



P.S. 236 MILL BASIN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 236 MILL BASIN
ADDRESS: 6302 AVENUE U
TELEPHONE: 718-444-6969
FAX: 718-241-6630

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 332200010236 **SCHOOL NAME:** P.S. 236 Mill Basin

SCHOOL ADDRESS: 6302 AVENUE U, BROOKLYN, NY, 11234

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

SCHOOL CONTACT PERSON: Mary Theresa Nelson **EMAIL ADDRESS:** mnelson@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Donna Lore

PRINCIPAL: Mary Theresa Nelson

UFT CHAPTER LEADER: Estra Einhorn

PARENTS' ASSOCIATION PRESIDENT: Josie Duqmaque

STUDENT REPRESENTATIVE:
(Required for high schools) None

DISTRICT AND NETWORK INFORMATION

DISTRICT: 22 **CHILDREN FIRST NETWORK (CFN):** CFN 602

NETWORK LEADER: JULIA BOVE/Jose V. De La Cruz

SUPERINTENDENT: Linda Waite

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/ronlyres/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
Joni Southard	Admin/CSA	
Mary Theresa Nelson	Principal	

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

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

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

Our students will be prepared to become productive members of the larger community.

We applaud all members of the school community for their contributions in making our school the outstanding school that it is.

Students participate in a minimum of a 90 minute block daily participating in Shared Reading and Writing, Guided Reading and Writing, Independent Reading, word work and conferencing. There is also a "Book of the Month" Initiative where everyone in our school reads a common book each month. Its stringent questioning is carefully aligned to the new math standards and new State exams.

Students use computers for enrichment and remediation using various software and web based program such as I-Zone and Skills Tutor but also use computers to create animation, claymation and flash as a part of our Arts partnership with Puppetry in Practice. Students in grades 3 and 4 participate in the LEGO program where computers are used to research and create inventions culminating in a LEGO Exhibition at the end of each school year. Students are also taught to safely navigate the world wide web and do so each day to answer questions they may have and to conduct research. Classrooms will be equipped with Smartboards in 2010-2011 and our upper grades are partaking in the IZone grant allocating each student in grades 3 and 5 to work collaboratively on netbooks aligning core curriculum with standards and computer technology.

Students receive general music instruction from a licensed music teacher in grades Pre-K through grade 1. Students in grade 3-5 participate in our school's chorus and in the Music Memory program. Music Memory teams compete yearly at a citywide competition. P.S. 236 has placed either second or third overall over each of the past six years. Puppetry in Practice is provided to grades 3 and 5 through a grant from Councilman Lew Fiddler.

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

Students receive enrichment instruction in these classes and are encouraged to reach the highest heights academically.

The entire school is working to provide a well round 21Century readiness education for all students. We are gradually adopting the Core Standards and in the process of alignment and mapping out of curriculum subject areas.

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. 236 Mill Basin								
District:		22	DBN #:		22K236	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 type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
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		36	36	36			94.8	95.1	TBD	
Kindergarten		109	108	82						
Grade 1		72	111	117	Student Stability - % of Enrollment:					
Grade 2		105	79	110	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		89	103	84			96.9	97.81	TBD	
Grade 4		99	92	110						
Grade 5		103	100	90	Poverty Rate - % of Enrollment:					
Grade 6		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 7		0	0	0			24.9	27.8	39.8	
Grade 8		0	0	0						
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			1	4	TBD	
Grade 12		0	0	0						
Ungraded		5	2	1	Recent Immigrants - Total Number:					
Total		618	631	630	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
							0	0	1	
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		11	12	11	Principal Suspensions		2	0	TBD	
# in Collaborative Team Teaching (CTT) Classes		33	48	45	Superintendent Suspensions		1	0	TBD	
Number all others		30	27	29						
<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	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
English Language Learners (ELL) Enrollment: (BESIS Survey)					CTE Program Participants		0	0	0	
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	Early College HS Participants		0	0	0	
# 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	30	34	32	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	0	0	7	Number of Teachers	45	43	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	15	TBD
				Number of Educational Paraprofessionals	10	7	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	80	83.7	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	71.1	74.4	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	91	91	TBD
American Indian or Alaska Native	0	0	0.2	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.1	96.8	TBD
Black or African American	24	24.4	24				
Hispanic or Latino	7	7.3	6.8				
Asian or Native Hawaiian/Other Pacific Isl.	5.5	4.3	4.4				
White	63.6	64	63.3				
Multi-racial							
Male	49.2	50.7	51.6				
Female	50.8	49.3	48.4				
2009-10 TITLE I STATUS							
<input type="checkbox"/> Title I Schoolwide Program (SWP)		<input checked="" 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	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	B	Overall Evaluation:	
Overall Score	62.4	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	8.7	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	20.9	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	30.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	2.3	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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NEEDS ASSESSMENT STUDENT PERFORMANCE TRENDS

Looking over the Progress Report and Quality Review, it has been noted that student performance does not demonstrate student progress. Students reach a level 3 and 4 in both Math. and ELA and do not move ahead.

The greatest accomplishment over the past few years, is two-fold. One the students are high performing and have kept this level of performance, but not a level of progress. The second is that PS 236 is included in the I-Zone pilot program in grades 3 and 5. This pilot has assisted the school community in the area of student progress, because the program follows an individual learning path. This is a significant aid to the education of the students. PS 236 has also become a Title 1 school, which has been instrumental in assisting us in creating AIS positions in order to help move instruction. We will continue to work with student progress in both small group instruction and whole class.

Percentage of students at Levels 3/4: We are at 70.0% on the way from the lowest (52.2%) to the highest (95.0%) relative to our Peer Horizon and 95.3% on the way relative to the City Horizon. Student Progress for English Language Arts indicates the following:

- 1 year of Progress: 58.4% of students made at least one year of progress on the ELA test in 2009, which is 48.8% of the way from the lowest (46.0%) to the highest (71.4%) score relative to our Peer Horizon and 49.1% of the way relative to the City Horizon.
- Average Change in Proficiency: -0.01 is our average change in student proficiency, which is 52.2% of the way from the lowest (-0.13) to the highest 0.10 score relative to our Peer Horizon and 70% of the way relative to the City Horizon.
- Average Change in Lowest 1/3 students: 0.43 is our average change in proficiency in our lowest 1/3 students, which is 54.5% of the way from the lowest (0.25) to the highest (0.58) score relative to our Peer Horizon and 79.4% of the way relative to our City Horizon.

Student Progress for Math indicates the following:

- Average Change in Proficiency: -0.03 is our average change in student proficiency which is 31.8% of the way from the lowest (-0.10) to the highest (0.12) score relative to our Peer Horizon and 52.9% of the way relative to our City Horizon.
- Average Change in lowest 1/3 students: P.S. 236 does not have a large enough sub group in this category to have any data in place.

We also did not have any students in the category for lowest 1/3 students citywide in Math due to their outstanding performance in 2008.

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

TWO YEAR PERFORMANCE TRENDS 2007-2008.

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

The 4% of students who scored at level 1 (1%) and level 2 (3%) in 2008 will be carefully monitored and appropriate modifications to teaching and learning will continue to be put into place to better address the needs of all students.

THREE YEAR TREND OF ANALYSIS OF PERFORMANCE

lv 3	lv 4	TOTAL 3/4	
12.3	61.7	24.3	86.0
12.4	63.4	23.8	87.2
7.8	67.0	23.8	90.8

Students scoring at level 4 have decreased from 24.3% in 2007 to 23.8 in 2009. Additionally, the percentage of all tested students at levels 1 and 2 decreased from 14.0% in 2007 to 9.2% in 2009. The decrease in level 4 students will have us accelerate our initiatives so that these students may score at level 4 in increased numbers. Student decrease in scoring at levels 1 and 2 will be maintained by continuing activities and programs that strengthen the skills of these students.

MATH—All Tested Students—in percentages

lv 2	lv 3	lv 4	TOTAL-3/4
4.7	43.6	51.3	95
1.7	38.6	59.7	98.3

1.0 44.4 54.3 98.6

Students testing at levels 3 and 4 have increased by 3.6%. Students performing at level 4 increased in 2008 from 2007 but then decreased from 2008 to 2009. We will accelerate our initiatives in having our students move from levels 3 to 4 as well as continue our activities so that students do not slip into the level 1 or 2 range.

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

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

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

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

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

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

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

GREATEST ACCOMPLISHMENTS

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

Grades of "A" on the 2006-07 and 2007-08 Annual Progress Report

Grades of "Well Developed" on School Quality Review for 2006-07 and 2007-08.

New computers purchased for school by Councilman funding in early 2008 and 2009

New York State Council for the Arts grant in partnership with Puppet in Practice, 2008 and

Technology rich school—computers with Internet access in every classroom used daily

Movement of students in self contained Special Education class on standardized tests

Dress code implemented in September 2008 for students

AIDS TO CONTINUOUS IMPROVEMENT

- In this way, teaching and learning is differentiated for students so that they may rise to the high level of expectation in place for them. Teachers will again be trained again this year in looking at data even more closely using the ARIS program.

Programs such as Functions, Lexical and Headsprouts are in place for our children who need additional assistance. EGCSR funding is used to lower class size in the Early Childhood grades so that our students receive more individualized instruction and an excellent foundation for their future education. A full time ELL teacher is in place to work with our growing population. There is one Collaborative Team Teaching classroom on each grade, K – 5 and one 3/4/5 bridge self-contained class.

- It is a warm and welcoming environment for students encouraging reading.

In addition, classroom activities and writing come out of the common book experience.

- Also, students need to continue to refer to text to find details and to make inferences as well as increase stamina in reading. In this way, student performance on the ELA will increase as well as the number of students making progress. This is a trend we are seeing and are working to improve.

- Student problem solving work has been carefully studied to see commonalities so that information can be shared with classroom teachers. In addition, students who are studied take individually developed Acuity tests and Scantron performance tests to see areas of strengths and weaknesses.
- During the 2009-10 school year, math will continue to be studied along with vocabulary development in ELA as a part of the work of the Inquiry Team.

Goals are reviewed monthly to see if students have met or are on their way to meeting their individual goals.

BARRIERS TO SCHOOL'S CONTINUOUS ACHEIVEMENT

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

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

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

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 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"/> Goal #1. <input type="checkbox"/> By June 2011, the performance level for all 1,2 and 3 students will rise by 5%.The teachers will also monitor the students' progress through benchmarks, periodic assessment, and teacher observation, in order to note if the students are near achievement of the goal.	<input type="checkbox"/> <input type="checkbox"/> Goal #2. The performance level of the ELL students will rise 5 % as indicated on the Spring scores of the NYSELAT. The teachers will incorporate ELL strategies into daily instruction, and also students will receive instruction from the ESL teacher, according to performance on the Fall NYSELAT.
<input type="checkbox"/> Goal #2. <input type="checkbox"/> By June 2011, the students in the ELL subgroup will demonstrate progress achieving state standards as evidence by a 5% increase in students in the ELL subgroup moving up at least one level as evidenced on the NYSSELAT.	<input type="checkbox"/> After conducting our needs assessment the SLT determined that after 45% of students moved up a level in 2009. The SLT determined that raising the level of performance as well as performance level should be a school goal.
<input type="checkbox"/> <input type="checkbox"/> Goal #3 Students will have selected goals in all subject areas, as a roadmap for their learning.	<input type="checkbox"/> After conducting our needs assessment, it was found that further work needed to be done in differentiating instruction for students. By setting goals, each student will have an individualized plan of action for enduring that students meet state standards and make a year's progress. Also with the addition of I-Zone the teachers will have the tools to further incorporate differentiation of instruction. The students growth will be measured through teacher made test, Acuity, and informal assessment. By June 2011 all students will have identified their goals,and 50% will have met their goals, as indicated on the Progress reports.
<input type="checkbox"/> Goal #4. <input type="checkbox"/> The I-Zone Pilot program in	<input type="checkbox"/> After conducting our needs assessment, it was found that many students do not have a basic working knowledge of facts that all citizens should know. The SLT determined that students will have more exposure to social studies non-fiction

<p>grades 3 and 5 in the areas of ELA and math will assist with the differentiation of instruction. All grade 3 and 5 students will work with technology on tasks designed to the individual child's strengths and weaknesses. The program will provide hard-data for the teachers as well as the administrative team to anyalasis on a monthly basis.</p>	<p>literature as well as an answer a factual question daily. In that way, student vocabulary is increased as well as their skills in finding information using resources. Students progress using I-Zone will be measured monthly in the I-zone data collection. Also growth will be measured by a 5% increase in the scores of the Spring ELA and Math. test.</p>
<p><input type="checkbox"/> Goal #5.</p> <p><input type="checkbox"/>By June 2011, additional academic rigor will be a part of every classroom at P.S. 236, which in turn will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA and 1% increase on the NYS Math assessments.</p>	<p><input type="checkbox"/>After conducting our needs assessment, it was felt that while students performed very well as whole on state assessments, individual student progress was lacking. Through teacher observations as well as looking at student work, teachers will be guided in how to bring additional academic rigor to all lessons so that students will make at least a year's progress on all tests as evidenced on the Progress Report.</p>

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

English Language Arts

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> Goal #1.</p> <p><input type="checkbox"/> By June 2011, the performance level for all 1,2 and 3 students will rise by 5%. The teachers will also monitor the students' progress through benchmarks, periodic assessment, and teacher observation, in order to note if the students are near achievement of the goal.</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><input type="checkbox"/> Teachers will establish goals for each student in order for them to make at least year's progress on the ELA. Professional Development will be given on a weekly basis by members of the Inquiry Team.</p> <p>Parents were invited to ARIS parent Link training to learn about this process as well as to be given links to assist their child.</p> <p>Teachers will review data every other week to see if students are improving in their performance and making progress.</p> <p>Student weaknesses as a school will be focused on in planning instruction.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Funding Sources: Fair Student Funding (tax levy) for teacher funding during the school day as well as materials. C4E funds pays for the Literacy Staff Developer reading pd.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Initial indicator September 2010: Students will be given performance indicators as well as a study of student data will take place to create an awareness of student needs. Goals will be written for individual students.</p> <p>Midterm: Teachers will be asked to share information about student performance on summative and formative assessments as well as status of student goal attainment.</p> <p>End term: Re-evaluation of the process using multiple data sources to evaluate students.</p>

Subject Area (where relevant) : ELL

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #2.</p> <p><input type="checkbox"/> By June 2011, the students in the ELL subgroup will demonstrate progress achieving state standards as evidenced by a 5% increase in students in the ELL subgroup moving up at least one level as evidenced on the NYSSELAT.</p>
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<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><input type="checkbox"/> A full time ELL teacher will work with students incorporating content area instruction from September 2010 – June 2011.</p> <p>Parents will be invited to attend an information session to learn how they can assist their child</p> <p>An after school program will take place for ELL students so that their performance and progress are improved.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include 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><input type="checkbox"/> Fair Student Funding 1.0 ELL teacher and materials and Title 1 Funding will be used.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> An improvement of at least one performance level on the 2011 NYSESLAT by 5% of the ELL subgroup.</p> <p>Initial indicator September 2009: Students were given performance indicators as well as a study of student data took place to create an awareness of student needs. Goals were written for individual students. In addition, new students were administered the LAB-R assessment and a needs assessment was developed based on the results. Data from ARIS was studied as well.</p> <p>Midterm: The ELL teacher will be asked to share information about student performance on summative and formative assessments as well as status of student goal attainment.</p> <p>End term: Re-evaluation of the process using multiple data sources to evaluate students.</p>

**Subject Area
(where relevant) :**

Goal Setting

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Goal #3</p> <p>Students will have selected goals in all subject areas, as a roadmap for their learning.</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><input type="checkbox"/></p> <p>Teachers will be provided with Professional Development time in their schedule to write goals as well as to follow up in seeing that students are meeting or approaching the meeting of goals. PD is provided by members of the school's Inquiry Team.</p> <p>In addition, teachers will view ARIS frequently so that they may view data and continually study if students are meeting or striving toward meeting goals.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p>C4E allocations for Literacy Staff Developer heading PD. Fair Student Funding (Tax Levy) provides the materials and staff to do this work during the school day.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Student progress and performance is increased on all NYS assessments in 2011. All tested group: ELA – 5% Math – 1% Science – 2%</p> <p>Initial Indicator, September 2010: Teachers used ARIS data along with performance indicators given by the school to see where students were at and created goals accordingly.</p> <p>Midterm: Teachers will review goals set and, based on formative and summative assessments results see if students are striving towards and/or meeting their goals. New ones will be established when the first set are met.</p> <p>End-term: Teachers will review goals in place and, based on the results of the state</p>

	assessments as well as other formative and summative assessments, will see if the goals have been met. Teachers will confer with future teachers so that goals can be carried forward.
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**Subject Area
(where relevant) :**

Social Studies

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #4.</p> <p><input type="checkbox"/> The I-Zone Pilot program in grades 3 and 5 in the areas of ELA and math will assist with the differentiation of instruction. All grade 3 and 5 students will work with technology on tasks designed to the individual child's strengths and weaknesses. The program will provide hard-data for the teachers as well as the administrative team to any analysis on a monthly basis.</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><input type="checkbox"/> Increased Social Studies non-fiction literature will be introduced to students during Literacy block and core curriculum program initiated in grade 5 through professional development given by Literacy Staff Developer.</p> <p>There will be a focus on the study of Document Based Materials. Web based programs Renzulli, World Book and Discovery Education will be utilized with students which have a strong Social Studies component.</p> <p>A Question of the Day that is Social Studies related asked of all students daily with time given to research answer by teachers.</p>

<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/> Fair Student Funding (tax levy) – teachers, books, materials C4E Funding – Literacy Staff Developer</p> <p>NYSTL Software funding – software/web based programs</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> There will be an increase of 2% in student performance on 5th grade NYS Social Studies test in 2009 and a 5% increase in student performance and progress on NYS ELA test for grades 3, 4 and 5 in 2010.</p> <p>Initial Indicator, September 2009: Teachers conducted initial assessments using progress indicators to identify students’ strengths and weaknesses in this area.</p> <p>Midterm: Students will have utilized the programs and materials in the action plan. Results of Acuity along with other informative and summative assessments will be utilized to acquire data to see if students are making progress.</p>

Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Goal #5.</p> <p><input type="checkbox"/> By June 2011, additional academic rigor will be a part of every classroom at P.S. 236, which in turn will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring at levels 3 and 4 on the NYS ELA and 1% increase on the NYS Math assessments.</p>
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<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><input type="checkbox"/></p> <p><input type="checkbox"/> Though teacher observation by Principal, Assistant Principal and Literacy Staff Developer looking at student work, teachers will be guided on where to insert more academic rigor in both lesson planning and implementation across all subject areas.</p> <p>A new vocabulary program has been implemented entitled "Wordly Wise". which makes use of both traditional and on-line methods of increasing student vocabulary and rigor.</p> <p>Professional development at monthly faculty conference, weekly grade meetings and Professional Development days twice yearly headed by Principal, Assistant Principal and Literacy Staff Developer.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <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><input type="checkbox"/></p> <p><input type="checkbox"/> Fair Student Funding: teacher and staff salaries, books, materials.</p> <p>C4E funding: Literacy staff develop</p> <p>NYSTL software funding- software and web-based.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Increased performance and progress on all NYS assessments in 2011.</p> <p>Initial Indicators, September 2010: Teachers will use ARIS data along with predictor given by the school to assess where students are and plan instruction accordingly.</p> <p>Midterm: Teachers will assess through Acuity and through other measurement the students will make.</p> <p>End-term: Students will make a 5% increase in their performance and progress on the NYS ELA . Students will make a 1% increase in their performance and progress on the Math; 2% in Science. <input type="checkbox"/></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	16	16	N/A	N/A	8	8	8	
1	40	40	N/A	N/A	10	10	10	
2	50	50	N/A	N/A	5	5	5	
3	40	40	N/A	N/A	2	2	2	
4	15	15	92	15	8	8	7	1
5	21	21	21	21	11	11	9	
6								
7								
8								
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"/> Programs during the school day include Wilson Reading program for students in Grades 4 and 5, and Foundations for students in Kindergarten through 3rd Grade. Additionally, students used SRA Kits, Lexia, Headsprouts and Soliloquy. In the upper grades, the Kaplan Essentials and Keys program was used as well as assistance from Scantron and Acuity. One-to-one tutoring sessions as well as small group and whole class instruction was implemented. These programs were covered during the extended school sessions and throughout the school day during normal operational hours.</p>
<p>Mathematics:</p>	<p><input type="checkbox"/> Programs used included SRA kits, Kaplan Essentials and Keys programs, materials from Curriculum Associates, Options and Rally Education as well as review/practice on-line materials from Acuity and Scantron. Our math program is enVision which has an AIS component, including on-line support, Smartboard usage and extensive use of manipulatives. Instruction was provided by AIS instructors using the push-in and pull-out model for services rendered during normal operational school hours. Small group instruction was provided for the extended day program.</p>
<p>Science:</p>	<p><input type="checkbox"/> In order to meet the AIS needs of our students, it was programmed that all 3rd and 4th grade students would receive double periods of additional science instruction per week. These supplemental periods were devoted to FOSS kit instruction (in addition to classroom instruction). Additional services included SRA kits and Measuring Up to the NY State Standards in Science program. For small group instruction using these materials, instruction was also provided during the extended school day sessions.</p>
<p>Social Studies:</p>	<p><input type="checkbox"/> Programs used included NYS Social Studies Rehearsal by Rally Education, Mastering New York Social Studies Test and supplemental DBQ materials as provided by Scott Foresman. Additional periods of instruction were provided to grade 5 via an AIS instructor by using literacy in the content area and incorporating skills from Wilson methodology with social studies content. Small group instruction was implemented. These programs were covered during the extended day school sessions and normal school hours.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/> Particular students are being seen due to situations that warrant counseling including those students who scored at level 1 and 2 on the previous year's standardized testing.</p>

At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> Particular students are being seen due to situations that warrant counseling including those students who scored at level 1 and 2 on the previous year's standardized testing.
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Particular students are being seen due to situations that warrant counseling including those students who scored at level 1 and 2 on the previous year's standardized testing.
At-risk Health-related Services:	<input type="checkbox"/> Student is receiving health related service AIS due to extensive surgeries that require attention.

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)

K - 5

Number of Students to be Served:

LEP 33

Non-LEP 0

Number of Teachers 3

Other Staff (Specify) 1 administrator

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.

We anticipate having a program that would address our ELL students' needs on Tuesdays and Thursdays from 3:00 to 5:00 for 9 weeks. Enrollment is open to all ESL students, under the direction of the ESL instructor, with the assistance of two common-branch instructors, one of which will work on the technology component of the program. The ESL instructor will follow a program in which she is able to rotate her direct instruction every 40 minutes among the three groups of students. Our upper grade students' instruction will have an emphasis on the reading/writing workshop model and review strategies such as main ideas, context clues, sequencing, details, vocabulary building, etc., as it pertains to Science, Social Studies and ELA. The technology component of this program will allow students to develop their fluency, competency and acquisition by exposure to games and activities such as cartooning, karaoke, finger play and other center-based activities. Should there be available seats in this program, it will be opened to former ELLs based on their needs and academic progress.

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.

The professional development sessions will be held after school, on Wednesday, so as to not interfere with the student sessions.

Section III. Title III Budget

School: **PS 236**
 BEDS Code: **332200010236**

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)	\$8,600.00	<input type="checkbox"/> 120 hours of per session for teachers and 40 hours of administration supervisory for a 10-week after-school program on

- Per session - Per diem		Tuesdays and Thursdays from 3:00 to 5:00. Additionally 7 hours of professional development and planning will be allotted to the teacher teams and supervision for proper coordination and implementation of this program.
Purchased services - High quality staff and curriculum development contracts	\$1,400.00	<input type="checkbox"/> Please see description above.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$1,500.00	<input type="checkbox"/> Journey Into Reading for Grades 3 - 5; Classroom Sets of Evan Moore's Stories to Read, Words to Know for Grades K -2; additional head sets for Software Program.
Educational Software (Object Code 199)	\$3,500.00	<input type="checkbox"/> Tell Me More Language Learning Software - Site Licensing.
Travel	\$0	<input type="checkbox"/> not applicable.
Other	\$0	<input type="checkbox"/> not applicable
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.

□

The school submits to the translation department several weeks in advance, all communications so that they can be transcribed to the identified, necessary languages. The school monitored the attendance response at these events among our parents to determine how many foreign language speaking parents attended. Since the attendance had increased, we determined that the translation services were successful. The school will continue to translate all home correspondence based on these results.

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

Chinese – Cantonese – 1	Urdu - 4	Haitian Creole – 5	Arabic - 3
Hebrew - 6	Spanish - 11	Russian - 43	Polish - 1
Portuguese – 2	French - 3	Punjabi - 2	

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

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

□

The majority of our parental population not speaking English speak Russian, Spanish, Haitian Creole, Urdu and Hebrew. We will be providing test preparation materials in those main languages as well as other parent workshops conducted by the Parent Coordinator in conjunction with the ESL instructor and translators. Thus, we will target more parents who will be able to help their children at home.

Part B: Strategies and Activities

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

□

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

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

□

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

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

□

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

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	First year as Title 1 therefore we are getting ARRA funds.	\$310,791.	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$300.		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$1,500.	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$3,100.	*	

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 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.

The descriptions are on pages 27-34.

* Federal waiver granted; additional set-asiders 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.

Section I: Title I Parent involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 236 (in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act), is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 236’s policy is designed to keep parents informed by actively involving them in planning and decision making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association and Title I Parent Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 236 will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g. literacy, math and use of technology);
2. Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
4. Providing assistance to parents in understanding City, State and Federal standards and assessments;
5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

P.S. 236 Parent involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 236 Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association, as well as parent members of the School Leadership Team were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, P.S. 236 will:

- Actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact.
- Engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills.
- Ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact.
- Support school-level committees that include parents who are members of the School Leadership Team, the Parent Association and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- Maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office For Family Engagement and Advocacy (OFEA).
- Conduct parent workshops with topics that may include: parenting skills, understanding education accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parent's capacity to help their children at home;
- Provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- Host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1119 and other applicable sections under the No Child Left Behind Act;
- Schedule additional parent meetings, (e.g. quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- Translate all critical school documents and provide interpretation during meetings and events as needed; and

- Conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help.

P.S. 236 will further encourage school-level parental involvement by:

- Holding an annual Title I Parent Curriculum Conference;
- Hosting educational family events/activities during Open School Week and throughout the school year;
- Encouraging meaningful parent participation on School Leadership Teams, Parent Association and Title I Parent Advisory Council;
- Supporting or hosting OFEA District Family Day Events;
- Establishing a Parent Resource Center or lending library; instructional materials for parents;
- Hosting events to support, men asserting leadership in education for their children, parents/guardians, grandparents and foster parents;
- Encouraging more parents to become trained school volunteers;
- Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress; and
- Providing school planners/folders for regular written communication between teacher and home in a format, and to the extent practicable in the languages that parents can understand;

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.

□

Section II: School-Parent Compact

P.S. 236, (in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act) is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 236 staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school

staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- Using academic learning time efficiently;
- Respecting cultural, racial and ethnic differences;
- Implementing a curriculum aligned to State Standards;
- Offering high quality instruction in all content areas; and
- Providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- Conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- Convening a Title I Parent Annual Meeting (prior to December 1st of each school year) for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- Arranging additional meetings at other flexible times (e.g., morning, evening) and providing (if necessary and funds are available) transportation, child care or home visits for those parents who cannot attend a regular meeting;
- Respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- Providing information related to school and parent programs, meetings, and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- Involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- Providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information; and
- Ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year.

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- Notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- Arranging opportunities for parents to receive training to volunteer and participate in their child's class and to observe classroom activities ; and
- Planning activities for parents during the school year (e.g., Open School Week).

Provide general support to parents by:

- Creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- Assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- Sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- Supporting parental involvement activities as requested by parents; and
- Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- Advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I program.

Parent/Guardian Responsibilities:

- Monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- Ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- Check and assist my child in completing homework tasks, when necessary/
- Read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes)
- Set limits to the amount of time my child watches television or plays video games;
- Promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- Encourage my child to follow school rules and regulations and discuss this Compact with my child;
- Volunteer in my child's school or assist from my home as time permits;
- Participate, as appropriate, in the decisions relating to my child's education. I will also:
 - ** communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - ** respond to surveys, feedback forms and notices when requested;
 - ** become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - ** participate in or request training offered by the school, district, central and/or State Education Department to learn more about teaching and learning strategies whenever possible;
 - ** take part in the school's Parent Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams)

** share responsibility for the improved academic achievement of my child.

Student Responsibilities:

- Attend school regularly and arrive on time;
- Complete my homework and submit all assignments on time;
- Follow the school rules and be responsible for my actions;
- Show respect for myself, other people and property;
- Try to resolve disagreements or conflicts peacefully ; and
- Always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by

_____ on _____.

This Parent Involvement Policy was updated on _____.

The final version of this document will be distributed to the school community on

_____ and will be available on file in the Parent Coordinator's office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school's CEP and filed with the Office for Family Engagement and Advocacy.

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.

In student performance the results of the 2009-2010 progress report indicates that a score of 20.6 was achieved. This is an decrease of 9.9 in student performance from 2008. In student progress the 2008-09 progress report indicates that 30.5 was achieved. This was a decrease from 2007 when it was 39.0, a minus of 8.5. In overall score the 2009-2010 progress report indicates that 44.3 was achieved. This is a decrease of 18.1 points in the overall score. In school environment, the results were 9.6, an increase from 2008 which was 8.7, a 9% increase. We received a "B" on the progress report, and a "well developed" on our quality review. We are a school in Good Standing, and our performance in general has decreased due to a "C" in student progress. This is addressed by the goals of the CEP.

2. Schoolwide reform strategies that:

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

Teachers will continue to use a variety of approaches utilizing manipulative and interactive learning in order to improve all content areas. Weekly quizzes, as well as item analyses, and the data gathered through the I-Zone will be used to target specific areas of need and remediation throughout the year. Professional development opportunities for teachers on scientifically based strategies and instructional methods will be provided regularly.

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.
 - Use effective methods and instructional strategies that are but not limited to: Foundations, Wilson, and I-Zone. The use of supplementary materials during the extended day, when the ratio of student to teacher is reduced and high quality education is provided.

- o Help provide an enriched and accelerated curriculum.
 - The time spent on Independent Reading will be maintained along with conferencing on a daily basis. The teachers will use item analysis from indicators, unit test, benchmark assessment, and I-Zone assessments to drive instruction. This data will enable the teachers to differentiate instruction, as well as group the students according to need. We will continue with the 90 minute Literacy Block, this will also address individual needs of students. All of our classes are required to complete projects throughout the year, incorporating technology.

- o Meet the educational needs of historically underserved populations.

□ Our newly created teacher position will service all students who have fallen below the standards in Literacy and Math. AIS students in the K - 2 AIS have been identified using ECLAS-2 and/or teacher recommendation. The students have been grouped according to class in order to minimize disruption to the Literacy Block within the classroom. In each of the small groups the children have been accessed and receive individualized instruction in one or more of the seven components of reading [decoding, word recognition, print awareness, fluency background knowledge and vocabulary, comprehension, and motivation to read] as well as writing.

- 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.

□ Both of our AIS positions will service all students who have fallen below the standards in Literacy and Math. AIS students in the K - 2 AIS have been identified using ECLAS-2 and/or teacher recommendation. The students have been grouped according to class in order to minimize disruption to the Literacy Block within the classroom. In each of the small groups the children have been accessed and receive individualized instruction in one or more of the seven components of reading [decoding, word recognition, print awareness, fluency background knowledge and vocabulary, comprehension, and motivation to read] as well as writing. AIS students for the upper grades have been identified using item analysis from indicators, as well as results from state assessments in Literacy and Math. These students has been grouped according to need. Data from I-Zone assessments as the year progresses will allow for further differentiation to meet the individual students' needs.

To further support the students additional programs include counseling, pupil services, mentoring services, and as required the integration of vocational and technical education programs. These programs also provide outreach to the parents through the Parent Coordinator as well as our SAPIS program.

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

All programs are consistent and provide all with quality education as in line with State and local guidelines. We are working towards aligning with the new Core Curriculum as set forth this past summer - this will be an ongoing effort during this school year.

3. Instruction by highly qualified staff.

We continually immerse our staff in ongoing professional development. As we roll out new programs (I-Zone) we offer professional development to all involved. Our staff through the SLT has had a voice in bringing new programs to the school, and exploring materials first-hand. Our expectations are clearly stated and all are aware of the task at hand. We conduct formal as well as informal observations, and conduct walk-throughs on a regular 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.

Our end of year assessment along with the Quality Review and School Survey provide us with the needs of various sub-groups in this community. This information gave us the platform by which to plan our professional development. This year the staff will be trained in I-Zone, Smart boards and Compass Learning. All of these programs will provide the menu for differentiated instruction as well as assisting the teachers in providing education for our students as they move into the 21st century.

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

The turn-over rate of staff remains extremely low at PS 236. Support and various resources are constantly provided for all teachers, novice or well-seasoned. All teachers provide quality education for "at risk" students according to their individual needs. The administration has an open door policy, therefore, creating a nurturing and welcoming environment to all who enter the school.

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

Strategies to increase parental involvement are: student of the month recognition, Lego Night, Dance Show, Song and Sundae, Brooklyn Cyclone Night and Fall Frolic. In addition the Parent Coordinator present workshops on Test Preparation and various topics designed through parent surveys. All of these activities are done in conjunction with the SLT.

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.

A transition plan for the students in Pre-Kindergarten to Kindergarten includes a workshop organized by the Parent Coordinator. This workshop helps the students and families become acquainted with the school and school community. Invitations to the many extra curriculum activities are extended to all Pre-K families. Also the Monthly Newsletter is sent to all Pre-K as they are already part of the community.

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.

☐ Formative as well as summative assessments will provide us with a base line in order to develop as a team our educational focus for 2010-2011. We look at the school survey in addition to all other data in order to provide the best possible educational setting for all. All of this will be discussed at AIS, PPC, and Inquiry Team meetings.

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.

☐ We will provide a various array of programs during our extended day as well as during classroom instruction time. We will discuss the needs of the students during AIS as well as Inquiry Team meetings. We will provide differentiated instruction with the assistance of I-Zone, and Professional development in this area of instruction. Students will be regularly assessed through I-Zone and teachers informal assessments. These assessment tools will further instruction, based on need.

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.

☐ We have purchases a "Bully" Prevention program, for the students this year. In addition our SAPIS worker supports students needs, character development and acts as a role model to students. We will also continue the nutrition program, violence prevention, and Asthma training. In addition a variety of workshops are offered to parents to help them develop the skills or technology education they desire.

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.e., Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (Refer to Galaxy for school allocation amounts)	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)
Title I, Part A (ARRA)	Federal	Yes			\$310,791.	True	PS 236K is a SWP school. Therefore all our goals are in line with the spending of Title 1 funds. This year we will create an K-2 AIS position in order to further meet the needs of our students.

Title I, Part A (Basic)	Federal	Yes			\$3,110	True	
Title III	Federal	Yes			\$17,212	True	All Title III activities are explained on Page 28 and 29, of this document.

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.

n/a

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.)
There are currently 3 students identified as STH.
2. Please describe the services you are planning to provide to the STH population.
 Funding has been set aside in order to purchase school supplies and books for the students, as well as to help the families access school programs thereby providing them with additional support. In addition the newly created AIS positions provide additional support to students who have fallen below the standards in Literacy and Math and our STH students are eligible for these services.

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.

CEP RELATED ATTACHMENTS

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

File Name - 28_22K236_102910-141713.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 602	District 22	School Number 236	School Name The Mill Basin School
Principal Mary Theresa Nelson		Assistant Principal Joni Southard	
Coach Lisa Generoso		Coach type here	
Teacher/Subject Area Margarita Kazarian		Guidance Counselor IEP Teacher - Shelly Cohen	
Teacher/Subject Area Karin Decicco - AIS K-2		Parent type here	
Teacher/Subject Area type here		Parent Coordinator Antoinette LaBella	
Related Service Provider type here		Other type here	
Network Leader Julia Bove		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	0

C. School Demographics

Total Number of Students in School	639	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	5.16%
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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.

P.S. 236 is located in the Mill Basin neighborhood of Brooklyn on Avenue U and 63rd street. Students from Russian speaking families comprise the majority of our English Language Learners, but we also serve students from China, Pakistan, Haiti, Spain, and Poland. Among the languages spoken are Russian, Spanish, Urdu, Cantonese, Polish and Haitian Creole.

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

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

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

Throughout the year, the ESL teacher is in constant communication with the parents, using translators when necessary, to keep parents informed of their child's progress. Students in the upper grades are given ELL Periodic Assessments. Students in the lower grades are given teacher-made assessments and assessments from Harcourt's Moving Into English and the Rigby ELL Assessment exam. These assessments help prepare the students for the NYSESLAT exam. The ESL teacher is well trained in the administration and scoring of this exam as well as the test coordinator and support team. These teachers assist the ESL teacher in administering the NYSESLAT exam in a timely fashion, allowing for test modification for those students with IEP's as well as make-up exams for absentees. Parents are notified in writing, both in English and their native language, several weeks before the administering of the NYSESLAT exam.

Sample tests and workbooks are used by the students as a means of practice and the teacher is available for any questions they may have. Testing dates are also printed on the school website, in the monthly school calendar, and the calendar that is posted outside the main entrance of the school.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	17	9	3	2	2									33
Total	17	9	3	2	2	0	0	0	0	0	0	0	0	33

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	32
SIFE	1	ELLs receiving service 4-6 years	1
		Special Education	4
		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	32	1	3	1	0	1	0	0	0	33

Total	□32	□1	□3	□1	□0	□1	□0	□0	□0	□0	□33
Number of ELLs in a TBE program who are in alternate placement: <u>0</u>											

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	1	1			2									4
Chinese	1													1
Russian	14	6	2	1										23
Bengali														0
Urdu		1												1
Arabic														0
Haitian	1	1		1										3
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Yiddish														0
Other														0
TOTAL	17	9	3	2	2	0	33							

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	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	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1	1			2									4
Chinese	1													1
Russian	14	6	2	1										23
Bengali														0
Urdu		1												1
Arabic														0
Haitian	1	1		1										3
French														0
Korean														0
Punjabi														0
Polish			1											1
Albanian														0
Other														0
TOTAL	17	9	3	2	2	0	0	0	0	0	0	0	0	33

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.

Once our free-standing ESL program is underway, a licensed ESL teacher pulls our 33 ELL students according to their test results (either LAB-R or NYSESLAT). According to the guidelines, beginner and intermediate students are pulled out for 8 periods a week, while advanced students are serviced 4 times weekly. The students are grouped heterogeneously by proficiency level and according to grade; with one exception. The Kindergarten Advanced students are grouped homogeneously. The licensed ESL teacher's program is carefully reviewed with the Assistant Principal and the program card is kept on file. As the students are picked up from their classroom for ESL, each home room teacher keeps a sign out book for providers to sign, indicating date and time of pullout instruction. The ESL instructor also coordinates this program with the block instruction the classroom teacher has in place in order to follow core instruction and to eliminate any conflicts with the prep schedule.

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

The ESL instructor uses various methods to make content comprehensible. Such methods include connecting to prior knowledge, explicit vocabulary instruction, and use of word walls and concept walls. Additionally there is continuity with classroom instruction as students work on decoding skills, phonemic awareness and guided reading and writing activities. The instructor uses small group instruction and cooperative learning to deliver listening/speaking and reading/writing activities. Students use a total physical response approach; in that the children act out the content to reinforce each key concept. Student activities also include enrichment using books, literature and music (song, repetition), finger plays and computer software which include the Lexia and Soliloquy programs. Additionally the installation of Smart Boards provides additional support for ELL children with respect to providing concrete connections to realia and core knowledge. The ESL instructor confers with the AIS K-2 instructor, as well as the AIS 3-5 instructor to coordinate services for at risk ELL children and to plan continuity of instruction and provide additional support for these children.

Historically, PS 236 has not had any SIFE students nor have we had any long-term ELLS. However this year we have 1 SIFE student and 1 long-term ELL. We are assisting the student in acclimating to the daily routines of the school day including the school building, personnel, school supplies, and ice-breaking activities among the student body. Students would also be given the opportunity for AIS instruction in addition to the ESL instruction they would be receiving. The two students are assigned "buddy" whereby another student would guide them throughout the school day and assist them in all areas. Some of our bilingual students have been called on to help the student ease into the daily routines of PS 236. The parents have been and continue to be invited to various meetings with school staff and

personnel so that this transition is be a smooth process for all. Translators are made available to the parents and students, at all times for all meetings. The school has stressed to the parents the importance of keeping the student in school and following through with the formal education so that the student can be successful. Workshops have been made available to the parents, in their native language, with the assistance of the parent coordinator as well.

For all students with a beginner proficiency level, instruction has a focus on listening and speaking activities in the content area. During instructional time, the students are grouped according to ability and the instructor models effective listening strategies and speaking strategies. These methods are incorporated to the lessons that are driven by the Harcourt Moving Into English series along with much accountable talk opportunities to increase fluency and comprehension. Shortly after intensive instruction on listening and speaking activities, the instructor introduces concepts that are covered under the reading and writing components of the program. For those students who are in upper, testing grades, and are mandated to take the ELA exam, students are given instruction geared towards strategies such as sequencing, cause and effect, main idea and identifying context clues. For students taking mandated state exams, the reading levels are aligned according to the results from their assessment data. Should a student continue to receive ESL instruction and falls within the 4-6 year range, careful examination of data is required so that the instructor and classroom teacher can identify areas of strength and weakness. It is necessary to determine if it is one specific area that is causing the student the most difficulty or could the possibility of other external factors. Once this is identified, the areas of weakness are addressed and both mainstream instruction and ESL instruction are aligned accordingly.

At this time we have one student who is long-term ELL's, however, careful examination of data is required. Since the school termination grade level is 5, only students who were ELL's continuously from Kindergarten would fall into this category. If a student is in this category due to the fact that they were repeating the grade, the data must be examined to determine what other underlying factors may be contributing to the lack of progress. For those students who may be in need of instruction beyond the 6 years, individualized, differentiated instruction is necessary and the possibility of other learning disabilities should be examined. Using methods that are outlined in the Learning Intervention Manual (LIM) by Sam House, both the teacher and ESL instructor will need to modify instruction accordingly. There have been several students currently, and in the past, who received services through their IEP's in addition to their need for ESL instruction. IEP's are written in accordance to ESL methodology and serves as a guideline for instruction by the ESL instructor. The ESL instructor is part of the School Assessment Team and IEP's and instruction are developed with all parties in constant consultation with one another. For those students who pass the NSYESLAT exam, transitional services are offered to them for a period of 1-2 years. The ESL instructor remains in contact with the classroom teacher and student. During grade conferences, student work is assessed and recommendations are made so that each student can be successful. Additionally, according to state mandates, former ELL students are given test modifications up to a period of two years after obtaining proficiency on the NYSESLAT.

Sample of Program on Mondays:

Period 1 2/3/4 AI
 Period 3 K/1/4 BI
 Period 4 K/1 A
 Period 6 K/A
 Period 7 K/1 BI

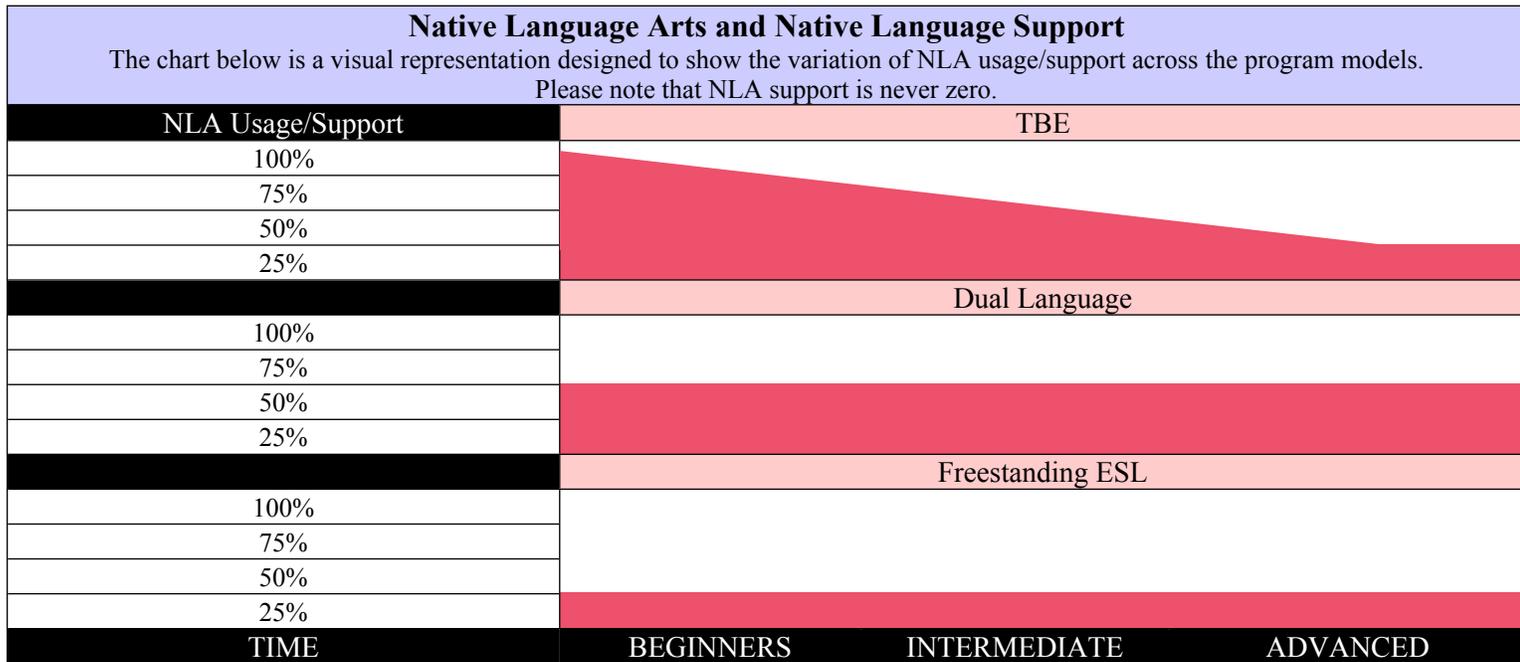
B - Beginner
 I - Intermediate
 A-Advanced

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

This year we are exploring the possibilities to pilot Reading Streets and our Educational Cabinet is in the process reviewing the Reading Streets program. In addition the Assistant Principal and Literacy Coach are arranging a series of meetings and planning session with other publishers to review various programs similar in nature to Reading Streets.

P.S. 236 uses a broad spectrum of high quality instructional materials and methodologies in order to provide our ELLs with the utmost support. Collaboration with classroom teachers serves to ensure curriculum alignment and instructional improvement for ELLs in and out of an ESL setting. The program uses a combination of materials including big books, small guided reading books, workbooks from various supplemented integrated ELL curriculum programs with emphasis on the instructional guide and support of the Harcourt's Moving Into English program. In addition, the print rich ESL classroom is equipped with high quality multi-leveled and cross cultural books in its library and two computers with on-line support. Technology programs used for ESL Instruction include the Lexia reading program, Soliloquy, websites from Star Fall, and supplemental technology components from the enVision math program. Math instruction is enhanced using the EnVision math program from Pearson which incorporates aspects of TERC Math, Every Day Math, and extensive discovery and modeling using manipulatives and other realia. Available to the students in the ESL classroom are bilingual dictionaries and glossaries in Mathematics and picture dictionaries. In alignment with the core curriculum standards NYC uses, students receive Science instruction through the FOSS program from Delta Education with instruction modified using ESL methodology. Students use the core curriculum programs established for social studies as well and the Blue Print for the Arts is followed for instruction.

To foster native language support, there are bilingual dictionaries and glossaries in the ESL classroom and three paraprofessionals that assist students (as per their IEP's) with language as they are alternate placement paraprofessionals. The after-school program that is available to all students is the Millenium Development Out of School Time Program. All students, including ESL, are eligible to partake in this program. Should our funding be approved this year, we anticipate establishing a test-prep program specifically in ELA, Math, and NYSESLAT for all ELL. The program will be aligned to test results attained from periodic assessments and other diagnostic exams the ESL instructor administers during the course of the school day. Our Title III funding will allow us to have an after-school program for our ELL students that will enable them to increase their proficiency in English and Mathematics with an emphasis on comprehension so they

can be successful on the NYSESLAT exam. We are also planning to conduct days that will focus on the multicultural background of our diverse students. Students and their parents will be invited to share with the PS 236 community the traditions and foods that are relative to their culture.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

The entire staff of P.S. 236 has received training that was coordinated by our Professional Development team along with the ESL instructor. The professional development focused on implementing ESL strategies and other best practices to ensure that every ELL student attains success. The ESL teacher receives periodic professional development as provided by the Office of ELL during the school year focusing on improving academic achievement, language development, improving material resources, and creating targeted solutions for different ELL populations. In addition we have received and continue to receive additional support from our Network Leader's support staff with a special focus on additional means of differentiating instruction to ensure that all students, including ELLs, make a full year's progress. The current ELL team meets monthly to collaborate ideas on effective instruction and monitor each ELL's progress. The team will also discuss the need for additional student support which can be provided in or out of the classroom. In the future, the team will provide additional professional development opportunities that will strengthen the staff's knowledge in ESL methodologies in literacy, math, and other content areas as well as in effective classroom practices with an emphasis on native language support in the classroom. In order to meet the needs of our ELLs, we will continue to provide or plan professional development around the following topics:

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

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?

Parent involvement is of paramount importance here at PS 236. Many workshops are offered monthly to all parents regarding testing, new programs, areas of concern, etc. In addition to the academic concerns, we hold workshops on ARIS training, Books and Cooks, PA Sponsored events. At all of these events, translators are always made available. Notification for these workshops are sent home in the various spoken languages and the workshops are offered during the school day and evening hours. Orientation for parents of newly enrolled ELL students is provided within the first few weeks of school (as per the mandate) and continues on an ongoing basis. Additional parent/student activities occur throughout the year in which all students and parents are invited and translators are made readily available. Through constant communication with our Parent Coordinator, who is present at all school activities in which parents are invited, the needs of parents are assessed. The feedback from the Parent Survey forms also provides insight into what this school community requires.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4	0	0	0	0	0	0	0	0	0	0	0	7
Intermediate(I)	0	2	0	1	1	0	0	0	0	0	0	0	0	4
Advanced (A)	14	3	3	1	1	0	0	0	0	0	0	0	0	22
Total	17	9	3	2	2	0	0	0	0	0	0	0	0	33

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	1	0	0	1
4	0	2	0	0	2
5	0	0	0	0	0
6					0
7					0

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

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

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

There is extensive assessment for all students here at PS 226, including our ELL population. In addition to the standardized state exams,

before the NYSESLAT exam and the other student continues to struggle with English as his native language is spoken fluently at home with little support. School is the only place where English is spoken and enforced. For the reading and writing component, 17 out of 32 students tested attained a proficient level for this exam. Using this data, as stated above, instruction from the ESL teacher is geared towards reading and writing for the upper grades and listening and speaking for newly admitted ELL students. Within this grouping, instruction is tailored to each student's individual needs. The school additionally has examined the data of former ELL's and assessed their performance on standardized state exams. Former ELL students have attained proficiency levels ranging from Level 2 - 4 in Math, ELA and Science. 75% of this population has attained Levels 3 and 4. For those students who received a Level 2, AIS support is being offered as well as support under the Title III funding.

The ELL instructor works closely with the Assistant Principal in examining the results from the ELL Periodic Assessments. After reviewing the data, each official classroom teacher consults with the ELL instructor so that classroom instruction can be modified and each child's needs can be met. These results are then compared to the Periodic Assessment exams the student takes along with the general population. To date, we have data on only 2 students as one child is a 3rd grader and the other is new to the country. The remaining two students have IEPS and are being considered for reevaluation as the special education component must be examined.

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.

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

Part 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. 236 Mill Basin					
District:	22	DBN:	22K236	School		332200010236

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
Pre-K	36	36	36		94.8	95.1	95.3
Kindergarten	108	82	90				
Grade 1	111	117	94	Student Stability - % of Enrollment:			
Grade 2	79	110	113	(As of June 30)	2007-08	2008-09	2009-10
Grade 3	103	84	104		96.9	97.8	96.2
Grade 4	92	110	89				
Grade 5	100	90	113	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	(As of October 31)	2008-09	2009-10	2010-11
Grade 7	0	0	0		24.9	39.8	40.1
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10
Grade 11	0	0	0		1	4	5
Grade 12	0	0	0				
Ungraded	2	1	0	Recent Immigrants - Total Number:			
Total	631	630	639	(As of October 31)	2007-08	2008-09	2009-10
					0	0	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
(As of October 31)	2008-09	2009-10	2010-11	(As of June 30)	2007-08	2008-09	2009-10
# in Self-Contained Classes	12	11	13	Principal Suspensions	2	0	0
# in Collaborative Team Teaching (CTT) Classes	48	45	40	Superintendent Suspensions	1	0	0
Number all others	27	29	26				

These students are included in the enrollment information above.

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

Number of Staff - Includes all full-time staff:							
(As of October 31)	2007-08	2008-09	2009-10				
# receiving ESL services only	34	32	TBD	Number of Teachers	45	43	47
# ELLs with IEPs	0	7	TBD	Number of Administrators and Other Professionals	13	15	6
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	10	7	15

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	80.0	83.7	87.2
				% more than 5 years teaching anywhere	71.1	74.4	74.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	91.0	95.7
American Indian or Alaska Native	0.0	0.2	0.3	% core classes taught by "highly qualified" teachers	88.1	96.8	100.0
Black or African American	24.4	24.0	25.5				
Hispanic or Latino	7.3	6.8	7.7				
Asian or Native Hawaiian/Other Pacific	4.3	4.4	4.4				
White	64.0	63.3	61.2				
Male	50.7	51.6	50.7				
Female	49.3	48.4	49.3				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

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

Individual Subject/Area AYP Outcomes:

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

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

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
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	v	v					
Multiracial	-	-					
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10	
Overall Letter Grade:	B	Overall Evaluation:	WD
Overall Score:	44.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	WD
School Environment:	9.6	Quality Statement 2: Plan and Set Goals	P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals	WD
School Performance:	9.8	Quality Statement 4: Align Capacity Building to Goals	WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise	WD
Student Progress:	20.6		
<i>(Comprises 60% of the</i>			
Additional Credit:	4.3		

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