



P.S. 235 LENOX SCHOOL

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: P.S. 235 LENOX SCHOOL
ADDRESS: 525 LENOX ROAD
TELEPHONE: 718-773-4869
FAX: 718-773-0048

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*As you develop your school's CEP, this table of contents will be **automatically** updated to reflect the actual page numbers of each section and appendix.*

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331800010235 **SCHOOL NAME:** P.S. 235 Lenox School

SCHOOL ADDRESS: 525 LENOX ROAD, BROOKLYN, NY, 11203

SCHOOL TELEPHONE: 718-773-4869 **FAX:** 718-773-0048

SCHOOL CONTACT PERSON: LISA SOLITARIO **EMAIL ADDRESS:** LSolita@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Carolann Thompson

PRINCIPAL: LISA SOLITARIO

UFT CHAPTER LEADER: Ms. Cynthia Whitley

PARENTS' ASSOCIATION PRESIDENT: Mr. Fred Allman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 18 **CHILDREN FIRST NETWORK (CFN):** ESO - Empowerment Schools Organization

NETWORK LEADER: WILLIAM COLAVITO/ALTHEA SERRANT/Christine Etienne

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
LISA SOLITARIO	Principal	
Carol Thompson	Admin/CSA	
June Davenport	UFT Member	
Maureena Mark	UFT Member	
Keith Frazier	Parent	
Flavia Pryce-Abel	Parent	
Patricia Tesoriero	DC 37 Representative	
Marcia DeRiggs	Parent	
Forbes Lynch	Parent	
Cynthia Whitley	UFT Chapter Leader	
Fred Allman	PA/PTA President or Designated Co-President	

* 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.

□

Public School 235, (The Lenox School) is an elementary-middle school with 1393 students from pre-kindergarten through grade 8 in 60 classes. Public School 235, (The Lenox School) occupies three different buildings some miles apart.

Nineteen of the 45 classes form the Stimulating Outstanding Achievement in Reading (SOAR) enrichment program. The SOAR Program is a well established and community celebrated enrichment program that has been an integral component of P.S. 235 for more than twenty years. Ever evolving, the SOAR Program provides a high quality enhancement program for academically gifted students. Our SOAR Enrichment Program spans from grades Pre-Kindergarten through fifth grade. The SOAR Program is complemented by the Lenox Academy for Gifted Middle School Students in grades six, seven and eight.

Public School 235, has a multicultural population originating from Haiti, Jamaica, Barbados, Guyana, and the Philippines with 95% Black 3% Hispanic, 1% White, and 1% Asian students. The school buses approximately 275 students daily from the main building to The Early Childhood Center and back to the main building at the end of the day. Students in the five grade SOAR Program are also shuttled to the Lenox Academy building on a daily basis. The three fifth grade classes that are housed at the Lenox Academy Site is part of our pre-kindergarten through grade five SOAR program. Students in grades 6-8 travel to attend our middle school site, Lenox Academy. Approximately 300 students are currently attending classes at this building. All classes at P.S. 235, (The Lenox School) are all heterogeneously grouped.

To reduce the impact of a very large school in three buildings, the school has organized itself around mini schools. The first of these mini schools was launched in 1996 and named the Family School. The school is housed on the second floor of the annex attached to the main building and was organized around the theme of communities and citizenship. In 1998, a second cohort of teachers organized and identified their mini school as The School of Mathematics, Science, and Technology. The children in these mini schools usually remain as a unit. These smaller, more nurturing learning environments have been created to support, empower, mentor and instruct youngsters more effectively. Expectations for the students at P.S. 235, (The Lenox School) are high, but attainable.

Our school promotes many activities to provide enrichment to our students. The programs include: Random Acts of Kindness Awareness, Assemblies, Parents as Learning Partner, Writer's Celebrations, and the 4th Grade Science Fair. We pride ourselves on supporting our community by taking part in the following programs: Penny Harvest, City Harvest Can Drive, Coat Drive, Toys for Tots, and ALS Awareness Walk.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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									
School Name:	P.S. 235 Lenox School								
District:	18	DBN #:	18K235	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<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 checked="" type="checkbox"/> 6	<input checked="" type="checkbox"/> 7
	<input checked="" type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	34	34	34		95.4	95.8	TBD		
Kindergarten	140	137	127						
Grade 1	208	184	199	Student Stability - % of Enrollment:					
Grade 2	212	199	178	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	178	211	193		96.8	97.24	TBD		
Grade 4	194	182	210						
Grade 5	170	170	162	Poverty Rate - % of Enrollment:					
Grade 6	83	117	94	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	67	79	108		45.3	40.4	68.4		
Grade 8	101	64	77						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		5	17	TBD		
Grade 12	0	0	0						
Ungraded	0	0	1	Recent Immigrants - Total Number:					
Total	1387	1377	1383	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					3	4	6		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	17	23	24	Principal Suspensions	9	35	TBD		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	14	10	TBD		
Number all others	38	38	38						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants					
# in Transitional Bilingual Classes	0	0	0						

# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	13	16	16	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	1	2	Number of Teachers	83	78	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	17	TBD
				Number of Educational Paraprofessionals	5	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	74.7	76.9	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	59	61.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	83	85	TBD
American Indian or Alaska Native	0.2	0.2	0.1	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	95.7	97.1	TBD
Black or African American	95.3	94.9	94.4				
Hispanic or Latino	2.7	2.7	3				
Asian or Native Hawaiian/Other Pacific Isl.	1.2	1.5	1.4				
White	0.6	0.6	0.7				
Multi-racial							
Male	45.9	45.4	45.5				
Female	54.1	54.6	54.5				
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 type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08		<input type="checkbox"/> 2008-09	<input 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:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	70.8	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	10.8	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	22.6	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	34.4	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ ^{SH} = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

* = 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

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 schools use of resources: last year's school budget, schedule, facility use, class size, etc.

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

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

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Summary of Data Analysis/Findings: Mathematics and ELA

According to the New York State School Report Card, P.S. 235 has made steady gains in the areas of literacy and mathematics. Our students with disabilities subgroup have not made the necessary AYP gain in literacy, but this same subgroup did make the necessary AYP gain in mathematics.

- Staff members in each building work well as a collaborative team.
- An extensive range of well coordinated services successfully supports students in their learning.
- Teachers and faculty use a range of assessments to track the progress of individual students effectively and to revise plans.
- Administration and cabinet work very effectively as a team and have a good understanding of the performance of classes and grades.
- Curriculum mapping with scope and sequence in ELA, Writing, and Math to provide consistency across and within grades.
- High expectations for students and teachers resulting in an increase in standardized test scores.
- Well-developed leveled libraries for differentiation of instruction.
- School report card reflecting marked improvements in student performance.
- Strong ELL program for students and families to make all feel inclusive.
- End of unit Writer's Celebration promoting parental involvement.
- Incorporation of the workshop model in Reading, Writing and Math.
- Proper use of data in identifying areas for improvement in students' work to promote learning.
- Teachers are strongly committed to their students' personal and academic well being, and support them well.
- Through the work and focus of the Inquiry Team, systemic changes were made. These changes include:

-Teachers review data to determine best practices during common preps.

- Teachers differentiate instruction according to the identified needs of the students.
- Parents receive written information on child's progress 3 times a year.
- Implementation of Exemplar Rubrics in grades K-5

Our school's aids:

- Use of a 20 minute time block during the school day to promote individualized academic services on all levels.
- Ability and willingness of teachers to promote school wide initiatives.
- Consideration of students' personal development and its potential impact on their learning.
- A safe, stimulating and supportive atmosphere for the students.
- The collection of a good range of data that has been collated and analyzed providing teachers with good support in planning lessons.
- Ability to create opportunities to mainstream special education students with general education students.
- Staff developers, the Inquiry Team and the administrative staff will continue to meet during the 2010-2011 school year to review and discuss information gleaned from the data that will be continuously collected.
- Data obtained from city-wide, in-house, DRA, ECLAS, conferences, and math test jointly will be used to assess students' progress, set interim goals, and develop instructional strategies.
- Based on needs determined through a survey conducted at the school level, additional professional development workshops will be planned and implemented by the Literacy Team and Mathematics Staff Developers.
- During the 2010-2011 school year, teachers will engage in professional study and study groups designed to expand their knowledge of teaching practices and investigate how children learn by integrating reading, reflecting and collaboration into school life.
- Our school will continue to engage in the following school-wide initiatives:

Curriculum Mapping:

Curriculum Mapping is a means of visually articulating what happens in a classroom. It is a calendar based compilation of the content, skills and assessments that a child experiences at each grade level. A curriculum Map is a tool for short and long term planning. It focuses on assessment and identifies assessment products that are developmentally appropriate at each level and when they are repetitive. It enables teachers to become curriculum editors and designers.

Assessment:

To understand the purpose of assessment as it is used to inform and guide the teaching/learning process in classrooms. Assessment will be designed to measure students' progress based on data driven interim assessments as well as collecting and using multiple sources of information to assess student learning. Teachers will explore the use of variety of assessments to determine what students know and are able to do. Exemplars Rubric will be implemented during the 2008-2009 school year to assess problem solving in mathematics.

Differentiated Instruction:

The goal of differentiation of instruction is to maximize student growth and individual success. Attending to the learning needs of a particular student or small group of students rather than the more typical pattern of teaching the class as though all individuals in it were basically alike. Teachers will collect data, use the collected data to set interim goals and to also differentiate and drive instructions.

Look at Student Work Collaboratively:

Student work provides the data that allow educators to work together to make the best possible decisions for their students. Teachers will collaborate and set protocols to continuously review student work. This effort will allow the teachers the opportunity to

- learn more about an individual child's response to an assignment.
- set standards for all students' performances.
- learn about their own teaching assessment practices.
- hone observational and interpretive skills.

What the school needs to improve:

- Devise a new carefully prioritized whole school plan, based on this vision which includes measurable interim goals.
- Ensure that processes to set measurable goals and timeframes for achieving them are consistent across all phases and buildings.
- Establish a formalized and rigorous process to monitor and evaluate the impact of all plans against goals with clear timescales for this
- Ensure all teachers use data to differentiate instruction to meet the needs of all students and to engage and motivate them to learn.

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.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011 90% of the staff will be using a school-wide rubric incorporating Bloom's Taxonomy in order to assess students' use of higher-level thinking skills allowing us to measure student outcomes in writing. In addition, students will achieve higher level thinking skills aligned with Bloom's Taxonomy.	<input type="checkbox"/> To improve English Language Arts achievement of all students in grades pre-kindergarten through eight, including special education students, students with an I.E.P., economically disadvantaged, major ethnic/racial groups and ELL students, by looking at students work, and assessments; strengthening conferencing techniques during Writing Workshop Units of Study. Instructional staff will familiarize themselves with the Common Core Standards.
<input type="checkbox"/> Independent Reading: 80% of the students' reading levels (Fountas and Pinnell) will increase by at least three (3) reading levels from September to June. Periodic Acuity itemized analysis, in conjunction with DRA and Teacher's College comprehension assessment will be used to measure student progress formal and informal administrative observations of evidence of differentiation of instruction in Reading Workshop.	<input type="checkbox"/> To improve English Language Arts achievement of all students in grades pre-kindergarten through eight including special education students, students with an I.E.P., economically disadvantaged and major ethnic/racial groups and ELL students by looking at student work and assessments; strengthening conferencing techniques during Independent Reading.
<input type="checkbox"/> By June 2011, teachers will be collaborating regularly. A Teacher Learning Community for looking at student work is the desired outcome. While looking at student work, teachers will look not only at trends for strengths and weaknesses, but also at the quality of the task itself. As a result of this work, students will be required to use higher level thinking skills when responding to tasks. Students will successfully self start and work independently of the teacher. Students will apply problem solving strategies and be better able to comprehend, analyze and evaluate problems.	<input type="checkbox"/> To continue to improve Mathematics achievement of all students in grades prekindergarten through eight including general education students, students with and I.E.P., economically disadvantaged and major ethnic/racial groups and ELL students by extending the use of data. Through teacher groups, learning communities and grade conferences teachers will use data to inform best instructional practices. Data will include both formative as well as summative assessments. This year there will be an emphasis on looking at student work. In looking at student work teachers will

	consider rigor and level of cognitive demand of mathematical tasks.
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SECTION VI: ACTION PLAN

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

Subject Area

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> By June 2011 90% of the staff will be using a school-wide rubric incorporating Bloom's Taxonomy in order to assess students' use of higher-level thinking skills allowing us to measure student outcomes in writing. In addition, students will achieve higher level thinking skills aligned with Bloom's Taxonomy.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Independent Reading: 80% of the students' reading levels (Fountas and Pinnell) will increase by at least three (3) reading levels from September to June. Periodic Acuity itemized analysis, in conjunction with DRA and Teacher's College comprehension assessment will be used to measure student progress formal and informal administrative observations of evidence of differentiation of instruction in Reading Workshop.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

Subject Area
(where relevant) : _____

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June 2011, teachers will be collaborating regularly. A Teacher Learning Community for looking at student work is the desired outcome. While looking at student work, teachers will look not only at trends for strengths and weaknesses, but also at the quality of the task</p>
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<p><i>Time-bound.</i></p>	<p>itself. As a result of this work, students will be required to use higher level thinking skills when responding to tasks. Students will successfully self start and wok independently of the teacher. Students will apply problem solving strategies and be better able to comprehend, analyze and evaluate problems.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <i>Include 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>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	

REQUIRED APPENDICES TO THE CEP FOR 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 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must 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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

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	2			
1	17	19	N/A	N/A	4	3		
2	19	15	N/A	N/A	12	2		
3	21	17	N/A	N/A	3	1	11	
4	31	25			3	1	17	
5	30	29			4	13		
6	6	3						
7	9	3						
8	6	15						
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>The Literacy/Plus Extended Day Intervention Program - small group after school ELA Instruction. Daily AIS Period, 25 minutes, small groups or individualized instruction by A.I.S. providers who meet and work daily with targeted students identified as “at risk” or having been retained in grades three or five with a Pupil Individual Plan (P.I.P). Instruction targets strengthening skills in reading and/or math based on the student’s P.I.P. Acuity: Individual Targeted Assessments (ITA) - grade 3-8</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>Acuity: Individually Targeted Assessments (ITA) -grades 3-8 Curriculum Maps - Everyday Day Mathematics Extended Day: Grades 1-5 small group after school math instruction Targeted Mathematics Intervention - grades 1-5 during AIS Push In Program</p>
<p>Science:</p>	<p><input type="checkbox"/> Science and social studies/literacy intervention takes place during the daily 90 minutes comprehensive literacy block and through small group guided sessions and center activities that extend beyond the 90 minutes comprehensive literacy block.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Science and social studies/literacy intervention takes place during the daily 90 minutes comprehensive literacy block and through small group guided sessions and center activities that extend beyond the 90 minutes comprehensive literacy block.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> She facilitates and schedules meetings between parents to resolve conflicts/disputes between children. She also conducts classroom presentations on appropriate social skills and positive peer interaction. She further outreaches to parents for students with attendance problems.</p>
<p>At-risk Services Provided by the School Psychologist:</p>	<p><input type="checkbox"/> She helps teachers establish Functional Behavior Assessments and behavior plans for children demonstrating behavioral difficulties. She provides crisis intervention and counseling in small groups and individual sessions. The Psychologist works with parents and families to help them access both internal and external resources to help their children.</p>

At-risk Services Provided by the Social Worker:	<input type="checkbox"/> During the school day, the social worker provides crisis intervention and brief counseling in both small group and individually. She also provides support for teachers, parental outreach and referrals. She also conducts parent workshops
At-risk Health-related Services:	<input type="checkbox"/> Grades K-5; nurses meet with each diabetic and asthmatic children on an at need basis. Through AIS Health, students develop skills in identifying health related warning signs.

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

NCLB/SED requirement for all schools

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

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

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

- 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 N/A

Non-LEP N/A

Number of Teachers N/A

Other Staff (Specify) N/A

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.

N/A

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.

N/A

Section III. Title III Budget

—

School: N/A

BEDS Code: 331800010235

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	N/A	<input type="checkbox"/> N/A
Purchased services - High quality staff and curriculum development contracts	N/A	<input type="checkbox"/> N/A

Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	N/A	<input type="checkbox"/> N/A
Educational Software (Object Code 199)	N/A	<input type="checkbox"/> N/A
Travel	N/A	<input type="checkbox"/> N/A
Other	N/A	<input type="checkbox"/> N/A
TOTAL	0	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

□

Home Language Identification Surveys (HLIS)

ATS System provides information of the primary language of the students (RHLA)

Parent Coordinator interviews

Informal oral communications with parents and teachers

Attendance at PTA meetings

We continuously meet with the ELL/LEP team to develop and if necessary revise the current plan to ensure that our school is addressing the needs of the Spanish, Haitian Creole, Arabic, and the Bengali parents.

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

□

- The Home Language Identification surveys and teacher/parent input have proven that majority of our school parent population speaks Haitian Creole.
- Other languages spoken by our parents are Spanish, Fulani, Bengali, Arabic, and Haitian Creole.
- We send most parental correspondence in each of the covered languages.
- We offer interpretation services during parent conferences and meeting in most of the covered languages. We download and distribute translated parent notices from the Department of Education website.

Part B: Strategies and Activities

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

□

All parental correspondence (letters, notices, flyers, permission slips, consent forms, and parent handbooks) will be translated by school staff or the Translation and Interpretation Unit from English to the native languages of our school population. P.S. 235 will offer translation for languages that represents our school body; Spanish, Haitian, Creole, Bengali, and Arabic.

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.

□

P.S. 235 will interpret parent orientation/meetings and teacher conferences. The translations will be carried out by staff members, with the assistance of the Translation and Interpretation Unit.

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>.

□

Within 30 days of a student's enrollment, using HLIS (Home Language Identification Survey) and the student emergency card, the parents will state the language, if not English, in order to receive language assistance to communicate with the department. The school will post translated signs in the languages indicating the time and room where the translated versions of the Parent Bill of Rights can be obtained.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	\$1,326,736	\$13,267	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$13,267		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$66,336.80	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$132,673	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
\$1326.70

6. If the percentage of high quality teachers during 2009-2010 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.

P. 235 has set aside Title 1 monies in order to fund tuition costs for courses to ensure that teachers not categorized as highly qualified will become highly qualified. Teachers will attend Professional Development sessions that will hone their skills and provide them with the latest teaching strategies to maintain excellence in teaching.

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

PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT

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

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

Parent Involvement Policy

STATEMENT

Therefore, the parents, staff and community will work collaboratively to ensure that these components are actualized through the appropriate utilization of resources and support systems and the operation of the School Leadership Team.

In order to improve student performance school and home must work cooperatively to support this compact. A primary goal of P.S. 235 is to increase parent involvement that will have a positive impact on student performance.

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

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

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

P.S. 235 HOME / SCHOOL COMPACT

Parent involvement in the school is important. When school and families work together to support learning, students benefit through higher grades, higher test scores, better attendance, more positive attitudes, higher graduation rates, and greater enrollment in post secondary education.

THE HOME		
<p>1. P.S. 235 will provide an academic program That is rigorous and challenging and provide an integrate role models for all students.</p> <p>2. P.S. 235's staff will be positive role models for all students.</p> <p>2. Parents/Guardian at P.S. 235 will volunteer at least ten hours a year to the school.</p> <p>4. Parents/Guardians at P.S. 235 will assist their children with their homework assignments on a regular basis to ensure completeness and accuracy.</p> <p>5. Parents/Guardians at P.S. 235 will participate in parent workshops designed to inform and support parents in order to better assist and support their children at home.</p>	<p>1. Volunteer in the classroom</p> <p>2. Attend Parent Orientations held at the beginning of the school year</p> <p>3. Attend monthly PTA and School Board meetings</p> <p>4. Attend Parent/Teacher Conferences</p> <p>5. Help with PTA Fund Raisers</p> <p>6. Volunteer on school committees – i.e. School Leadership, PTA Executive Board</p>	<p>7. Assist in various school wide events – i.e. Career Day, Community Service Drives, Class "Special Projects"</p> <p>8. Attend parent curriculum workshops in literacy, science, math, and social studies.</p> <p>9. Volunteer as a Learning Leader.</p> <p>10. Volunteer for the Parent Hall Patrol.</p>

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.

Refer to pages 12-17 of the School-Wide Goals and Action Plans. Review will also continue to take place on a bi-weekly with the principal, staff developers, coaches, and inquiry team to discuss the needs of particular students in the broad scope of the entire school. Administrators will continue to work effectively as a team to develop a good understanding of the performance of classes and grades.

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

At P.S. 235 we make every effort to:

- address the needs of all the children in the school, particularly those students who are in a low academic achieving standing, and those students who are at risk of meeting the adequate yearly progress required by the state. We will continue to monitor to evaluate that the implemented school-wide initiatives and/or programs are effective in helping they students obtain measurable gains.
- ensure instruction is differentiated in all curriculum areas to support the achievement of all students throughout the school. Benchmarks have been implemented in throughout the school in order to set rigor in the classroom.
- use periodic assessment data which is evaluated by item skills analysis and teachers use this information to provide specific targeted instruction (TIA) in areas of deficiency or concern using small group instruction and computer assisted/generated assignments such as Acuity.

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.

At P.S. 235:

- We have increased the amount and quality of learning time in all subject areas.
- An AIS/IEP teacher provides at risk intervention services during the day to students in all grades and students who are struggling and are at risk or not making adequate yearly gains.
- Students who scored a Level 1 or 2, including ELLs scoring below proficiency on the NYSESLAT are seen in small groups for individualized delivery of instruction.

- Academic Intervention Services (AIS) personnel provides additional instruction for at risk students.
- During the literacy block, teachers conference with children to help them improve in areas of weakness.

- o Help provide an enriched and accelerated curriculum.

□

Standard based curricula are used throughout the grades

Through differentiation, students are given the opportunity to excel and have access to a variety of additional resources.

□

- o Meet the educational needs of historically underserved populations.

□

Extended Day Program three days a week for at-risk students in grades K-5

AIS Intervention five days a week for at-risk, targeted students.

AIS personnel provide additional instruction for at-risk children in the areas of reading, writing, and mathematics.

□

- o 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.

□

- Guidance services will be used to improve the conflict resolution skills of students.
- Guidance counseling is provided during school hours in a small group or individual setting depending on the needs of the child. The purpose is to assist the students in developing knowledge and understanding of themselves and others to better reach their full potential.

o Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

Every staff member adopts some sort of leadership role in the school, as being part of the school-wide inquiry team. Staff members set professional development goals at the start of each school year. Teachers at P.S. 235 often engage in bi-weekly “Lunch and Learns,” various PD opportunities, and study groups. Teachers receive ongoing Professional Development on a bi-weekly basis.

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.

In the addition to the information from question #3, common preps are incorporated into the prep schedule in order for teachers to collaborate with one another. Intense staff developing is conducted during this time. Staff development can take three different forms: One to one with a coach/staff developer(s), grade wide or school wide. The coaches/staff developers are assigned on a six week cycle to offer assistance with professional development. The administrative team along with coaches and staff developers model lessons, discuss classroom environment, analyze scores and schedule inter-classroom visitations. The prep schedules and extended day affords teachers the opportunity to meet with the staff developers and/or administration to discuss the school-wide initiatives or to discuss current units of study in Reading, Writing, Math, Social Studies, and Science. Principal and Assistant Principal attends professional development sessions held by the Support Network, Executive Leadership Institute, New York City Leadership Academy and other non-DOE conferences.

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

Staff members are expected to engage fully with the school and undergo a rigorous hiring process. We interview teachers that are screened by Human Resource Office.

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

□

The SLT, PTA, and Parent Coordinator, conduct workshops for parents that cover many topics from Reading, Writing, Math, Social Studies, and Science. In addition the school plans to implement workshops to further strengthen parental participation in using the internet to retrieve student achievement data on ARIS

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

□ Our two full day PreKindergarten classes teach the children early literacy, mathematics readiness skills and social skills to prepare them for Kindergarten.

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.

□

All assessments formal and informal including state exams, Grow Report, Acuity, ARIS, running records, conference notes, DRA, ECLAS, are used to drive instruction. Using collaborative assessment and curriculum mapping, we have developed a community lens which enables us to implement best practices in the curriculum utilizing individual accountability and grade wide expectations within the context of school wide goals and support. Through professional development and common planning sessions, teachers are currently working on curriculum mapping and unit planning to develop a curriculum that can best serve the students at P.S. 235. Teachers are now able to differentiate instruction to meet the needs of individual students.

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.

□

In order to identify students who are having difficulty mastering proficient or advanced levels of the academic achievement standards in a timely manner, we adhere to the following protocol

Classroom teachers record and anecdotal records for children in need

Running records are kept up-to-date

Parents are notified

Pupil Intervention Program Services forms are completed and submitted to the PPT Team by the classroom teacher

PPT team meet on a monthly basis to review all forms

Teachers identify those students through standardized tests and teacher assessment

After completing the initial assessment and identifying students, the appropriate Academic Intervention Service is design to match each of those 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.

□

Tax Levy- Classroom Teacher, supplies, equipment

Title 1 – Special Education, Teacher, parent involvement and staff development

Contract for Excellence – Teacher Salary

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 specifically 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, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)

¹**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.

²**Note:** The intent and purposes of the Federal programs indicated on the above chart are as follows:

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

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

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

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website:

<http://schools.nyc.gov/NR/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A:

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.)

As of 11/2/10: Shelter: 4 Temporary Housing: 0 Double-Up: 27

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

- PTA/Parent Coordinator will provide basic school supplies and uniforms when needed.
- Academic Intervention offered as needed - Extended Day 50 minutes 3 times per week.
- Guidance Counselor and Social Worker will provide crisis counseling as needed.
- Selected grade 4 and 5 grade students are encouraged to participate in the round-table discussion during Penny Harvest to discuss community related issues.
- The guidance counselor and parent coordinator provide outreach services to parents of students in Temporary Housing.
- Workshops are provided for parents by the Parent Coordinator.

Part B:

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

CEP RELATED ATTACHMENTS

Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28_18K235_110110-214553.doc

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 CEI/PEA 531	District 18	School Number 235	School Name Janice Marie Knight
Principal Lisa Solitario		Assistant Principal L. Lord , C. Thompson	
Coach Charlene Davis Literacy		Coach Adrienne Wallace Bearak	
Teacher/Subject Area ESL Gina Douglas		Guidance Counselor Constance Johnson	
Teacher/Subject Area type here		Parent Fred Allman	
Teacher/Subject Area type here		Parent Coordinator Aretha Dabney	
Related Service Provider type here		Other type here	
Network Leader type here		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	9

C. School Demographics

Total Number of Students in School	1366	Total Number of ELLs	18	ELLs as Share of Total Student Population (%)	1.32%
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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.

ELL Identification Process

At P.S. 235 possible ELL's are identified by administering the home language identification survey (HLIS) which includes the informal oral interview in English and in their native language. The certified ESL Teacher, Gina Douglas will conduct this. Ms. Douglas will have the student read the story and have simple math facts on the new admits grade level. The HLIS is given in the language of the parent. The students are tested with the revised language Assessment Battery test (LAB-R) within 10 days of entry to P.S. 235. The ESL Teacher, Gina Douglas will hand score the test and the results will determine if the student is proficient in English or needs to attend the free standing pull out English as a Second Language (ESL) Program at P.S. 235 with the ESL Teacher. To evaluate the ELLs annually, the New York State English as a Second Language Achievement Test (NYSESLAT) was administered in the Spring 2010 and according to their results, ELLs will be placed in the ESL Program and the parents choice.

Once a student is identified, the parent must be notified and informed of ELL Programs in a language that they understand and given an opportunity to select a program for their child from one of the three educational programs for ELLs: The Dual Language Program, The Transitional Bilingual Education Program, or the ESL Program. Next, parents are invited to an ELLs orientation to watch a video in their native language regarding their options upon the three choices (Dual Language, Transitional Bilingual, or ESL). An informal oral interview is what we use to interview the student informally. The Spanish LAB should be administered if the Spanish child fails the LAB-R and that is administered by the pedagogue.

The parents complete the Parent Survey and Program Selection form and their child is placed in the requested program. After reviewing the Parent Survey and Program Selection Forms for the past few years the majority of the newly enrolled ELLs parents request the ESL Program. The seven newly enrolled parents selected the ESL Program at P.S. 235. The few parents who request programs not available at our school were offered transfer options. ELLs participating in the Free Standing ESL Program must receive language arts and subject matter instruction in English through the use of specific ESL instructional strategies. It is expected that ELLs achieve proficiency in English within three years. The Parent Survey Forms are put in the students cumulative folder and the ESL Teacher keeps a copy on file.

The Parent Coordinator, Ms. Aretha Dabney, and the ESL Teacher Gina Douglas will give the entitlement letters to the new ELLs parents and then the letters are returned to the ESL Teacher when completed by the parent. The letters are given in the native language of the parent.

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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language (50%:50%)	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Push-In	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	18	Newcomers (ELLs receiving service 0-3 years)	16	Special Education	2
SIFE	4	ELLs receiving service 4-6 years	2	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	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	16	3	0	0	1	2	0	0	0	16
Total	16	3	0	0	1	2	0	0	0	16

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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
TOTAL	0									

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish						2								2
Chinese														0
Russian														0
Bengali	1				1									2
Urdu														0
Arabic			2											2
Haitian	1	1	2	3	2			1						10
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other						2								2
TOTAL	2	1	4	3	3	4	0	1	0	0	0	0	0	18

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.

The LAB-R scores guide the ESL Teacher appropriate instructional placement to support the ELLs with English Language development. At P.S 235, a pull out program is used and the ELLs are grouped by grades. Kindergarten and grade 1 together, grade 2 and grade 3 together and grade 4 and grade 5 together. The ELLs receive the necessary ESL and ELA instructional units as required by Commissioner's Regulations Part 154. The English Proficiency as per score on the NYSESLAT or LAB-R (for new admits): Beginners (B) ELLs must receive 360 minutes per week of ESL instruction. Intermediate (I) ELLs must receive 360 minutes. Advanced (A) ELLs must receive 180 minutes per week of ESL instruction and 180 minutes per week of ELA instruction. All ELLs must receive the required minutes of ESL instruction in "equal daily allotment" as per CR Part 154 Regulations.

The new admits who enter consistently throughout the year into grades k through 5 may come with little or no formal education from their native countries. All ELL students are held to the same high academic standards as the monolingual students at P.S. 235. All students participate in a 120 minute literacy block, which incorporates the components of a balanced literacy program, including read aloud, shared reading, guided reading and the writing workshop. The uniform curriculum in literacy and mathematics is taught to all students and is organized around major concepts/themes that students are expected to learn while developing academic language using ESL strategies. The instructional materials used to support ELL students in all content areas include Everyday Mathematics, NYS Coach Testing Book for grades 3 through 5, Elements of Daily Math for grades 2 through 5, test book that supplements with Everyday Math.

The instructional plan for SIFE is for these students to receive rigorous grade instruction in all content areas taught in English. These students will also attend the extended day program 3 times a week receiving literacy instruction and target mathematics intervention. The ELLs will also receive AIS which provides targeted instruction in listening, speaking, reading, and writing.

The instructional plan for new comers (less than 3 years) is to ensure that they meet the city and state standards. P.S.235 will utilize many different strategies and activities to ensure that ELL students learn their new language. Some strategies include cooperative learning, thematic units, modeling, scaffolding, graphic organizers and differentiated instruction. Materials used: Words Their Way for Phonemic Awareness, Just Right Reading for Comprehension Skills and books on tapes to build oral fluency.

The instructional plan for ELLs receiving service 4 to 6 years are the Extended Day Program 3 days a week and AIS.

The instructional plan for long term ELLs (completed 6 years) will be extended day program three days a week, AIS, targeted instruction allowing the ELLs to receive targeted instruction in Math, ELA, and ESL. Referrals for long term ELLs, summer school and counseling are based on their individual needs and conflict resolution skills.

The instructional plan for ELLs identified as having special needs will receive group or individual counseling based on their individual needs or conflict resolution skills.

The targeted intervention programs for ELLs are phonics and word study through Leap Pads. In the classroom the ELLs work on the Leap Pads to increase their phonetic awareness and word study. This will develop fluency and proficiency.

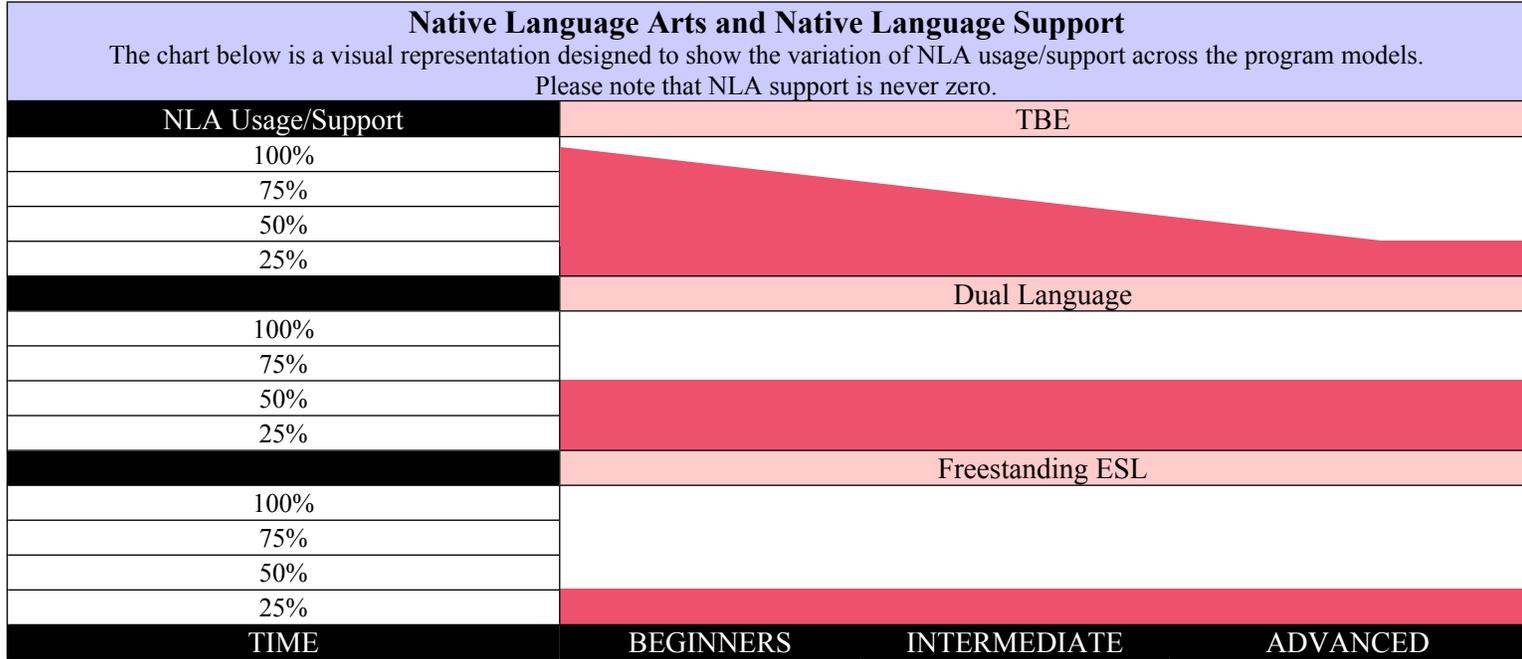
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
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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
FOR TBE /DL PROGRAMS: 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?

We will use multicultural big books for the content areas of social studies to discuss different cultures such as "A Chair for My Mother" and "Dumpling Soup". The plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT is to continue with AIS instruction and Extended Day 3 times a week. Continue with test prep using the NYSESLAT test preparation books. We will incorporate more technology such as Leap Pad for early intervention for phonics and word study. All the programs of our ELLs will be used nothing will be discontinued. All ELLs are invited to participate in all programs like the monolingual population. Native language support is used in the ESL program by the staff that speak the language of the ELLs. All services are provided for ELLs on grade levels such as guidance, speech and SETTS. There is no assistance for newly enrolled ELLs before the beginning for the school year. The ELLs are offered English as a second language, there are no other language programs in this school.

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.

Professional Development and Support for School Staff

The professional development plans are designed to promote high levels of academic achievement while integrating second language instruction. Professional development workshops are conducted outside the school. The ESL teacher attends these meetings on a monthly basis.

The 7.5 hours of ESL mandated professional development will be fulfilled for all staff. The ESL Teacher will articulate on how to bring the ELLs to fluency and proficiency in English through the use of a weekly articulation sheet and meetings.

The support the ELLs have as they transition from P.S. 235 to the middle schools are to have meetings with the guidance counselor to discuss with the ELLs about different types of middle schools, programs and activities. There will be meetings with parents about the middle schools. ELLs will make a walk through to the middle schools to become familiarized with school procedures, settings

and expectations.

E. Parental Involvement

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

At P.S. 235 we increase parental participation in various school activities and make parents partners in the educational process.

Parents are involved on various comities including Parent Teacher Association, School Leadership Team and the Parent Advisory Council. Parents are encouraged to participate in school activities, assemblies and field trips. All parent correspondence including letter, flyers and other communications are translated into a variety of languages spoken by our multilingual families. Translators are available for languages such as Arabic.

All parents of ELLs are invited to participate in a Meet the Staff Night, Welcome Back to School and Curriculum Night during the month of September. At this time, ELL parents are informed about school expectations, assessments, city/state standards and the ESL Program.

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)	2	1	2	0	3	1	0	0	0	0	0	0	0	9
Intermediate(I)	0	0	2	3	0	3	0	0	0	0	0	0	0	8
Advanced (A)	0	0	0	0	0	0	0	1	0	0	0	0	0	1
Total	2	1	4	3	3	4	0	1	0	0	0	0	0	18

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

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

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

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

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

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

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

After reviewing and analyzing the assessment data, at P.S. 235, the early childhood program uses hands on developmentally appropriate activities to promote and reinforce literacy skills, math skills and scientific exploration. The early childhood ELLs are assessed with ECLAS-2, Fountas and Pinnell and DRA. These assessment tools measure the early childhood ELLs and provide information on their literacy and their math skills for continued class instruction in English.

The data patterns across NYSESLAT modalities reading/writing and listening/speaking indicates that the incoming ELLs- majority of them score at the beginning level. As the ELLs move to the next grade, the number of beginners decline. The numbers of Intermediate ELLs and Advanced ELLs begin to increase. The test results show the students are developing listening and speaking skills faster than their reading and writing skills.

The Extended Day Program 3 days a week will provide additional instruction in reading and writing skills for the ELLs to reach proficiency in English.

The Periodic Assessment Test given to the ELLs twice during the year in listening, writing and reading will help the ELLs become proficient in English.

The programs at P.S. 235 are successful since many of the ELLs are progressing on their assessments. The ESL Teacher and the Classroom Teacher are noticing this from the Predictive Test since many of the ELLs are improving in their scores. On the City and State Standardized Test many of the ELLs are improving in their scores also. The NYSESLAT Assessment some of the ELLs have become proficient and no longer need ESL services.

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.

The ELLs are included in all programs offered in our school. There is Extended Day which consists of Literacy and Math instruction 3 days a week. The ELLs are using technology to enhance their learning experience and develop reading skills in grade 3 through 5, to build fluency and word recognition.

In the push in AIS program, the students are building their fluency and proficiency working on the computers. The ELLs are using technology to enhance their learning experiences and develop reading skills in grade 3 through grade 5.

After the ELLs have taken the formative Acuity ELA ITA test, the ESL Teacher uses the data to create acuity assignments for the children to work on to help them with instruction and test taking. The data is also used to identify areas of need and then provide specific targeted instruction to build these week areas.

The ELLs are given a periodic assessment test twice a year to prepare them and help them in the areas of listening, writing and reading. Scores can be viewed online for the ESL Teacher to plan lessons on the targeted weak areas.

The ELLs progress is shared and monitored with the classroom teacher through articulation and the classroom teachers by monthly running records.

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		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 235 Lenox School					
District:	18	DBN:	18K235	School		331800010235

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	34	34	34		95.4	95.8	95.4
Kindergarten	137	127	121				
Grade 1	184	199	165	Student Stability - % of Enrollment:			
Grade 2	199	178	194	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	211	193	174		96.8	97.2	97.4
Grade 4	182	210	189				
Grade 5	170	162	184	Poverty Rate - % of Enrollment:			
Grade 6	117	94	87	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	79	108	93		45.3	68.4	75.3
Grade 8	64	77	104				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		5	17	20
Grade 12	0	0	0				
Ungraded	0	1	1	Recent Immigrants - Total Number:			
Total	1377	1383	1346	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	4	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	23	24	31	Principal Suspensions	9	35	29
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Superintendent Suspensions	14	10	12
Number all others	38	38	35				

These students are included in the enrollment information above.

English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

Number of Staff - Includes all full-time staff:							
<i>(As of October 31)</i>	2007-08	2008-09	2009-10				
# receiving ESL services only	16	16	TBD	Number of Teachers	83	78	80
# ELLs with IEPs	1	2	TBD	Number of Administrators and Other Professionals	14	17	11
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	5	3	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	98.7
				% more than 2 years teaching in this school	74.7	76.9	82.5
				% more than 5 years teaching anywhere	59.0	61.5	76.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	83.0	85.0	85.0
American Indian or Alaska Native	0.2	0.1	0.3	% core classes taught by "highly qualified" teachers	95.7	97.1	94.4
Black or African American	94.9	94.4	94.6				
Hispanic or Latino	2.7	3.0	3.1				
Asian or Native Hawaiian/Other Pacific	1.5	1.4	1.5				
White	0.6	0.7	0.5				
Male	45.4	45.5	44.9				
Female	54.6	54.5	55.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

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					
Student groups making	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					NR
Overall Score:	50.2	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	14.5	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	25.7						
<i>(Comprises 60% of the</i>							
Additional Credit:	2						

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

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

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 18K235

All Title I SWP 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:		1,326,736	1,326,736
2. Enter the anticipated 1% set-aside for Parent Involvement:		13,267	13,267
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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.

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

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

3. Instruction by highly qualified staff.

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

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

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

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

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

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

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

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, or Local)</i>	Program Funds Are "Conceptually" ¹ 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 ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal			X			
Title I, Part A (ARRA)	Federal	X			1,313,469	X	20-21
Title II, Part A	Federal	X			377,415	X	20-21

¹ **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.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

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

Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local	X			4,974,805		