

**THE LANGSTON HUGHES SCHOOL  
P.S. 233**

**2010-2011  
SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**SCHOOL: 18K233**

**ADDRESS: 9301 AVENUE B BROOKLYN, NY 11236**

**TELEPHONE: (718) 346-8103**

**FAX: (718) 345-3078**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** P.S. 233      **SCHOOL NAME:** The Langston Hughes School

**SCHOOL ADDRESS:** 9301 Avenue B Brooklyn, NY 11236

**SCHOOL TELEPHONE:** (718) 346-8103      **FAX:** (718) 345-3078

**SCHOOL CONTACT PERSON:** Denean Stephens-Spellman      **EMAIL ADDRESS:** dstephe3@schools.nyc.gov

**POSITION/TITLE**

**PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Howard Goldberg and Melissa Layne

**PRINCIPAL:** Denean Stephens-Spellman

**UFT CHAPTER LEADER:** Gail Ericson

**PARENTS' ASSOCIATION PRESIDENT:** Nicole Campbell

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

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 18      **CHILDREN FIRST NETWORK (CFN):** 304

**NETWORK LEADER:** Lucile Lewis

**SUPERINTENDENT:** Beverly Wilkins

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

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

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

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

Name	Position and Constituent Group Represented	Signature
Denean Stephens-Spellman	*Principal or Designee	
Gail Ericson	*UFT Chapter Chairperson or Designee	
Nicole Campbell	*PA/PTA President or Designated Co-President	
Tonya John	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	
Sharon Taylor	Member/Parent	
Julian Maragh	Member/Parent	
Sharon Greenidge	Member/Parent	
Audrey Nethersole	Member/Parent	
Robin Sandy	Member/Parent	
Howard Goldberg	Member/Teacher	
Melissa Layne	Member/Teacher	
Janice Sydney-Smith	Member/Teacher	
Joanna Amore	Member/Teacher	

Hinda Rubano	Member/Teacher	
Noelle Gold	Member/Teacher	

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

\* Core (mandatory) SLT members.

## **SECTION III: SCHOOL PROFILE**

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

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

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Public School 233 is located in the East Flatbush section of Brooklyn, New York. Our Pre-kindergarten through fifth grade school serves a population of approximately 658 students from culturally diverse backgrounds. The community is home to many families from the Caribbean countries of Jamaica, Guyana, Trinidad & Tobago, the Dominican Republic and Haiti.

Our mission statement is as follows:

The Langston Hughes School Community shares the responsibility for providing every student with a high quality curriculum, standards driven instruction, a nurturing environment, and support for social development.

All of our students will be empowered to meet or exceed academic standards so that they can utilize their talents and gifts to become productive members of society.

Public School 233 is a Title I school in good standing. Current strategies for instruction in English Language Arts include the implementation of a comprehensive literacy approach using the balanced literacy model for reading. Our students are provided with opportunities to experience independent/paired reading, shared reading, guided reading, literacy centers, writer's workshop, interactive read-alouds, word study, and teacher/student reading and writing conferences.

Everyday Mathematics is the primary vehicle for math instruction in the school. It is supplemented with the Math Steps program. Both programs focus on skills and strategies and provide students with an additional opportunity to develop mastery through practice.

Science education at PS 233 offers students various ways to understand, make predictions about, and adapt to an increasingly complex scientific and technological world. Students are given opportunities to model scientists' methods of investigation through a "hands-on" workshop model and inquiry based approach that incorporates scientific thinking processes. The primary focus of the social studies instructional program is on authentic research. We follow the New York State Core Curriculum and work to provide students with a higher level of understanding of history and the world around them. Technology is infused into all curricular areas through the use of classroom computers.

The arts program at P.S. 233 offers students experience in music, dance, visual arts, theater, and creative writing. Students are given instruction in music and art beginning in pre-kindergarten. Selected fourth and fifth graders can participate in chorus. Our partnership with Arts Connection allows students in grade three to be tested for our violin and cello program. Selected students receive instruction through grade five. As a recipient of a grant from the Schubert Arts Foundation, we will continue to offer instruction in theater arts. Arts Connection also provides this instruction. A grant

from the Ifetayo Cultural Arts Academy affords our students the opportunity to study African dance, drumming, and creative writing.

Parent involvement includes an active Parent Teacher Association and a Parent Coordinator that is employed by the Department of Education. We offer parent workshops, parent outreach, and participation in the Learning Leaders Program. Parents also participate in and are active members of our School Leadership Team where they share the decision-making responsibilities about the education of their children.

**SECTION III – Cont’d**

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

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
<b>School Name:</b>	P.S. 233 Langston Hughes			
<b>District:</b>	18	<b>DBN #:</b>	18K233	<b>School BEDS Code:</b> 331800010233

DEMOGRAPHICS									
<b>Grades Served in 2009-10:</b>	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: % of days students attended*</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Pre-K	35	35	33		93.5	94.1	93.5		
Kindergarten	77	91	72						
Grade 1	100	108	103	<b>Student Stability: % of Enrollment</b>					
Grade 2	122	98	98	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	137	131	108		95.0	92.0	94.5		
Grade 4	127	133	129						
Grade 5	124	116	114	<b>Poverty Rate: % of Enrollment</b>					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		78.3	89.8	90.6		
Grade 8	0	0	0						
Grade 9	0	0	0	<b>Students in Temporary Housing: Total Number</b>					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	2	37		
Grade 12	0	0	0						
Ungraded	0	2	1	<b>Recent Immigrants: Total Number</b>					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	722	714	658		3	0	2		
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) – Total Number</b>					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10		
Number in Self-Contained Classes	40	38	30	Principal Suspensions	49	6	70		
No. in Collaborative Team Teaching (CTT) Classes	25	29	31	Superintendent Suspensions	15	19	23		
Number all others	30	22	31						
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
<b>English Language Learners (ELL) Enrollment:</b> (BESIS Survey)				<b>Special High School Programs: Total Number</b> (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	0	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	19	17	19	<b>Number of Staff: Includes all full-time staff</b>			
# ELLs with IEPs	0	1	4	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	62	53	57
<b>Overage Students: # entering students overage for grade</b>				Number of Administrators and Other Professionals	17	16	8
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	10	7	12
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
American Indian or Alaska Native	0.3	0.0	0.0	Percent more than two years teaching in this school	79.0	84.9	94.7
Black or African American	95.0	93.9	94.4	Percent more than five years teaching anywhere	62.9	67.9	87.7
Hispanic or Latino	3.9	4.7	3.9				
Asian or Native Hawaiian/Other Pacific Isl.	0.1	0.1	0.3	Percent Masters Degree or higher	92.0	96.0	96.5
White	0.7	0.7	0.8	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	98.2	100.0	96.7
Multi-racial							
<b>Male</b>	49.1	50.8	49.9				
<b>Female</b>	50.9	49.2	50.1				

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

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

## NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

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

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

### Key: AYP Status

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2008-09</b>		<b>Quality Review Results – 2008-09</b>	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	P
<b>Overall Score</b>	90.5	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	9.8	Quality Statement 2: Plan and Set Goals	✓
School Performance (Comprises 25% of the Overall Score)	18.4	Quality Statement 3: Align Instructional Strategy to Goals	✓
Student Progress (Comprises 60% of the Overall Score)	56.3	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	✓
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

## SECTION IV: NEEDS ASSESSMENT

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

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

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

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### Trends

A review of the ELA State standardized test shows that 40% of all students tested in grades 3, 4 and 5 were on performance levels 3 and 4 in 2010 and 18% of the students were far below the standards (performance level 1) in all tested grades. A review of the Math State standardized test shows that 51% of all students tested in grades 3, 4 and 5 were on performance levels 3 and 4 in 2010 and 10% of the students were far below the standard (performance level 1) in all tested grades. That means that 42% of our students are in performance level 2 in ELA with partial understanding of written and oral text. In addition, 39% of our students are on performance level 2 in Math with partial understanding of key math ideas.

Until the standards were raised, our students demonstrated steady and consistent growth in the area of performance. 2009 marked the beginning of an increase in student progress in reading and math. While the higher standards caused a decrease in performance, the 2010 results show that our students continue to make progress.

In addition, there continues to be a major concern at Public School 233 for the low academic performance of some of the students with disabilities, as measured by results on State standardized assessments. A review of the 2010 state test results for grades 3, 4, and 5 indicate the following:

<b>ELA</b>	<b>Number Tested</b>	<b>Level 1 (%)</b>	<b>Level 2 (%)</b>	<b>Levels 3 + 4 (%)</b>
Special Education	61	54	41	5

<b>Math</b>	<b>Number Tested</b>	<b>Level 1 (%)</b>	<b>Level 2 (%)</b>	<b>Levels 3 + 4 (%)</b>
Special Education	61	23	62	15

Early childhood results of the Developmental Reading Assessment indicated that many of our students were reading below grade level in October of 2010. On first grade 68% of the students were reading at guided reading levels that were below grade level; 56% of second grade students and 47% of third graders were also below grade level. This indicates that the early childhood students are being promoted with limited reading ability.

### **Accomplishments**

Over the past few years our greatest accomplishments have been two-fold. We are increasing the number of students who are making progress, and we are doing more to provide our student body with greater exposure to activities that will enrich their lives.

Our students are receiving instruction in music and art. The music instruction includes voice and instruction in various instruments. Our music teacher has delivered instruction in the recorder and keyboards. Our partnership with Arts Connection has provided us with instruction in the violin and cello. A grant from the Ifetayo Cultural Arts Academy provided instruction in African dance and drum.

Our visual arts teacher exposes our students to the works of the great masters of art. Through her guidance, our hallways are filled with student interpretations of their work. A grant from the Shubert Arts foundation afforded us the opportunity to offer instruction in theater for the first time to our kindergarten students.

### **Aids and Barriers**

The Langston Hughes School has been aided by the collaborative efforts of the school community. Collectively we have shared ideas, obtained grants, volunteered time, and partnered with others for assistance. The Children's First Network #304 has also provided us with information and professional development to contribute to our growth and development.

Barriers to our success have been financial in nature. While we have received funding from the offices of Marty Markowitz, Nick Perry, and John Sampson, greater funding would afford us the opportunity to further develop an arts program that enriches the lives of our students. We are currently looking for ways to increase instruction in theater to our arts program and expand the number of students who receive instruction in dance.



## SECTION V: ANNUAL SCHOOL GOALS

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

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

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Based on an analysis of our school's data we have chosen the following school goals for the 2010-2011 school year:

### Goal 1

Based on suggestions in the Quality Review and the work started in the 2009-2010 school year, our goal is to further develop a systemic approach for classroom teachers to use student achievement data to plan for differentiated instruction in all core areas. By June, 2011 classroom teachers on each grade will participate in six data meetings. The meetings will provide a structure by which teachers will analyze the results of the data gathered to effectively provide rigorous, differentiated instruction.

### Goal 2

Based on the suggestions made in the Quality Review, the New York State English Language Arts examination, and the information gathered from the School Accountability Report our goal is to provide differentiated professional development and support to strengthen teachers' pedagogy to better meet the instructional needs of Special Education students. By June 2011, each classroom teacher providing instruction to Special Education students will participate in professional development sessions designed to provide them with the skills necessary to differentiate instruction in ELA for those students.

### Goal 3

Based on the data collected in OORS, our goal is to continue to decrease the number of Principal's and Superintendent's suspensions. By June 2011, there will be a 3% decrease in the number of Principal's and Superintendent's suspensions. This includes the number of students who visit the in-house suspension room for violations of Discipline Code infractions classified as levels 1-3.

### Goal 4

Based on the suggestions in the Quality Review, our goal is to continue to provide parents with more opportunities to receive specific information on student achievement. By June 2011, we will provide parents with:

- o A minimum of five workshops designed to meet the needs of parents in grades K-2, and 3-5. This will include training designed to provide parents with the skills necessary to successfully navigate the ARIS Parent Link system and analyze our new school report cards.



	<ul style="list-style-type: none"> <li>Assign staff to cover classes for one period during the data meeting.</li> </ul> <p><b>Target Population(s):</b> Classroom teachers and Coaches  <b>Responsible Staff Members:</b> Principal and Assistant Principal  <b>Implementation Timeline:</b> September 2010 through June 2011</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<p><b>Funding Sources:</b> As a Title 1 Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (tax levy), Title 1 Funds, Title III, and human resources to implement this action plan from September 2010 through June 2011 as indicated below:</p> <ul style="list-style-type: none"> <li>Use of collaborative planning sessions to review data and plan further instruction</li> <li>Collaborative planning time used to analyze student work and plan further instruction</li> <li>CFN used to provide staff development in the areas of differentiated instruction</li> <li>Learning Support Team members to review data and plan for professional development needs</li> <li>Substitutes are hired to cover classes when teachers receive training out of the building using Tax Levy funds</li> <li>Training rate used to pay teachers for after school workshops and collaborative planning using Title I and Tax Levy funding</li> </ul>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> <li>Meeting agendas</li> <li>Attendance sheets</li> <li>Notes gathered from the analysis of data: student work feedback, learning walk sheets, goal sheets, lesson plans</li> <li>Grade level teams will use data to support their use of the Inquiry Process</li> </ul> <p>September/October: Assess students, set goals for the focus on each grade. Create a tentative calendar for meeting dates and facilitators.  November-January: Conduct meetings and evaluate the chosen focus of study  February-May: Continue with meetings and evaluate the effectiveness of the structure.</p>

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

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

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

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

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

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

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

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

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

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

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

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	-	-	N/A	N/A	3	3	3	2
1	12	-	N/A	N/A	2	2	7	1
2	125	125	N/A	N/A	7	1	2	2
3	119	119	N/A	N/A	5	2	4	0
4	127	127	127	127	3	2	2	2
5	100	100	100	100	18	2	2	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**

Name of Academic Intervention Services (AIS)	<b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).			
<b>ELA:</b>	<b>PROGRAM/STRATEGY</b> Foundations Wilson Reading LeapFrog Gr. 4-5  Guided Reading Teachers  Teachers	<b>METHOD OF DELIVERY</b> Small Group Small Group Small Group  Small Group	<b>TIME</b> Before School During School Before School  During School Before School  During School	<b>PROVIDER</b> Gr. K-2 Teachers AIS Teacher AIS Teacher  K-2 Teachers Gr. 2-5  Gr. K-5
<b>Mathematics:</b>	Everyday Math Teachers &  Math Coach	Small Group	Before & During School	Gr. K-5  Math Cluster
<b>Science:</b>	Harcourt Publishing Cluster	Small Group	During School	Science
<b>Social Studies:</b>	Houghlin Mifflin Publishing	Small Group	During School	Gr. K-5 Teachers
<b>At-risk Services Provided by the Guidance Counselor:</b>	Anger Management Counselors Conflict Resolution Time Management Study & Organizational Skills	Small Group	Before & During School	Guidance
<b>At-risk Services Provided by the School Psychologist:</b>	Anger Management Counselors Conflict Resolution Time Management	Small Group	Before & During School	Guidance

	Study & Organizational Skills
<b>At-risk Services Provided by the Social Worker:</b>	Anger Management                      Small Group                      Before & During School                      Guidance Counselors Conflict Resolution Time Management Study & Organizational Skills
<b>At-risk Health-related Services:</b>	

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

*NCLB/SED requirement for all schools*

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

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

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

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

**Section I. Student and School Information**

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

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

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

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

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

grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

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

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**Section III. Title III Budget**

School: \_\_\_\_\_ BEDS Code: \_\_\_\_\_

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	(e.g., \$9,978)	<b>(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)</b>
<b>Purchased services</b> - High quality staff and curriculum development contracts.	(e.g., \$5,000)	<b>(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)</b>
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	<b>(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)</b>
<b>Educational Software (Object Code 199)</b>	(e.g., \$2,000)	<b>(Example: 2 Rosetta Stone language development software packages for after-school program)</b>
<b>Travel</b>		
<b>Other</b>		
<b>TOTAL</b>		

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

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

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

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

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

The data used to assess our school's written translation and oral interpretation needs includes but it is not limited to: Home Language Information Survey, Parents Meetings, New comers interviews with qualified staff members who need to translate documents, Aris, ATS, Blue cards and parent teachers logs. We use documents provided by the department of education when available and translators when needed. Software is used when translators are not available. We also rely on contracted services to ensure documents are available to parents and students of a language other than English.

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.

Our findings reveal that 80% of our students in need of translation come from Spanish and Haitian speaking families. Additionally, we might find one or 2 students from Arabic or even Chinese homes.

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

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

We use our department of education translation services. We also have translation equipment to be used during parent-teacher conferences.

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

We have a minimum of 5 staff members who are fully bilingual and can address the needs of Spanish and Haitian speaking parents.

When in need of translation to parents of other languages than these, we use school funds to contract translators to come and do translation for conferences, meetings and important events.

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>.

We have a binder at the Parent Coordinators' office and the main office at the school with all the information regarding procedures that meet this regulation. Additionally, all posters and signs with clear indication of language support are posted around the main entrance of the school building.

We constantly encourage parents to take advantage of resources available in their language if available by the Department of Education. Workshops are provided to help them with integration.

## APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

*All Title I schools must complete this appendix.*

### Directions:

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

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

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$577,430	\$225,600	\$803,030
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$5,774	\$2,256	\$8,030
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$28,863	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$57,743	*	

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

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

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

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

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

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

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

## Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

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

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

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

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.

Please refer to Section 4 pages 13-14.

2. Schoolwide reform strategies that:
  - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
  - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
    - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
    - o Help provide an enriched and accelerated curriculum.

- 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.

America's Choice School Design is our model because it is a comprehensive, standards-based design that we determined will help us meet the priority needs of the school. America's Choice is a comprehensive, research-based school reform model that is based on proven methods of preventing student failure by early detection, intervention and acceleration. The evaluation studies conducted by the Consortium for Policy Research in Education clearly indicate that there have been substantial gains made by schools with similar populations and needs, by implementing its strategies. The America's Choice design focuses on five key areas: standards and assessment-aligned instructional system; high-performance leadership, management and organization; professional learning communities; and parent and community engagement. These key areas directly tie-in with our identified student achievement, staff and parent needs. The America's Choice design will help all members of our school community have a better understanding of performance standards, become more adept at adapting instructional strategies to meet students' needs and provide rigorous, standards-based instruction to all of our students.

3. Instruction by highly qualified staff.

100% of our teachers were classified as highly qualified for the 2010-2011 school year. .

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.

Professional development is ongoing throughout the school year. It is differentiated to meet the needs of the teachers and students. Administration, coaches, teachers, our and members of Network 304 provide professional development.

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

NA

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

- a. Encourage parents to attend in state and out of state workshops, conferences and/or classes such as the Association of Assistant Principals Conference in November, the CSA Conference in December and the UFT spring conference.
- b. Pay for parents' tickets from parental involvement funds

- c. Provide parents with America's Choice informational pamphlets
  - d. Provide parent workshops on the ELA assessments, the mathematics assessments, the social studies grade 5 assessment and the grade 4 science assessment
  - e. Coordinate Family Math Games Night
  - f. Math Family Field Day in June
  - g. Provide training in how to access online ARIS Parent Link Reports
  - h. Inform parents of all district meetings
  - i. Continue to coordinate "Curriculum Night" in September
  - j. Inform Pre-Kindergarten parents of all parent meetings and orientation sessions
  - k. Send home all DOE and school announcements in a timely fashion
  - l. Send home translations when necessary
  - m. Provide a staff member to translate for parents
  - n. Involve parents in the development of training for teachers, principals and other educators to improve the effectiveness of that training
  - o. Pay reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions
  - p. Train parents to enhance the involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school
  - q. Adopt and implement model approaches to improving parental involvement
  - r. Participate in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title 1, Part A programs
  - s. Develop appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities
  - t. Provide other reasonable support for parental involvement activities under *Section 1118-Parental Involvement*, as parents may request
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.

We implemented a Kindergarten Orientation program. This provided parents and students an opportunity to see the school, receive information about our expectations, and meet one another. The orientation also afforded teachers with the opportunity to assess the incoming students and plan for their academic and social needs.

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.
- o Grade conferences

- Data Meetings
- Professional Development
- Surveys
- Informal discussions with staff

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.

- 37.5 minute early morning Extended Day, Monday through Thursday for all students in grades 2 through 5
- Early identification of struggling students
- AIS services offered for grades 1 and 3 (pull-out), grade 2 (push-in), and grades 4 and 5 (pull-out)
- AIS services offered to SOAR and Javits students

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.

- Conflict Resolution teacher
- Guidance Counselor
- Brooklyn Center for Psychotherapy
- Peace Builders Program

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

### *Explanation/Background:*

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not

literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State,</i>	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

### Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
  
2. Ensure that planning for students served under this program is incorporated into existing school planning.
  
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

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

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

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

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

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

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

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School Under Registration Review (SURR)

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

*All SURR schools must complete this appendix.*

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

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

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

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

We currently have approximately 3 Students in Temporary Housing attending our school.

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

The emotional, academic, and social needs of these students will be assessed. When needed, they will receive academic intervention or enrichment services, at-risk counseling, and school uniforms. They will be given priority for all extra-curricular activities.

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

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the

amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your [Children First Network](#).

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

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

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

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

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. 233 Langston Hughes					
<b>District:</b>	18	<b>DBN:</b>	18K233	<b>School</b>		331800010233

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	35	35	33		93.5	94.1	93.5
Kindergarten	77	91	72				
Grade 1	100	108	103	<b>Student Stability - % of Enrollment:</b>			
Grade 2	122	98	98	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	137	131	108		95.0	92.0	94.5
Grade 4	127	133	129				
Grade 5	124	116	114	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		78.3	89.8	90.6
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	2	37
Grade 12	0	0	0				
Ungraded	0	2	1	<b>Recent Immigrants - Total Number:</b>			
Total	722	714	658	(As of October 31)	2007-08	2008-09	2009-10
					3	0	2

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	38	30	27	Principal Suspensions	49	6	70
# in Collaborative Team Teaching (CTT) Classes	29	31	27	Superintendent Suspensions	15	19	23
Number all others	22	31	22				

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
(As of October 31)	2008-09	2009-10	2010-11	(As of October 31)	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0
# receiving ESL services only	17	19	TBD				
# ELLs with IEPs	1	4	TBD				

<b>Number of Staff - Includes all full-time staff:</b>				<b>Number of Staff - Includes all full-time staff:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
These students are included in the General and Special Education enrollment information above.				Number of Teachers	62	53	57
				Number of Administrators and Other Professionals	17	16	8
				Number of Educational Paraprofessionals	10	7	12

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	98.0
				% more than 2 years teaching in this school	79.0	84.9	94.7
				% more than 5 years teaching anywhere	62.9	67.9	87.7
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	92.0	96.0	96.5
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	98.2	100.0	96.7
Black or African American	93.9	94.4	95.6				
Hispanic or Latino	4.7	3.9	3.2				
Asian or Native Hawaiian/Other Pacific	0.1	0.3	0.3				
White	0.7	0.8	0.9				
<b>Male</b>	50.8	49.9	51.8				
<b>Female</b>	49.2	50.1	48.2				

#### 2009-10 TITLE I STATUS

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

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

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

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

#### Individual Subject/Area AYP Outcomes:

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

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

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

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

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	36.1	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.4	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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

Denean Stephens-Spellman  
Principal

Rosemary Cuccia  
Assistant Principal

## SCHOOL PARENTAL INVOLVEMENT POLICY

The Langston Hughes Public School 233 agrees to implement the following statutory requirements:

- The school will put into operation programs, activities and procedures for the involvement of all parents of Title I eligible students consistent with *Section 1118- Parental Involvement* of the Elementary and Secondary Education Act (ESEA). The programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- In carrying out the Title I, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency (LEP), parents with disabilities, and parents of migratory children. This will include providing information and school reports required under *Section 111- State Plans* of the ESEA in an understandable and uniform format and, including alternative formats upon request, and, to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A program(s) in decisions about how the Title I, Part A funds reserved for parental involvement are spent.
- The school will carry out programs, activities and procedures in accordance with this definition of parental involvement:

*Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring—*

- *that parents play an integral role in assisting their child's learning;*
- *that parents are encouraged to be actively involved in their child's education at school;*
- *that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child;*
- *the carrying out of other activities, such as those described in Section 1118- Parental Involvement of the ESEA.*

## **PART II DESCRIPTION OF HOW THE SCHOOL WILL IMPLEMENT THE REQUIRED SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

1. The Langston Hughes Public School 233 will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112- *Local Educational Agency Plans* of the ESEA:
  - Inform the Executive PTA Board of all CEC Meetings
  - Submit a copy of the District Parental Involvement plan to the Executive PTA Board
  - Inform the Parent Coordinator
  
2. The Langston Hughes Public School 233 will take the following actions to involve parents in the process of school review and improvement under Section 1116- *Academic Assessment and Local Educational Agency and School Improvement* of the ESEA:
  - Inform the parents at the biweekly School Leadership Team Meeting of the school's State status.
  - Inform the Executive PTA Board at the monthly meeting of the school's State status.
  - Coordinate learning walks for the parents on the SLT.
  - Conduct the Learning Environment Survey
  - Engage parents in the Quality Review process
  - Include the Parent Coordinator
  
3. The Langston Hughes Public School 233 will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the following other programs: Universal Pre-Kindergarten (UPK) by:
  - Participating in all District 18 UPK programs and projects
  - Having the Social Worker for Pre-K conduct informational workshops for parents
  - Sharing information with the Parent Coordinator
  
4. The Langston Hughes Public School 233 will take the following actions to encourage increased completion and submission of the Learning Environment Survey:
  - Parents can complete their survey in our computer lab during Open School Night
  - Parents will be reminded to complete their survey at PTA meetings, Writing Celebrations, Movie Nights, Parent-Teacher Conferences
  
5. The Langston Hughes Public School 233 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, parents, and the community to improve student academic achievement, through the following activities specifically described below:

- The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph --
  - the State's academic content standards;
  - the State's student academic achievement standards;
  - the State and local academic assessments including alternate assessments;
  - the requirements of Title I, Part A;
  - how to monitor their child's progress; and
  - how to work with educators.
  - ❖ Encourage parents to attend in state and out-of-state workshops, conferences, and/or classes such as the CSA conference in December and the UFT spring conference
  - ❖ Pay for parents' tickets from parental involvement funds
  - ❖ Offer informational workshops organized and/or facilitated by the Parent Coordinator on such topics as lead poisoning, nutrition, literacy, ARIS Parent Link training, housing, and asthma
  
- The school will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement, by:
  - ❖ Providing parent workshops on the ELA assessments, the mathematics assessments, the social studies grade 5 assessment and the grade 4 science assessment
  - ❖ Coordinating Family Literacy Night, Family Math Games Night, Math Family Field Day, Book Fairs, Science Fair
  - ❖ Providing training in how to access online Acuity Interim Assessment Reports
  - ❖ Providing a Parent Lending Library
  
- The school will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff, in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools by:
  - ❖ Informing parents of all CEC meetings
  - ❖ Continue to coordinate Curriculum Night in September
  
- The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as teachers Program and public preschool and other programs, and conduct and/or encourage participation in activities, such as Parent Resource Centers, that support parents in more fully participating in the education of their children by:

- ❖ Informing pre-kindergarten parents of all parent meetings and orientation sessions.
- ❖ Host daily Mommy and Me Breakfast for Pre-K students and their parents
- The school will take the following actions to ensure that information related to the school and parent- programs, meetings, and other activities, is sent to the parents of Title I participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand:
  - ❖ Send home all DOE and school announcements in a timely fashion.
  - ❖ Send home translations when necessary.
  - ❖ Provide a staff member to translate for parents.

### **PART III DISCRETIONARY SCHOOL PARENTAL INVOLVEMENT POLICY COMPONENTS**

Other activities may include:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting telephone conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- participating in a District Parent Advisory Council to provide advice on all matters related to parental involvement in Title I, Part A programs;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under *Section 1118- Parental Involvement*, as parents may request.

**PART IV ADOPTION**

This School Parental Involvement Policy and the School-Parent Compact has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the tear-off sheet signed by parents that they have received the Policy and the School-Parent Compact.

This policy was adopted by the Langston Hughes Public School 233 on November 6, 2009 and will be in effect for the period of one school year. The school will distribute this policy to all parents of participating Title I, Part A children on or before February 28, 2011\_.

*Denean Stephens-Spellman*  
*Principal*

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*(Tear off and return to your child’s teacher.)*

\_\_\_\_\_ *I have received the School Parental Involvement Policy and the School-Parent Compact.*

*Child’s name :* \_\_\_\_\_ *Class:* \_\_\_\_\_

*Parent’s Signature:* \_\_\_\_\_

*Date:* \_\_\_\_\_

**City of New York, Department of Education,  
District 18**

***Langston Hughes Public School 233***

9301 Avenue B, Brooklyn, New York 11236  
Telephone (718) 346-8103 Fax (718) 345-3078

**Denean Stephens-Spellman**  
**Principal**

**Rosemary Cuccia**  
**Assistant Principal**

**PS 233 SCHOOL-PARENT COMPACT**

The Langston Hughes Public School 233 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this Compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards.

This School-Parent Compact is in effect during school year 2010-2011.

## **PART I - REQUIRED SCHOOL-PARENT COMPACT PROVISIONS**

### **School Responsibilities**

**The Langston Hughes Public School 233 will:**

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:**

*PS 233 will continue to implement the America's Choice model, a school-wide, standards-based program. Teachers will follow the mandated balanced literacy curriculum with 2.5-hours devoted to literacy instruction, and the Everyday Mathematics program with a one-hour math block daily. Instruction will be grade appropriate in science, social studies, physical education and health education programs. All students in Grades 2 through 5 will be offered extended day small group instruction Monday through Thursday. Grades K and 1 will use the Foundations reading and writing program, and our lowest performing 3<sup>rd</sup> through 5<sup>th</sup> grade students will participate in the Wilson Reading program.*

- **Hold parent-teacher conferences bi-annually during which this Compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:**

*Tuesday, November 9, 2010 – Afternoon & Evening  
Tuesday, March 15, 2011 – Afternoon & Evening*

- **Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:**

*The first report card will be given to parents during the fall Parent-Teacher Conferences on 11/9/10. The second report card will be given to parents during the spring Parent-Teacher Conferences on 3/15/11. Teachers will discuss student performance on the Developmental Reading Assessment (DRA) and other assessments. Parents of students receiving Academic Intervention Services will receive notification that services have commenced as well as a mid-year progress report. Parents of students in grades 3-5 will be given the results of the Acuity Interim Assessments in English language arts & mathematics as soon as the results are made available to the school. Parents will be shown how to go online and access their child’s Interim Assessments results and supplemental support materials at the Acuity website. Parents will receive ARIS Parent Link training. Parents will receive a N.Y. Statewide Testing Program Student Performance Report.*

- **Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:**

*In addition to Curriculum Night and conferences, parents may call and schedule an appointment to meet with the child’s teacher during the teacher’s preparation period. Administrative and Title I staff will be available during the school day by appointment. Throughout the school year, Title I staff will conduct informational workshops for parents regarding the Title I funding, Parent Involvement Policy and School Parent Compact, reading and math programs, upcoming tests, and nutrition and other topics of interest to parents. Our Parent Coordinator is available at the school during school hours to address parent concerns.*

- **Provide parents opportunities to volunteer and participate in their child’s class (and others), and to observe classroom activities, as follows:**

*Parents may volunteer in the school as Learning Leaders and must attend three Learning Leaders training sessions. Parents may join the Langston Hughes Parent/Grandparent Volunteer Corps. Parents may observe classroom activities after making an appointment with the teacher and during Open School Week, the week of November 8<sup>th</sup> through November 12<sup>th</sup>, 2010, according to a visitation schedule. Parents will be invited to participate in our Family Literacy Nights, 100<sup>th</sup> Day of School Celebration, Poetry Slam, Math Field Day, Dr. Suess’s Birthday Celebration, Science Fair, Jump Rope for Heart, Langston Hughes Celebration, Family Fun Days, classroom assembly programs, Chorus, Cultural Arts Fair, and Career Day.*

## **Parent Responsibilities**

**We, as parents, will support our children’s learning in the following ways:**

- *Supporting my child's learning by making education a priority in our home by:*
  - *making sure my child is on time and prepared everyday for school;*
  - *monitoring attendance;*
  - *talking with my child about his/her school activities everyday;*
  - *scheduling daily homework time;*
  - *providing an environment conducive for study;*
  - *making sure that homework is completed;*
  - *expressing high expectations and offering praise and encouragement for achievement;*
  - *monitoring the amount of television my child watches;*
- *ensuring my child has a healthy breakfast and nutritious snacks*
- *volunteering in my child's school;*
- *participating, as appropriate, in decisions relating to my child's education;*
- *promoting positive use of my child's extracurricular time;*
- *participating in school activities on a regular basis;*
- *staying informed about my child's education and communicating with the school by promptly reading all notices and newsletters from the school or the school district either received by my child or by mail and responding, as appropriate;*
- *reading together with my child every day;*
- *providing my child with a library card;*
- *communicating positive values and character traits, such as respect, hard work and responsibility;*
- *respecting the cultural differences of others;*
- *helping my child accept consequences for negative behavior;*
- *being aware of and following the rules and regulations of the school and district;*
- *supporting the school's discipline policy;*
- *supporting the school's dress code policy;*

## Student Responsibilities

We, as students, will share the responsibility to improve our academic achievement and achieve the State's high standards. Specifically, we will:

- *come to school ready to do our best and be the best;*
- *come to school with all the necessary tools of learning- pens, pencils, books, etc.*
- *listen and follow directions;*
- *participate in class discussions and activities;*
- *be honest and respect the rights of others;*
- *follow the school's/class' rules of conduct;*
- *follow the school's dress code;*
- *ask for help when we don't understand;*
- *do our homework every day and ask for help when we need to;*
- *study for tests and assignments;*
- *read at least 30 minutes every day outside of school time;*

- *read at home with our parents;*
- *get adequate rest every night;*
- *use the library to get information and to find books that we enjoy reading;*
- *give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school everyday.*

## **ADDITIONAL REQUIRED SCHOOL RESPONSIBILITIES**

The Langston Hughes Public School 233 will:

- involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way;
- involve parents in the joint development of any schoolwide program plan, in an organized, ongoing, and timely way;
- hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend;
- provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand;
- provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
- on the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education

of their children. The school will respond to any such suggestions as soon as practicably possible;

- provide to each parent an individual student report about the performance of their child on the State assessment in at least English language arts and mathematics; and
- provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I Final Regulations (67 Fed. Reg. 71710, December 2, 2002).



Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are “Conceptually” <sup>4</sup> Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY’11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>5</sup> of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
	Yes	No	N/A		Check (✓)	Page #(s)
Federal	✓			\$577,430	✓	29-30
Federal	✓			\$225,600	✓	29-30
Federal			✓			
Federal			✓			
Federal			✓			
Federal			✓			
Local	✓					

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** To increase student academic achievement through strategies such as improving teacher and principal quality; increasing the number of highly qualified teachers, principals, and assistant principals in schools; and holding LEAs and schools accountable for improvements in student academic achievement.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

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

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

## Part I: School ELL Profile

### A. Language Allocation Policy Team Composition

Network Cluster <b>304</b>	District <b>18</b>	School Number <b>233</b>	School Name <b>Langston Hughes</b>
Principal <b>Denean Stephens-Spellman</b>		Assistant Principal <b>Rosemary Cuccia</b>	
Coach <b>C. Mascoll</b>		Coach <b>Janice Sydney-Smith</b>	
Teacher/Subject Area <b>Makeba Slowe-Deras/ESL</b>		Guidance Counselor	
Teacher/Subject Area <b>type here</b>		Parent <b>type here</b>	
Teacher/Subject Area <b>type here</b>		Parent Coordinator <b>Marilyn Francis</b>	
Related Service Provider <b>type here</b>		Other <b>type here</b>	
Network Leader <b>L. Lewis</b>		Other <b>type here</b>	

### B. Teacher Qualifications

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

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

### C. School Demographics

Total Number of Students in School	<b>656</b>	Total Number of ELLs	<b>23</b>	ELLs as Share of Total Student Population (%)	<b>3.51%</b>
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## Part II: ELL Identification Process

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

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

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

When an ESL parent or guardian enrolls a student at PS 233, they are welcomed by our Literacy Coach J. Sydney-Smith and or the certified ESL instructor Mrs. Makeba Deras. Several bilingual staff members are available to assist with translation. Parents are given the Home Language Identification Survey (HLIS) to complete with the assistance of the ESL instructor. This survey and interview lets us know what language the student uses at home, in school, and other learning environments. If the HLIS indicates that the child uses a language other than English, the student is administered an English proficiency test called the LAB-R (and the Spanish LAB if applicable) within 10 school days of initial enrollment. This test is administered by the ESL instructor, Mrs. Deras. Performance in this test will determine whether the student will be entitled to English Language development support services.

Once the assessment is graded, Mrs. Deras notifies parents of their child's entitlement status and she plans an orientation for the parents of newly enrolled ELLs to inform them of the three different ELL program choices that are available throughout the city. Parents are given further description of Transitional Bilingual Education(TBE) programs where instruction is provided in the student's native language with intensive support in English with required English as a Second Language (ESL)/English Language Arts (ELA)/Native Language Arts (NLA)time allotments; dual language programs which are developmental, language-enriched, bilingual education programs that integrate students who are native English speakers with native speakers of another language for all or most of their content-area instruction; and lastly Freestanding ESL programs receiving all instruction in English with native language support. The two recommended ESL instructional program models include self-contained ESL classes, and "push-in" teaching. PS 233 offers a freestanding ESL program.

In the orientation in September parents are invited in writing and via phone. It is hosted by Mrs. Deras, Ms. Spellman, and the rest of the LAP Team. Bilingual staff members are made available for this meeting or the services of the New York City Department of Education Translation Unit are utilized to assure that parents understand all three program choices. At this meeting parents have the opportunity to receive materials about ELL programs in their home language and to ask questions with assistance from a translator, if necessary. Parents have the opportunity to watch an informational video, visit the ESL classroom, and speak with ESL students. At the end of the orientation, Mrs. Deras collects the Parent Survey and Program Selection Form, keeps a copy on file and the original in the student file, where the parent indicates what program he/she is choosing for his/her child. ELL students and parents can choose between a push-in and self contained Freestanding ESL program. All forms are collected at the end of session and kept on file in the instance that 15 students who speak the same language, in the same grade, or in two consecutive grades, bring about the need for school administrators to review program services provided by the school. Should the parents need more time to make a decision, our Parent Coordinator, Marilyn Francis, will follow-up to ensure the return of the documents.

Over the past few years with our small ESL student population the trend has been freestanding ESL based on the Parent Orientation Video choices, discussion with other ESL students and parents and classroom visitation. When the parent chooses free standing ESL, the child is immediately enrolled in our program. When the parent chooses another instructional program, we refer them to the Student Placement office at 715 Ocean Terrace Building A – Room 208 ,Staten Island, New York 10301 where a service representative will assist them in finding a school that offers the appropriate services for their child.

All students who are enrolled in the ESL program are formally assessed annually using the NYS English as a Second Language Achievement Test (NYSESLAT) to assess their progress in the four modalities of the English language until they acquire a certain level of proficiency that will allow them to enter a monolingual program.

After reviewing the Parent Survey and Program Selection forms for the past few years, we have seen a trend to request the ESL pull-out model, with 100% of the parents choosing this program type. Those families who do not choose the ESL pull-out model and have requested the transitional bilingual model, would then choose another school that provides this service or a third choice of instructional program when we refer them to the Student Placement office at 715 Ocean Terrace, Building A – Room 208 ,Staten Island, New York 10301. A service representative will assist them in finding a school that offers the appropriate services for their child.

## Part III: ELL Demographics

### A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>	2	1	3	6	5	6								23
<b>Push-In</b>														0
<b>Total</b>	2	1	3	6	5	6	0	0	0	0	0	0	0	23

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	23	Newcomers (ELLs receiving service 0-3 years)	18	Special Education	2
SIFE		ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	18		1	5		1					2
<b>Total</b>	<b>18</b>	<b>0</b>	<b>1</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>3</b>

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

### C. Home Language Breakdown and ELL Programs

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

**Transitional Bilingual Education**

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>0</b>													

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

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

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

**Dual Language (ELLs/EPs)  
9-12**

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

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

**This Section for Dual Language Programs Only**

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

## Freestanding English as a Second Language

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		1	5	3	1								11
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1												1
Haitian			2	1	2	1								6
French	1					4								5
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>1</b>	<b>3</b>	<b>6</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>23</b>						

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for Long-Term ELLs (completed 6 years).
  - e. Describe your plan for ELLs identified as having special needs.

PS 233 consists of 18 newcomers who have had 0-3 years of ESL service, and 5 students who have received 4-6 years of service. Two of our 23 ESL students are also receiving Special Education services. A majority of our students speak Spanish as their first language. We have one in kindergarten and 1<sup>st</sup> grade, five in 3<sup>rd</sup> grade, and one in the 5<sup>th</sup> grade. One first grader speaks Arabic. Two students in the 2<sup>nd</sup> grade speak Haitian Creole as well as 1 in the 3<sup>rd</sup> grade, 2 in the 4<sup>th</sup> grade, and 2 in the 5<sup>th</sup> grade. We also have 1 student in French-speaking students in grades 3 and 5. It is a diverse melting pot of cultures. PS 233 implements a Freestanding English as a Second Language(ESL) program. The primary goal of this programs is to assist students in achieving English Language proficiency within three years.

- To amplify the literacy and academic skills of ELLs who participate in the program.
- To incorporate recognized and researched based ESL instructional strategies across

content subject areas.

- To give students the skills to perform at city and state grade level in all subject areas.

Mrs. Deras works collaboratively with ELA teachers to ensure that all staff follow the New York State-mandated ESL/ELA allotted instruction time based on student proficiency level. Following this mandate ensures that beginning and intermediate students receive well over 360 state mandated instructional minutes, and advanced students receive 180 state mandated instructional minutes while fusing ESL needs across the curriculum . Students who exhibit inadequate growth on reading assessments will receive an additional 30 minutes per day in literacy instruction using reading programs for intervention such as: The Foundations Program for phonics skills, America's Choice for reading and writing, and Teacher's College for writing. The focus is on helping students achieve grade-level proficiency in each essential reading component (phonemic awareness, phonics, letter recognition, and writing). Though we currently do not have Students with Interrupted Formal Education(SIFE), our staff incorporates ESL strategies into content instruction so that our students learn content while synchronously developing English skills. Our school also gives ancillary assistance to all students by assigning a peer mentor and teacher mentor who check on them frequently, offering extended day services, academic intervention, and tutoring. The Parent Coordinators meets with parents to discuss student needs.

The goal of our Freestanding ESL program is to attain English proficiency within 3 years by reinforcing English language arts and literacy skills that are fused in all academic content areas such as math, science, and social studies. Despite this goal of exiting the ESL program none of the supplemental services will discontinue after two years of exiting the program. Transitional support will be provided through services offered school-wide such as Academic Intervention Services(AIS), Extended Day sessions of 37 1/2 minutes with a classroom teacher to support ESL literacy skills in their second language three days a week. Our Freestanding ESL program has a wide range of students, both in terms of proficiency and academic background. An important part of our work is to reach all of our ELL students at their language proficiency level. At PS 233, academic instructional services are as important as are our enrichmentactivities whose which are offered before school as extended time.

Instruction in ELA, is delivered in English using language immersion that is a method of teaching a second language in which English is used for instruction. ELL students are dually supported with some ESL commonalities in strategies such as graphic organizers, modeling, and visuals to support student understanding and bridge the gap between the content area and language deficiencies. Freestanding ESL employs many techniques, strategies and manipulatives such as, graphic organizers, visual aids, smart board driven lessons, modeling, flash cards, puppets, manipulatives, images, demonstrations, logs, journals, dictionaries, internet searches, google images, illustrations, artistic expression, opportunities to speak and share thoughts through peeer and teacher conferences, as well as opportunities to utilize the "share" chair and "Author's Chair" during the workshop model which requires students to share thir work. The student is taught through daily interactions and constant practice using their second language as a sole means of communication. Beginning students may use strategies of instruction assisted with manipulatives , puppets, illustrations and even technology to help them express their thoughts. As they develop their written and verbal skills to an intermediate level of proficiency students will focus more on fine tuning their language acquisition with targeted reading strategies such as using graphic organizers that assist with comprehension strategies like; comparing and contrasting Venn Diagrams that may also be used to make text-to-self, text-to-text and text-to-world comparisons; T-charts that may be used to show the relationship of cause and effect, make inferences, predict, visualize, and question; webs to show the relation of main ideas with supporting details, and focused grammatical mechanics. Advanced students perfect and add a personal style to skills such as verbal expression, details, higher order thinking in both reading and writing and the ability to write while adhering to grammatical rules in their writing. Students at the advanced level are encouraged to generate responses to literature on a higher-order thinking level, work independently and practice their skills through the strategy of pairing with a beginning or intermediate student who is peer tutored by them. In a study conducted by Charles R. Greenwood , and Joseph C. Delquadria and R.Vance Halla indicated that the experimental group (an experimental, low-SES group) received Classwide Peer Tutoring implemented and the comparison group, with distinctly different ecological arrangements and significantly higher levels of academic engagement, produced significantly greater product gains than did the control group. Journal of Educational Psychology

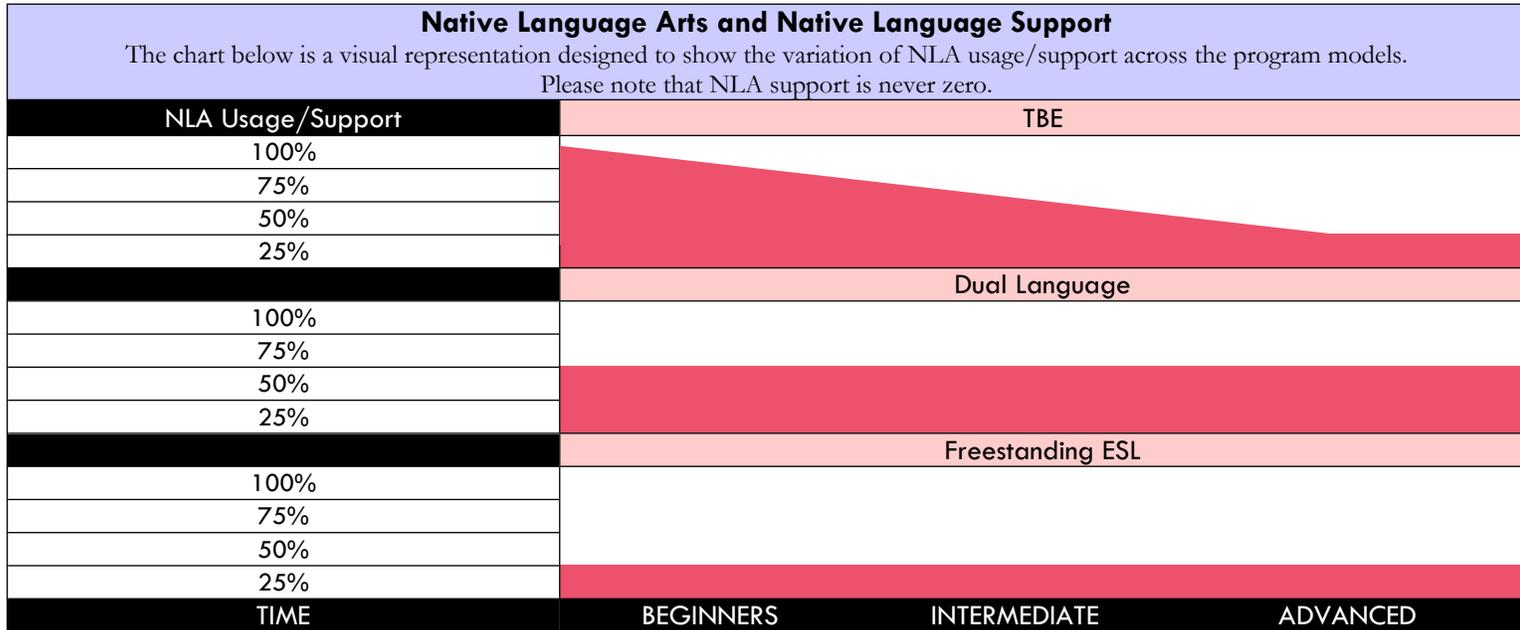
Volume 81, Issue 3, September 1989, Pages 371-383

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week

<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day
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<b>NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12</b>			
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day



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

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

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in reading and writing will reap the benefits provided by The Workshop Model that is used within our Freestanding ESL program and school wide. This system ensures all students with the academic foundation and support needed to move towards success. Struggling ESL students receive explicit instruction during ELA and other content areas in smaller groups that utilize their reading notebook for various vocabulary activities that entail identifying new and unfamiliar words using context clues, illustrations, the dictionary, online resources, and google images. Graphic organizers such as Venn Diagrams to compare and contrast, and make connections, Tcharts, What I Know, Want to know and Learned graphic organizer is used to help organize thoughts and used to develop them into writing in the prewriting stages of the writers workshop. Manipulatives such as flash cards, signs, posters, videos, student plays and demonstration, blocks, cards, dice, artifacts, play money, etc. that are used during their ESL periods as well as in the classroom are used in the journey of a beginning level ELL student and even used as transitional support for those students who test out of the ESL program as proficient 2 years later. All ELL Students receive Extended Day services three times a week. The lessons focus on phonics and vocabulary, as well as, supplemental reading and writing instruction. Our students also gain the benefits of using technological tools such as overhead projectors and computers for language acquisition and development. Acuity is designed to support both interim and formative assessment programs with a unique integration of classroom-friendly assessments, instructional resources, reporting, and customization opportunities. Students will be granted access to the internet and many ESL related websites facilitated by Ms. Deras. Students will keep a notebook where their daily reading activities will be accompanied by comprehension diagrams, maps and various writing genre activities. Students will also utilize the supplemental materials from the Publishers Empire State, entitled, NYSELAT ESL student workbook for ESL/ELL students, and the English Language Arts workbook. In their ESL class students will use components of the writing workshop.

Our English Language Learners perform well in the listening and speaking modalities, however those who are experiencing difficulties in writing will receive supplemental writing practice across all subject areas as they are asked to explain their findings in detail. They will be exposed to various genres that teachers will model, students will then imitate, and participate in a year long school wide celebration of various writers and writing styles. Students learn about the mechanics of writing through classroom instruction. The workshop model is used in writing in ESL instruction as well as in their mainstream classes. The writers workshop model is composed of a Minilesson (10-15 minutes), that may include varied activities such as a connection, a teaching point, demonstration, active engagement, link and the independent practice (20 – 30 minutes). In Martha Dudley's Journal article "The Writing Workshop: Structuring for Success" she describes the subtle changes a writing teacher makes throughout the year as she shifts to a writer's workshop approach in which students choose their own topics, their own genre, determine their own pace, and expand or contract the time allotted to each task as required. This is a model that has worked for many of our students and has helped them make gains. (RS)English Journal, v78 n1 p28-32 Jan 1989

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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

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

The ESL instructor, Ms. Deras as well as all staff members are assisted and supported by Network 304 as well as administrative personnel directly in surveying, assessing and developing plans for curriculum implementation for ESL students. At the beginning of the school year Mrs. Deras delivers a Professional Development (PD) on requirements and mandates for the ESL program as per CR part 154,

### E. Parental Involvement

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

\*analysis of NYSESLAT/ARIS/ELA data for ELL students

\*the academic needs of ELL students

\*scaffolding techniques in reading and writing

\* share resources and discuss some of the differences and challenges that ELL's may face in their classroom.

\*Mrs. Deras gives a beginning of the year professional development session where she is introduced to all staff and techniques and strategies to assist ELL students in their classrooms are presented.

Regular edifying opportunities of communication are provided to staff by means of memos sent to all staff, Network ELL PD's, weekly grade level planning meetings, data meetings every 3<sup>rd</sup> week of the month and Pupil Personnel Secretary meetings where ELL students are the focus of discussion.

When a student is admitted to the NYC school system, parents are actively involved in the decision-making process and included in school events. PS 233 has an open door policy that welcomes the participation of parents. Outside organizations such as IFETAYO provide African dance and drumming to our students with the history of each dance. PAL provides swimming classes to our 2<sup>nd</sup> graders. Ms. Francis, our Parent Coordinator presents workshops during afternoon and evening hours of the week and even on Saturday's, with a parent or staff translator available, to make sure that all parents have an opportunity to participate and be aware of school events, as well as information and resources that are available to them. "Out Reach" services are provided by Mrs. Jones, parent volunteering, Parent Association meetings, Parent News letters, School Web site access, memos, documents are all provided in various languages as needed and PTA involved activities such as graduation activities, fundraising, Student Leadership Teams that give parents an opportunity to be involved in the development of our school and contribute to its climate and culture.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)							0	2	1					3
Intermediate(I)							1		4					5
Advanced (A)							2	3						5

Total	0	0	0	0	0	0	3	5	5	0	0	0	0	13
-------	---	---	---	---	---	---	---	---	---	---	---	---	---	----

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

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	1				1				2

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

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

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

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

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

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

The NY English Language Arts (ELA) State Test taken in April 2010 show that 4 out of our 13 ELL student population is partially meeting learning standards(Level 2), 5 ELL students are not meeting ELA learning standards (Level 1) and 4 ELL students haven't taken the ELA State Test. The May 2010 NY State Math Test shows that 2 out of our 13 ELL students are meeting learning standards(Level 3), 4 are partially meeting standards(Level 2), 5 are not meeting math state standards(Level 1) and 4 students haven't taken the NY Math State Test. The NY State Science State shows that 2 of our ELL students when tested in the 4<sup>th</sup> grade were meeting learning standards with distinction(Level 4), 3 ELL students are meeting standards(Level3), 2 are partially meeting learning standards(Level2) , 1 ELL student is not meeting learning standards(Level 1) and 5 ELL students have not taken the NY Science State test. The NY Social Studies State Test shows that 3 of our 13 ELL students are meeting learning standards, 4 are partially meeting learning standards(Level2), 3 are not meeting standards(Level 1) and 3 has not taken the Social Studies State test in grade 5.

With the combined data of the NYSESLAT, LAB R testing, State Standardized tests in the areas of ELA, Math , Science, and Social Studies, writing samples with finished products produced through the writing workshop model, Acuity testing results, sight word and letter recognition testing, running records, oral quick read testing, and finally analyzing student grades show that a majority of our ELL population struggles in the areas of reading and writing despite their gains in the areas of listening and speaking. It is the Reading and Writing skills that are holding our students back from reaching a level of proficiency. This is especially the case of the ELLs who are at an advanced level. After looking at the LTE scores by modalities, it was prevalent that the reading and writing scores had a tendency to fluctuate causing advanced leveled ESL students to remain at an advanced level. Using the data gathered with strategies that target specific student deficiencies

**Additional Information**

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

and address those needs will ensure that we provide the skills needed in the areas of writing and reading. Strategies that address those needs can be found in programs, used school wide such as ACUIY, Foundations for Phonics, and America's Choice for reading and writing.

## Part VI: LAP Assurances

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

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