needed at PS 236. In-house certified staff will provide translation services in these languages, but other languages will require an outside vendor. To ensure timely provision of translated documents, all interpretation will be completed several weeks prior to the day when notices are sent home via the translation services offered by the New York City Department of Education.

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

We plan to provide oral interpretation services at all Parents' Association Meetings, fund-raising events, family nights and all parent teacher conferences on an "as needed" basis. In addition, we will use oral interpreters during registration to help non-English speaking parents to get to know our school and our special programs. Just like with the written translation services, in-house staff will attend all parental gatherings to translate into the main foreign languages spoken and to ensure that our non-English speaking parents are able to participate in the discussions, ask questions, and express concerns. Translation services in other languages will require an outside vendor.

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

The school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements by ensuring that all materials are available in our four major foreign languages for the parents at any time.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:			
2. Enter the anticipated 1% set-aside for Parent Involvement:			
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):			
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:			
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):			
6. Enter the anticipated 10% set-aside for Professional Development:			
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):			

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

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

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

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

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact.

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

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

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.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

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

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

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Part B: For Title I Schools Identified for Improvement

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

¹ School Under Registration Review (SURR)

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

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

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

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

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

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

All schools must complete this appendix.

Background

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

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

CURRICULUM AUDIT FINDINGS

KEY FINDING 1: CURRICULUM

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

1A. English Language Arts

Background

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

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

ELA Alignment Issues:

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

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

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

– **English Language Learners**

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

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

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

We believe that we are in alignment in most areas mentioned. In order to clearly see that we are engaging in all of the elements of alignment issues, our school formed an ELA curriculum committee which will look at all of these issues. Although our school has had _____% of students perform at or above grade level in ELA in 2009, we want to make certain that our teachings are all aligned with State Standards.

We utilize Balanced Literacy as our approach to teaching reading, writing, listening and speaking.

1A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

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

Again, based on our use of Balanced Literacy as the methodology for teaching reading, writing, listening and speaking, we have attained excellent results. We will continue to look to aligning all of our instruction to alignment with State Standards.

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

An ELA committee was formed to study the relevant issues in ELA and in the teaching of ELL students.

1B. Mathematics

Background

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

Specific Math Alignment Issues:

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

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

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

During the 2006 – 2007 school year, staff members at PS 236 examined the current math program the school was using. The school was exempt from the City mandated school program and was using the Silver Burdett Ginn math program which was aligned to the standards identified in the New York State Learning Standards in Mathematics. The school had demonstrated a high rate of success with this program as evidenced by our New York State Mathematics test score data. The year was spent examining other math programs from various book companies as there was a need for increased performance and understanding of math number sense and probability as related to problem solving . Additionally, as the standards were revised, the math program needed to be updated to incorporate the new strands. During the 2007-2008 school year, several key members of the staff examined newly developed math programs and after careful selection and examination, the enVisions Math Program from Pearson was selected. This program encompasses the content strands as well as the process strands that were developed and revised in 2005 by the New York State Learning Standards for Mathematics. For the 2008 – 2009 school year, the school piloted the enVision math program in grades 2 – 5. Data from chapter exams that outline pre-March and post March benchmarks identified the strengths and weaknesses of our students and areas that needed to be strengthened within this program.

Now that the testing calendar has changed, we will adapt our benchmarks accordingly.

1B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

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

As stated above, the evidence that the school has adapted to the new strands identified by the New York State Board o Regents is based on test data attained from the New York State Mathematics Exam, data from the Predictive and ITA exams given by Acuity, and the test results from mandated chapter exams that are aligned with the instruction of the enVision math program. These exams are aligned to Pre-March and Post-March benchmarks that are outlined by the State. For 2009-2010, they have now been aligned to meet the new testing calendar. Additionally, the Inquiry Team at PS 236 has selected mathematical problem solving as its area of study, specifically as it relates to probability and statistics. Careful examination by the Inquiry Team has revealed the strengths and weaknesses of our students and our math programs. With the high test scores attained by the students at PS 236, and the data revealing areas of a year's progress for many of our students, it is believed that the math program is in alignment to the standards in content and process.

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

This finding is not applicable to PS 236.

KEY FINDING 2: INSTRUCTION

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

2A – ELA Instruction

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

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

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

We will, through our ELA committee that will be formed, investigate the finding thoroughly to ensure that ELA instruction continues to be delivered appropriately.

2A.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

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

In observing classrooms, it can be found that students receive direct instruction most of the day with studying engagement in ELA activities being very high throughout the day.

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

Not applicable at P. S. 236

2B – Mathematics Instruction

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

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

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

Based on administration observation and teacher/administration conferencing, it has been noted that the math instruction in this school is teacher directed 50% of the time. There are specific subject matter within the scope of mathematical instruction that does require direct instruction as opposed to hands-on, investigative approaches. However, the remaining 50% of time allotted for math instruction is driven by hands-on investigation using manipulatives, grouping for mathematics and driving differentiated instruction.

2B.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

X Applicable Not Applicable

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

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

During informal and formal teacher/administration conferences, it was noted that the math instruction can be teacher directed 50% of the time. At times, it was agreed upon that this was appropriate. In order to develop a deeper understanding of the math processes, a more diverse approach to math instruction will be required. The staff at PS 236 does embrace the use of manipulatives for investigative purposes but will move the class from the abstract to the concrete in a short period of time in order to solidify content knowledge. Teachers use math baskets for each math group, which contain an array of manipulatives that will enable the students to problem solve with accuracy. Technology is used for math instruction as well, including supplemental instruction from Skills Tutor and assistance from Acuity. The new math program, enVision, also uses technological components that help support the curriculum and meet the needs of individual students.

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

A subcommittee in mathematics will be developed for the current school year to examine best practices in the classroom and identify stronger methodologies for differentiated instruction in mathematics. The team will also examine in depth the technology component of the new math program. The inquiry team will also be looking at problem solving strategies as it applies to statistics and probability. Additional help will be sought from the math department at Tweed.

KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY

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

Please respond to the following questions for Key Finding 3:

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

P. S. 236 has a very low turnover of teachers. It is not uncommon to go from year to year without hiring new teachers or, if necessary, one or two new teachers to replace teachers going on child care leave.

3.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

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

Having relatively low teacher turnover provides consistency to the educational program at P. S. 236 and is a large reason why the school has excellent results historically on standardized tests. Teachers, having this success, are happy to work in a successful school and are apt to stay.

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

N/A

KEY FINDING 4: PROFESSIONAL DEVELOPMENT—ENGLISH LANGUAGE LEARNERS

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

Please respond to the following questions for Key Finding 4:

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

Based on dialogue during professional development sessions and teacher/administrative conferences, the teaching body was made aware of effective practices in ESL instruction. These practices could be applied to the general education classrooms. The ESL instructor was apprised of all professional development opportunities made available by the district and ISC as well as opportunities through Teachers' College. After assessing all the possible venues for professional development, it was decided by the ESL Instructor and administrators of the school that the Teachers' College program was the best fit for our school population and the instructor's current educational practices. The methodologies covered in the unit of instruction at Teachers' College was turn-keyed at June professional development sessions.

4.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

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

As a result of the professional development offered to the staff, the success rate of our students either passing the NYSESLAT or increasing their proficiency levels in ESL are a measurable rate that can be attributed to the best practices that the staff and ESL instructor have set forth in this school.

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

This finding is not applicable to PS 236.

KEY FINDING 5: DATA USE AND MONITORING—ELL INSTRUCTION

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

Please respond to the following questions for Key Finding 5:

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

We find that this finding is not relevant to the school as we have an extensive means of assessing the needs of our ESL students based on examination of data from several programs. The ESL instructor not only examines data from the previous year, and data available in ATS, but meets with each staff member to formally review the test results and ongoing data collection for each student. In order to enhance this communication, the teachers will be conferencing with the ESL instructor on a monthly basis to review the findings for each ESL student.

5.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

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

The ESL instructor has met with the administration in the building and reviewed data that was available in ATS and NYStart, including LAB-R scores, NYSESLAT scores, length in ESL programmed instruction, and periodic assessment test results. This information is then

conveyed to the classroom teacher for each ESL student. Additionally, the classroom teacher shares the data with the ESL instructor and administration which is gathered from programs such as Soliloquy, Head Sprouts, Skills Tutor, E-Class and Reading Indicators. This data is for the lower grade-leveled students. Students in the upper grades also have data gathered from DRA's, and WRAP assessments as well.

While these programs monitor mostly literacy levels, an individual language checklist is used to check basic language skills for students at the Beginning and Intermediate levels.

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

This finding is not applicable at PS 236.

KEY FINDING 6: PROFESSIONAL DEVELOPMENT—SPECIAL EDUCATION

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

Please respond to the following questions for Key Finding 6:

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

Through grade conferences with general education teachers and special education teachers, administration ascertained the knowledge, and need the staff had of students' IEPs including the development of the IEP and its implementation in the classroom, methodologies and best practices for differentiated instruction and various models for team-teaching and self-contained instruction for special education students. Information was also relayed to staff members through faculty conferences, pupil personnel committee meetings, professional development sessions offered by the ISC, and opportunities to attend training at Teachers' College.

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

Applicable X Not Applicable

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

The staff has received extensive training by the support staff at the ISC as well as professional development sessions from Teachers' College in regards to best practices and implementation of IEPs and models of instruction for collaborative team teaching classes. The staff has also received training in identifying pre-referral strategies that could assist in the development of an IEP as taken from the BIM, PRIM and LIM. There is constant communication between PPC team members and general education staff members. Grade members are identified to the staff and all questions and concerns are discussed at monthly PPC meetings. The school psychologist presents to the staff at faculty conferences several times a year covering various topics in Special Education so that all members are kept up to date with best practices as well as rules and regulations. Every staff member who is in contact with a student who has an IEP receives a flash drive which contains the student's IEP. This enables the school to provide all staff members with copies of the IEP which is opened in IEP Pro on secured DOE computers. Each staff member is aware of all long and short-term goals for a student in relevance to their classroom instruction, testing needs, behavioral objectives and promotion criteria, if any. For individual classroom teachers, and paraprofessionals (if applicable) copies of the IEP is provided to each at the beginning of the school year. The IEP teacher and administrative staff review the contents of the IEP with the general education teacher, give recommendations and suggestions for its implementation in a general education setting, and provide constant feedback and support. Should any questions or concerns arise, these topics are reviewed and resolved at monthly PPC meetings. General education teachers, paraprofessional members and all related service providers meet to coordinate the development and implementation of a student's IEP and attend all parent/teacher conferences, including annual reviews.

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

This is not applicable to P. S. 236

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

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

Please respond to the following questions for Key Finding 7:

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

In order to ascertain whether these findings were applicable to our school, the members of our PPC met and reviewed the IEPs' that this school has developed for our student population. Each CTT teacher carefully reviewed the IEPs for the students in their class. Related service providers reviewed the IEPs that were applicable to the students they serviced, specifically for those students who only receive related services. The members of the PPC then met again to review their findings.

7.2: Indicate your determination of whether this finding is, or is not, applicable to your school.

Applicable X Not Applicable

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

The members of the PPC formally meet monthly, and at times bi-monthly. There are numerous informal meetings throughout the month as well. By this constant communication, the IEPs are developed for students that ensure each student's needs are met, including test modifications, promotion criteria, and long and short term goals. Each CTT teacher ensures that these goals and modifications are carried out not only for formal testing, but for all informal testing and classroom instruction. The goals that are developed for each student are attainable, measurable, and aligned to one another. The staff received extensive professional development from the ISC to educate all special education staff members in this development. There are many IEPs that are related to behavioral development and therefore, behavioral goals are included in most students' IEPs. This year, our staff is diligently working on differentiated instruction within the classroom so that all students can have modifications to the classroom environment but there will be an emphasis for those students who have IEPs.

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

This is not applicable to PS 236.

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

This appendix will not be required for 2009-10.

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

Part A: FOR TITLE I SCHOOLS

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

Part B: FOR NON-TITLE I SCHOOLS

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

In 2009-2010, P. S. 236 currently has one student in Temporary Housing.

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

Funding will be scheduled in order to purchase school supplies and books for the student. In addition, funds will be used to support the student with academic intervention services appropriate for him.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

P. S. 236 received \$4,331 in Title I Targeted Assistance funds in the FY10 budget based on the fact that there were three students on register who were classified as Students in Temporary Housing as of 10/31/08. That is \$1,443 per capita.

The funds in question as answered in question 2 will be used to purchase school supplies and books as well as academic intervention services appropriate for the students.

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