



P.S. 236 LANGSTON HUGHES

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: P.S. 236 LANGSTON HUGHES
ADDRESS: 499 EAST 175 STREET
TELEPHONE: 718-583-7510
FAX: 718-583-7512

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 320900010236 **SCHOOL NAME:** P.S. 236 Langston Hughes

SCHOOL ADDRESS: 499 EAST 175 STREET, BRONX, NY, 10457

SCHOOL TELEPHONE: 718-583-7510 **FAX:** 718-583-7512

SCHOOL CONTACT PERSON: BEVERLY ELLIS **EMAIL ADDRESS:** BEllis@schools.nyc.gov

POSITION / TITLE **PRINT/TYPE NAME**

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Sandra Guzman

PRINCIPAL: BEVERLY ELLIS

UFT CHAPTER LEADER: Marina Davis

PARENTS' ASSOCIATION PRESIDENT: Paula Jimenez

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 9 **CHILDREN FIRST NETWORK (CFN):** 109

NETWORK LEADER: MARIA QUAIL/Martha Frans

SUPERINTENDENT: DOLORES ESPOSITO

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
Beverly Ellis	Principal	
Sandra Guzman	UFT Member	
Marina Davis	UFT Chapter Leader	
David George	UFT Member	
Maria Henriquez	Parent	
Juliana Nadal	Parent	
Jessica Mercedes	Parent	
Paula Jimenez	PA/PTA President or Designated Co-President	
Milay Hung	Parent	
Elizabeth Torres	UFT Member	

* 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.

PS 236/173 is an early childhood school located in the South Bronx. Our physical setting is a unique one in that we are at two separate sites that are not adjacent to one another. The separate locations impact our schools in several ways. PS 236, which houses grades Pre-K through 2, borders an Industrial Park and has limited housing in the immediate area of the school. Therefore, approximately 78% of the students are bused from the more densely populated areas of the district. The 173 Annex, services students in kindergarten through grade 2 and all students at this site are within walking distance with the exception of our special education population. We have a total of 18 classes; 10 Integrated Co-teaching classes and 8 general education classes. All kindergarten classes are supported by paraprofessionals.

The mission of PS 236/173 is to create a safe, orderly, and nurturing environment that will cultivate academic excellence, and enhance positive social and emotional development. We strive to promote tolerance, values, citizenship and self-discipline, in all our students. With parents as the partners in the education process, we will all work as one on behalf of the child to develop life-long learners so that all students can meet the challenges of tomorrow.

Our program is predicated on the firm belief that an optimal educational program can best be provided when students, parents, and community agencies join with the school to contribute all available resources. Both sites operate with the same basic philosophy and principles. We believe that all children should be afforded the opportunity to perform at or above grade level proficiency in reading, math and all other subjects as set by the N.Y.S. promotional standards.

We provide balanced instructional programs in all curriculum areas. Our coaches, academic intervention teachers and classroom teachers meet on a regular basis to plan instruction and to discuss student progress. Instruction is driven by the ongoing assessment; primarily the use of observational checklists, conferences, and benchmark assessment (administered three times a year). Students needing additional reading and mathematics support are scheduled for academic intervention during the school day or the afterschool program.

Our ESL program is designed to integrate the language process of listening, speaking, reading and writing. This process supports a strong native language instructional program to insure proficiency in both languages.

Our Professional Development Program provides in-service workshops to help improve teaching practices and promote a positive learning environment for our students. All staff members participate in such activities as school-wide workshops, conferences, classroom visitations; Consultants, central office personnel, and members of other educational organizations are utilized to address recent trends in education, discipline, conflict resolution, assessment, technology, and the arts. Faculty conferences, grade conferences and staff development days are used to involve all personnel in meeting the needs of our students.

Our ESL Program is designed to help our ESL students to acquire the skills necessary for successful learning in all curriculum areas and to increase their listening, speaking, reading, and writing English proficiency. This process supports a strong native language instructional program to insure proficiency in both languages.

Our Professional Development Program provides in-service workshops to help improve teaching practices and promote a positive learning environment for our students. All staff members participate in such activities as school-wide workshops, conferences, and classroom visitations. Consultants, central office personnel, and members of other educational organizations are utilized to address recent trends in education, discipline, conflict resolution, assessment, technology, and the arts. Faculty conferences, grade conferences and staff development days are used to involve all personnel in meeting the needs of our students.

SECTION III - Cont'd

Part B. School Demographics and Accountability Snapshot. Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school's NYCDOE webpage under "Statistics." 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 Langston Hughes								
District:	9	DBN #:	09X236	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 type="checkbox"/> 3	<input type="checkbox"/> 4	<input 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	26	31	33		TBD	TBD	TBD		
Kindergarten	120	126	109						
Grade 1	160	131	124	Student Stability - % of Enrollment:					
Grade 2	89	97	110	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	0	0	0		91.8	89.63	TBD		
Grade 4	0	0	0						
Grade 5	0	0	0	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		86.9	90.8	92.7		
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		3	30	TBD		
Grade 12	0	0	0						
Ungraded	0	0	6	Recent Immigrants - Total Number:					
Total	395	385	382	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					2	1	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	0	7	12	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	81	91	82	Superintendent Suspensions	5	7	TBD		
Number all others	4	15	18						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants	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	22	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	62	59	44	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	12	5	8	Number of Teachers	41	40	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	18	20	TBD
				Number of Educational Paraprofessionals	2	4	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	68.3	80	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	56.1	57.5	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	80	90	TBD
American Indian or Alaska Native	0.5	0.8	0.5	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	100	100	TBD
Black or African American	32.2	31.2	32.2				
Hispanic or Latino	65.3	66.2	64.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.8	0.3	0				
White	1.3	1.3	0.5				
Multi-racial							
Male	52.7	53.5	54.2				
Female	47.3	46.5	45.8				
2009-10 TITLE I STATUS							
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)		<input type="checkbox"/> Title I Targeted Assistance		<input type="checkbox"/> Non-Title I			
Years the School Received Title I Part A Funding:		<input checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08	<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
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:				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	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

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

A detailed look at our data reveals a significant increase in student performance based on the DRA. A 22% increase overall resulted in 69% of students scoring in levels 3 and 4 for the year. This compares to 47% of students scoring at levels 3 and 4 for the 2008-2009 school year. The disaggregation of the data reveals the following for our relevant subgroups.

General Education - 72% which represents a 15% increase over 2008-2009

Black Students - 68% which represents a 16% increase over 2008-2009

Hispanic Students - 59% which represents a 9% increase over 2008-2009

Male Students - 61% which represents a 15% increase over 2008-2009

Female Students - 69% which represents a 12% increase over 2008-2009

Further disaggregation of the data reveals that there is a significant disparity between the special education girls and any other subgroup with only 25% scoring at levels 3 and 4.

During this school year the NYSESLAT reveals that of our identified ELL's, 7 students are at the beginning level, 19 are at the intermediate level, 10 are at the advanced level, and 1 student moved to the proficient level. The ELL's continue to make significant gains in listening and speaking and show rate increase in reading and writing. Our students are demonstrating adequate movement along the Teacher's College Writing Continuum, however the increased performance level does not translate to an increased performance in the areas of reading and writing on the NYSESLAT.

As we continue to collect and analyze our student data, we see evidence that the last few years of study groups and professional development have helped our teachers begin to use more strategic planning for instruction based on the feedback from student assessment. The teachers are demonstrating through strategic grouping the use of data in planning for instruction which springs from the mini lesson and the guided reading instruction. There is consistently more evidence in the classrooms of more focused small group instruction.

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 By June 2011 all teachers will demonstrate the use of both formative and summative assessment and inquiry process to increase reading achievement for all students including all sub groups as measured by an increase in the percentage of students scoring at or above grade level on the DRA exam.	<input type="checkbox"/> To make use of formative and summative assessment along with the inquiry process to increase student performance in reading. All teachers will increase their knowledge of this process and implement best practices which include but are not limited to: the systemic use of assessment tools to monitor and adjust instruction. differentiated instruction based on data obtained. implementing effective intervention strategies.
<input type="checkbox"/> Goal 2: By June 2011 all teachers will demonstrate the use of both formative and summative assessment and inquiry process to increase writing achievement for all students including all sub groups as measured by an increase in the percentage of students increasing 1 or more levels on the TC Writing Continuum.	<input type="checkbox"/> To make use of formative and summative assessment to plan effective instruction and intervention to increase student performance in reading. <input type="checkbox"/>
<input type="checkbox"/> <input type="checkbox"/> Goal 3: By December 2010 all teachers will develop an individual professional development plan which will allow the administration to plan and implement differentiated support as evidenced by the existence of a plan on file for each teacher that has been reviewed with and approved by the administration. By June 2011 all teachers will demonstrate measureable change using the pre and post administration of a teacher efficacy scale	<input type="checkbox"/> To make use of individual teacher professional development plans to improve teacher performance and classroom practices. Based on the research of <i>Teacher Efficacy</i> , it has been demonstrated that "the extent to which teachers believe that they can affect student learning may influence teacher/student interactions and teacher's success in facilitating gain in student achievement" (Dembo and Gibson, 1983). Using individual plans we will be able to effectively gauge the level of support and resources needed to build successful classrooms.

<p><input type="checkbox"/></p> <p>Goal 4:</p> <p>By June 2011 all ELL Students will demonstrate an increase in English Language Proficiency of one level of proficiency in the Reading/Writing modality as measured by performance on the NYSESLAT exam.</p>	<p><input type="checkbox"/>To increase the progress of ELL's in the area of English language proficiency. Our data indicates that the rate of increase in reading/writing proficiency is not as great as the gains in listening/speaking proficiency . It is our goal to close the gap in this area.</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 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

Reading

(where relevant) :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 1 By June 2011 all teachers will demonstrate the use of both formative and summative assessment and inquiry process to increase reading achievement for all students including all sub groups as measured by an increase in the percentage of students scoring at or above grade level on the DRA exam.</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"/> <input type="checkbox"/></p> <p>Staffing: Literacy Consultant and Coach will assist teachers in organizing formative and summative assessment data in order to diagnose learning difficulties and plan lessons to teach specific skills and concepts. Inquiry Groups and Book groups facilitated by Principal, Assistant Principal, Consultant and Coach to examine student work samples, portfolios and student surveys. Teacher teams to plan instructional cycles to meet specific smart goals using meaningful data. Teachers will attend workshops and other professional development provided by Networks, Teachers College, and other professional organizations.</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"/> <input type="checkbox"/></p> <p>Professional development will be provided by our coach (Title I/ARRA/Tax Levy), consultants (Title I), and other professional conferences (Title I) to address the use of assessment data from a variety of sources to monitor student progress. Common planning periods are scheduled weekly to support teacher collaboration and planning, (Tax Levy, Title I and Title III) Intervention Team planning and support (Tax Levy, Title I and Title III) and turnkey information from consultants and conference attendance, (Title I, (ARRA) Teacher resource material purchase (NYSTL/Title I, Title III) and to support the work with the consultants. After school targeted assistance ESL (Title I and Title III) will take place 3 days per week from January through May. Extended day inquiry groups will meet on Thursdays. Afterschool and Saturday workshops will provide additional instructional time (Title1, Fair Student Funding).</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"/> <input type="checkbox"/></p> <p>Attendance and Summary Sheet from August PD Attendance and Agenda from Grade Conferences Inquiry team attendance and agenda Feedback sheets from classroom visits (Principal, Assistant Principal, Coach and Consultants) Running Records /Six Week Action Plans for At Risk Students Conference Notes Summary sheets from outside professional development activities Baseline, Midyear, and End year DRA data reported by subgroup.</p>

Subject Area
(where relevant) :

Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/></p> <p>Goal 2: By June 2011 all teachers will demonstrate the use of both formative and summative assessment and inquiry process to increase writing achievement for all students including all sub groups as measured by an increase in the percentage of students increasing 1 or more levels on the TC Writing Continuum.</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>Staffing: The Literacy Coach will provide assistance in implementing the revised Yearlong Curriculum in writing to provide specific, goal oriented instruction in writing. Grade groups facilitated by Principal, Assistant Principal, Consultant and Coach to examine student work samples, portfolios and student surveys. Teachers will attend workshops and other professional development provided by Networks, Teachers College, and other professional organizations.</p>
<p>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Available funds will be utilized to purchase and update necessary classroom materials including smart boards and computers (NYSTL/Title I/Title III/Tax Levy) In-house and outside professional development will be provided to help teachers to meet their goals. (Title I/Tax Levy). Our coach will provide individual and group assistance. (Title I/Tax Levy/ARRA) Teachers will work with consultants in specific areas of interest or need. (Title I/Tax Levy).</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>Professional Development agendas will reflect topics related to the goals identified in teacher plans. Teacher plans and classroom observation will show evidence of work toward individual goals. Pre and Post observation conference notes will show evidence of work toward individual goals. Baseline, Midyear, and End year writing assessment results. Conference notes Student writing samples Teacher Observations</p>

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Subject Area
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<input type="checkbox"/> <input type="checkbox"/> <p>Goal 3:</p> <p>By December 2010 all teachers will develop an individual professional development plan which will allow the administration to plan and implement differentiated support as evidenced by the existence of a plan on file for each teacher that has been reviewed with and approved by the administration. By June 2011 all teachers will demonstrate measureable change using the pre and post administration of a teacher efficacy scale</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>	<input type="checkbox"/> <p>October - November:</p> <ol style="list-style-type: none"> 1. Completion of Teacher Efficacy Scale 3. Formal and Informal Observation to determine instructional practices. <p>December: Teachers meet to finalize professional development plans.</p> <p>January - April: Learning walks to review classroom practices and environment.</p> <p>October - June: Participation in 37.5 minuite inquiry groups.</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>Staffing: Principal, Assistant Principal, Consultant and Coach Scheduling: Common Planning Periods, Professional Development Periods, Classroom support and classroom inter-visitation, Afterschool and Saturday workshops. Funding: Title 1 and Fair Student Funding</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> <ul style="list-style-type: none"> • <input type="checkbox"/>Professional Development Agendas will reflect topics related to the goals identified in teacher plans. Teacher plans and classroom observation will show evidence of work toward individual goals. Pre and Post observation conference notes will show evidence of work toward individual goals. Review of teacher efficacy scale. Administrative conference notes Self Evaluation

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"/></p> <p>Goal 4:</p> <p>By June 2011 all ELL Students will demonstrate an increase in English Language Proficiency of one level of proficiency in the Reading/Writing modality as measured by performance on the NYSESLAT exam.</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> <ul style="list-style-type: none"> • Staff development will be provided in the administration of the NYSESLAT exam. Students will participate in the extended day program as needed. Students will participate in an afterschool program aimed at development of reading and writing skills. Students will receive instruction from licensed ESL instructors
<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>Teachers will use common planning time (Tax Levy, Title I) to examine student work toward providing more targeted instruction. Congruence with the program will be evident in weekly plans as monitored by the supervisors; teachers can seek assistance from the coach (Tax Levy, Title I/ARRA). All classroom materials including smart boards and computers will be updated to allow for successful administration of the program (NYSTL, Tax Levy, Title I, Title III).</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> <ul style="list-style-type: none"> • <input type="checkbox"/> Data indicating participation in professional development activities • Review of student assessment • Review of student benchmarks • Teacher plan • Documentation of student progress by ESL Teachers • ESL instructional periods will be identified in teacher plan books and observed during classroom observations • Student language proficiency progress will be noted in ESL teacher conference notes and observational notes. • Student NYSESLAT scores during the Spring 2011 administration will demonstrate a 10% increase in proficiency on the Reading/Writing modality

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K			N/A	N/A			1	
1	34	25	N/A	N/A			6	
2	46	18	N/A	N/A			4	
3			N/A	N/A				
4								
5								
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

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<input type="checkbox"/> <ul style="list-style-type: none"> • <input type="checkbox"/> At risk students are identified in each class based upon multiple data sources and individual learning goals are set based upon the data. Students are provided with differentiated instruction in small groups and individually as needed to help them to meet their learning goals. The goals are reviewed and new goals are set on a monthly basis. • Academic intervention is provided by cluster teachers 3 – 5 periods per week using the push-in model to students in grades K - 2 who are performing below grade level in reading. • Students identified as at risk participate in the 37.5 minute extended day program. • Academic intervention will be provided in an after school program for students identified as at-risk for failure or who have been held over in their grade as funding permits.
Mathematics:	<input type="checkbox"/> <p>Academic intervention is provided through differentiated instruction in the classroom. Students needing additional support are given one-to-one tutoring during the extended day and small group targeted instruction in our after school program</p>
Science:	N/A
Social Studies:	N/A
At-risk Services Provided by the Guidance Counselor:	N/A

At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> Intervention services provided in individual or group sessions to help resolve the presenting social and emotional issues.
At-risk Health-related Services:	N/A

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy - 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, 1, 2

Number of Students to be Served:

LEP 44

Non-LEP 0

Number of Teachers 4

Other Staff (Specify) none

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 have 44 ELL students across grades K-2, who are serviced by a New York State certified ESL teacher. To ensure the mandated time units for our students, the school has a Push-In (co-teaching) model. Our ESL teacher pushes in with the classes where the teacher does not have an ESL license, and the push in service is provided by the regular, ESL licensed classroom teacher in two classes. Such service will be indicated in the teacher plans and on the class schedule. Based on the results of the LAB-R and LAB (Spanish), children were scheduled to receive the number of units per week as indicated by their level.

The push-in model is used in all classrooms. Providing 180 minutes a week for Advanced proficiency students and the mandated 360 minutes per week of ESL instruction for the Beginning/Intermediate proficiency students, as per CR Part 154. By following the CR Part 154 mandates for language instruction, we can ensure that all ESL students are receiving the appropriate amount of ESL instruction. Currently, all Push-In (co-teaching) instruction is focusing on literacy, with support for the content areas through integrated units of study. In order to support native language, a majority of our teachers are bilingual in Spanish. In addition, our school has a high adult to student ratio due to our CTT instruction model.

In the Push-In (co-teaching) model, the ESL teacher works in collaboration with the classroom teacher, incorporating ESL strategies and differentiating the lesson for the ESL students to provide acquisition of skills necessary for successful learning in all curriculum areas. In those rooms where the regular teacher provides the push in service, the lessons are differentiated using ESL strategies and observation of student performance. ELL students benefit from this model as it provides an opportunity for smaller group instruction in the classroom.

The ESL teacher's small group instruction focuses on vocabulary development and reading and writing skills. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students demonstrated needs. There is additional targeted instruction for our long term ELLs with a focus on writing and developing academic vocabulary in the content areas. The Passwords vocabulary development program for social studies by Curriculum Associates is used along with the Scott Foresman science program to address specific academic and conceptual knowledge.

In order to ensure that language development is enriched and the content is made as comprehensible as possible for our ELL students, we employ various strategies:

- All learning activities allow for a range of language functions.
- Opportunities are given during learning activities to use language, which has been modeled.
- Questions are modeled and questioning techniques are developed which allow ELL students to think critically.

- Students are encouraged and given opportunities to work with peers in problem solving and collaborative learning situations.

- Students are given opportunities to use language with different audiences, one another, with teachers, and with other adults.

All ELLs are invited to participate in the Title III after school program. One day (90 minute period) is devoted to planning and professional development for the teachers of the program. The instructional program meets two days a week after school for 90 minutes each day. The program will be in session for 3 months starting in January, 2011. Students are grouped by proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

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.

Staff is required to turn-key information learned. The following professional development opportunities have been available to our ESL staff so far this year:

- Language Allocation Policy workshop (Presented by the DOE Office of English Language Learners)
- “Compliance with Program Mandates for English Language Learners”
- “Preparing ELLs for ELA and NYSESLAT Assessments”
- One teacher passed the state exam and is now licensed for ESL instruction by the State Education Department. One teacher’s transcript assessment indicates that she is need of one course and has registered to take the exam this fall. Our staff development calendar will include the mandated number of training hours for all staff, as per Jose P.

Section III. Title III Budget

School: **09x236**
 BEDS Code: **320900010236**

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Professional salaries (schools must account for fringe benefits) - Per session - Per diem	8657	<input type="checkbox"/> 175 hours of per session for ESL teacher to provide direct instruction to ELL students.
Purchased services - High quality staff and curriculum development contracts	5500	<input type="checkbox"/> <input type="checkbox"/>
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	842	<input type="checkbox"/> <u>Getting Ready for the NYSESLAT and Beyond</u> Student workbooks. Other instructional supplies for the after school program
Educational Software (Object Code 199)	0	No new software is being purchased at this time.
Travel	0	<input type="checkbox"/> <input type="checkbox"/>
Other	0	<input type="checkbox"/> <input type="checkbox"/>
TOTAL	14999	

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.

A review of the demographic data on ethnic background and the Home Language Surveys as well as the face to face contact with parents indicates that many families within our school community speak Spanish as their primary language. All communications with the home are sent in both English and Spanish as standard practice.

The preferred home language as identified on the Home Language Survey is entered into ATS for each student in the school. This data is used to determine which students need home communications in Spanish. There are 384 students in the school. 253 parents' preferred home language is English, 89 parents' preferred home language is Spanish, 2 parents' preferred home language is Mandinka, 1 parent's preferred home language is Soninke, 1 parent's preferred home language is Afrikaans, and 1 parent's preferred home language is American Sign Language. 37 parents do not have a preferred home language assigned. We are currently working to update this data. All communications are sent home in both English and Spanish. We do not currently have the ability to provide translations in the other languages that the remaining 4 students prefer.

A copy of the Home Language Survey is kept in the students' permanent record cards, a copy of the Home Language Survey is kept on file in the main office, and a copy of the Home Language Survey is kept on file with the ESL coordinator. The Adult Preferred Language Report (RAPL) is kept on file. Each teacher receives a copy of this report for his/her class so that they can make sure that the parents receive report cards and progress reports in Spanish. All other communications are sent home in both English and Spanish. The preferred home language is entered on the blue emergency cards that are kept in the classrooms and in the main office.

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

We have identified a need for both written and oral translation in Spanish. The SLT and the Parent Association have been instrumental in helping to provide the feedback necessary to assure that we continue to meet the oral and written translation needs of the community.

Spanish oral language translation is provided at the school by the parent coordinator. If the parent coordinator is unavailable the ESL coordinator or another Spanish speaking staff member will provide the translation. Written translations are provided in house for parent letters, flyers, and calendars. We occasionally use an outside consultant for more complex translations, such as the report cards and monthly progress reports.

Part B: Strategies and Activities

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

All communications between the school and the home including notices, flyers, homework sheets, monthly progress reports, and report cards are provided in both English and Spanish. Translations available on the NYCDOE website are utilized when appropriate. Our parent coordinator and our parent volunteers provide translation services when necessary. Outside consultants are used for more complex translations such as report cards and progress reports.

Parents receive the Parent Bill of Rights at Back to School Night in September of each school year in their preferred language. Parents who do not attend receive this document in their child's homework folder in their preferred language. All signs and notices posted in the building are posted in both English and Spanish. Interpretation notice signs are provided in those translations available through the Dept. of Education. The other three languages preferred by less than 10% of the parents in our school are not recognized by the Dept. of Education and translations are not available.

Our School Safety Plan includes procedures that ensure the accessibility to the administrative offices for all parents regardless of their language preferences. No parent is prevented from going to the main office due to language barriers.

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

Oral language translation is available in house in Spanish. During one on one meetings our Parent Coordinator or another staff member will translate for parents. During Parent Workshops and meetings a translator is provided. Each classroom has someone who can interpret for

parents during Parent Teacher Conferences. We contact the Translation and Interpretation Unit at 718-752-7373 ext. 4 when we require the services of an American Sign Language interpreter for our hearing impaired parents. We use email communication with these parents in place of telephone contact as prearranged with them.

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>.

Section	Description of Services Provided
VII A	A letter will be sent home in September and will be provided to newly registered families informing them of their rights regarding language assistance and explaining procedures for obtaining such services.
VII B	A notice is posted next to the security desk at the main entrance to the school. (See attachment A)
VII C	The school safety plan has being modified to include procedures for allowing parents who do not speak English the same access to the administrative offices as other parents.
VII D	We do not have a population of more than 10% of the school population which speaks a language other than those covered.
VII E	The web address of the translation unit is posted on the notice by the main entrance.

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:	348138	84775	432913
2. Enter the anticipated 1% set-aside for Parent Involvement:	5001		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	20723	*	
4. Enter the anticipated 10% set-aside for Professional Development:	41445	*	

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.

We will add the 5% set aside to the 10% professional development budget in order to ensure that our percentage of highly qualified teachers remains at 100%.

* 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.

PS 236

Parent Involvement Policy

The staff at 236 believes that parents are critical component of our students and their input and participation is essential to the success of our school community. In order to promote parental involvement, the staff will assist in the following ways:

Distribution of Information

The Parent Involvement Policy for PS 236 will be posted in the school.

- A copy of the policy will be distributed to all parents at the parent teacher conference.
 - Information related to school and parent programs, meetings, and other activities, will be distributed both in English and in Spanish to parents through the monthly calendar as well as the homework sheets with the students.
 - Classroom teachers will provide achievement test information through various means: conferences, meetings, report cards and monthly progress reports.
 - The school-parent compact outlines how teachers, students and the parents will share in the responsibility for improved student achievement. This will be communicated to and distributed during our parent-teacher conferences. A copy of the parent-school compact will be posted in the school as well as on NYC Department of Education school website.

Parent Participation

- Parents will receive materials and have opportunities to participate in curriculum workshops throughout the school year.
 - Parents will be provided reasonable access to staff, opportunities to volunteer and participate in their child’s class and schedule observations of classroom activities to improve student achievement.
 - Parents will have opportunities to participate in school decision making regarding the education of their children through Parent Association Meetings, Parent Advisory Committee, Title I and School Leadership Team Meetings.
 - Barriers to parental participation, e.g., transportation, childcare, etc., will be addressed.
 - Title I parent involvement allocation funds will be based on individual needs.
 - Parents will have the opportunity to meet with staff to plan parent workshops based on the interests and needs of the community.

School Goals and Responsibilities

- · · · · Provide timely information to parents and students.

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

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

School Parent Compact

PS 236/173 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2009-10.

Required School-Parent Compact Provisions

School Responsibilities

PS 236/173 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - Utilization of the Workshop Model in Reading, Writing, Mathematics and other curriculum areas where applicable.
 - Units of Study that are closely aligned with the NYS Standards.

- Coaching to ensure uniformity from class to class.
 - Provision of Academic Intervention Services (AIS) in Literacy and Mathematics when necessary.
 - Infusion of the Principles of Learning into all instruction: Clear Expectations, Academic Rigor, and Accountable Talk.
 - Individual and group goal setting to encourage student accountability and achievement.
2. Hold parent-teacher conferences twice annually during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: in November and March as specified by the NYCDOE Calendar.
 3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: monthly progress reports, holdover action plans for at risk students, SST action plans for students identified as in need of additional support, parent/teacher meetings as necessary.
 4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: Parents will receive a copy of the teacher's preparation period schedule. Parents may meet with a teacher during any preparation period either by appointment or as a walk in. Parents may request conferences at other times and accommodations will be made whenever feasible.
 5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: Parents may sit in on their child's class upon request, Learning Leaders parent volunteers may provide assistance in their child's class or in other areas of the school. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
 6. Involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.
 7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs, and will encourage them to attend.
 8. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.

9. Provide to parents of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents, provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

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

- Ensure that children arrive at school on time and prepared to learn.
- Make sure that homework is completed.
- Monitor the amount of television our children watch.
- Volunteer in our children's classrooms, if possible.

- Participate, as appropriate, in decisions relating to our children's education.
- Promote positive use of our children's extracurricular time.
- Stay informed about our children's education and communicate with the school by promptly reading all notices from the school or the school district either received by our children or by mail and respond, as appropriate.
- Serve, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

Optional Additional Provisions

Student Responsibilities

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

- Do our homework every day and ask for help when we need to.
- Read at least 30 minutes every day outside of school time.

- Give to our parents or the adults who are responsible for our welfare all notices and information received by us from our school every day.]

SIGNATURES:

_____	_____	_____
SCHOOL	PARENT(S)	STUDENT
_____	_____	_____
DATE	DATE	DATE

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.

See the needs assessment in Section IV of this document. (pp. 11 - 13)

2. Schoolwide reform strategies that:

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

See the school goals and action plans in sections V and VI of this plan. (pp. 14 - 16)

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.

See the school goals and action plans in sections V and VI of this plan. (pp 14 - 16)

o Help provide an enriched and accelerated curriculum.

See the school goals and action plans in sections V and VI of this plan. (pp. 14 - 16)

o Meet the educational needs of historically underserved populations.

See the school needs assessment in Section IV of this plan.

See the school goals and action plans in sections V and VI of this plan. (pp 14 - 16)

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.

See the needs assessment in Section IV of this plan. (pp. 11 - 13)

See the school goals and action plans in sections V and VI of this plan. (pp. 14 - 16)

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

See the school goals and action plans in sections V and VI of this plan. (pp 14 - 16)

3. Instruction by highly qualified staff.

Every effort is made to hire fully qualified staff as evidenced by the 100% rate of fully licensed and permanently assigned staff at this school. 56.1% of our staff have been teaching more than five years and 68.3% more than two years at this school. 80% of the teachers have a masters degree or higher. New hires must have a current license qualifying them for the position as evidenced by the 100% of core classes taught by “highly qualified” teachers.

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

Professional development is provided in-house by 2 coaches. Teachers are supported in attending outside daily workshops and conferences. Consultants from AUSSIE, Young Audiences, Bank Street, and other educational organizations provide PD to targeted groups of teachers as outlined in this plan.

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

Active recruitment through job placement at local colleges and universities and at DOE job fairs each spring attracts a large pool of highly qualified teachers from which new hires are chosen after a careful interview and screening program involving administrators, teachers, and parents.

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

Our parent coordinator and our social worker serve as valuable resources for our parents and families. They are available on an individual basis to assist families with resolving difficulties and in integrating into the school community. Monthly parent workshops are planned and implemented on a wide range of subjects determined by interview, survey, and individual conversations with parents. Families are directed to appropriate community organizations for assistance as needed. A yearly Health Fair is held to help familiarize parents with the health resources available in the community. ESL and GED classes are provided through collaboration with the Association for Child Development which shares the 173 building

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.



Preschool children who attend the Head Start Program at 173 and the Early Reading First Program at 236 have the opportunity to tour the school. A parent orientation meeting is held at which parents of incoming Kindergarteners have the opportunity to meet with administrators, teachers, support personnel, coaches, teachers, and the Parent Coordinator. Information about the school and the instructional program is given and questions and concerns are addressed. Representatives from the Parent Association will provide information on involvement in the PA and the school uniform policy.

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.



Grade meetings are held with the coaches to discuss student assessment results. Differentiation of instruction based upon these results as well as grouping and AIS needs are also discussed. Overall trends and patterns in the school are discussed at SLT meetings and decisions for program changes are made. AIS student progress is reviewed twice each year by the AIS teacher, the Classroom teacher, and the Principal or Assistant Principal and decisions are made about adjustments to the instructional plan. The Student Support Team (SLT) provides assistance for students not making adequate progress. The team consists of the Principal, Social Worker, Parent (s), Coaches, Classroom Teachers, and any relevant service providers. An action plan is developed to provide specific assistance and intervention.

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.



Students are identified for Academic Intervention Services based upon their DRA assessments, holdover records, and teacher recommendation. Teachers administer periodic assessments in reading and mathematics and are able to identify students who are not making the expected progress. These students are incorporated into the AIS program as needs are identified. Intervention services are also provided during the extended day tutorial sessions.

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.



Early Grade Reduce Class Size (Federal and State), SuperStart, Title 1, Tax Levy, Part 154 LEP, and IDEA allocations are targeted for direct instruction, professional development, and pupil support services to meet the needs of all students.

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

Explanation/Background:

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

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed

Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

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

Program Name	Fund Source <i>(I.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
Title I, Part A (Basic)	Federal	Yes			348,138.00	True	
Title I, Part A (ARRA)	Federal	Yes			84,775.00	True	
Title II	Federal	Yes			137,752.00	True	
Title III	Federal	Yes			15,000.00	True	
Tax Levy	Local	Yes			2,174,617.00	True	
Title I, Part A (Basic)	Federal	Yes			348,138	True	24, 25., 26, 27
Title I, Part A (ARRA)	Local	Yes			847,750	True	23, 26
Title II	Federal	Yes			137,752	True	24,25,
Title III	Federal	Yes			15,000	True	26, 27
Tax Levy	Local	Yes			2,174,617	True	23, 24. 25, 26. 27, 28

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.

N/A

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;

N/A

b. Help provide an accelerated, high –quality curriculum, including applied learning; and

N/A

c. Minimize removing children from the regular classroom during regular school hours;

N/A

4. Coordinate with and support the regular educational program;

N/A

5. Provide instruction by highly qualified teachers;

N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

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

N/A

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.)
14

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

- Basic school supplies are provided as needed.
- Assistance is provided to help families locate needed support services
- Students receive breakfast even if they arrive later than the time at which breakfast ends.
- At risk counseling is available as needed
- Students participate in extended day program

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_09X236_020111-122616.doc

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

File Name - 28_09X236_110110-084501.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 Maria Quail	District 9	School Number 236	School Name Langston Hughes
Principal Beverly Ellis	Assistant Principal Denise Robinson		
Coach Susan Tasch (Literacy)	Coach N/A		
Teacher/Subject Area Susan Rust/ ESL	Guidance Counselor Rosa Camilo		
Teacher/Subject Area Elizabeth Torres/Grade K	Parent type here		
Teacher/Subject Area Luz Pichardo/Grade 1	Parent Coordinator Gilberto Valette		
Related Service Provider Regina Ruggi/SETTS	Other type here		
Network Leader Maria Quail	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	4	Number of Certified Bilingual Teachers	6	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	1	Number of Teachers of ELLs without ESL/Bilingual Certification	7

C. School Demographics

Total Number of Students in School	399	Total Number of ELLs	54	ELLs as Share of Total Student Population (%)	13.53%
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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.

1. Parents of students new to the NYC public school system complete the Home Language Survey (HLIS) during enrollment and registration at PS 236. The parent completes the HLIS to show what language the child speaks at home most of the time. Parents are provided with the forms in their native language, if available. Spanish translators are also available as part of our registration intake team. To ensure proper completion of these forms, Ms. Susan Rust, our ESL teacher who is bilingual (Spanish), meets with parents to make an initial determination of the child's home language. She also conducts an informal interview with the child to determine Language Assessment Battery-Revised (LAB-R) eligibility and observations are then noted on the HLIS and an Other Than English Language Exposure (OTELE) Alpha code is marked on the HLIS. If an initial determination is made that the child is LAB-R eligible, the parent is informed that the child will be assessed using the LAB-R and explained its purpose. The LAB-R is administered within ten days of the student's registration in the NYC public schools. The original HLIS is placed in the child's cumulative folder and a copy is kept in the ELL compliance binder.

All eligible English Language Learners (ELLs) are annually evaluated in the Spring using the New York State English as a Second Language Achievement Test (NYSESLAT). Special education students are provided the testing accommodations specified in their IEP or Section 504 Accommodation Plan (504 Plan). Every Fall, continuation of service letters and non entitlement letters are given out to inform the parents of their child's progress towards reaching English proficiency as determined by their child's score on the NYSESLAT the previous Spring.

2. When the first ten days of school have been completed and after the LAB-R assessment has been completed and English proficiency levels have been determined for newly enrolled students, an invitation to the parent orientation is given to the parents of eligible students in their native language (as available). Ms. Rust, our ESL teacher, conducted the orientation in English with Spanish translation provided by our parent coordinator, Mr. Valette. The parents viewed the "Orientation Video for Parents of Newly Enrolled English Language Learners" provided by the New York City Department of Education. At the conclusion of the video, the three program choices, (TBE, Dual Language, and Freestanding ESL) were reviewed and explained and parents were provided the opportunity to ask questions. Time models and descriptions of each of the program models were reviewed with parents so that they could make an informed choice as to which program they would prefer to select for their child. In order to ensure that parents understand all three program choices, all necessary forms and brochures were available in their native language (as available).

After the parents had completed the program selection forms, Ms. Rust explained to the parents that although there are three programs recognized by the NYC public schools for ELL students, PS 236/173 only offers one program choice, ESL, with a push in model. She provided more detailed information regarding our ESL program and the number of periods of eligibility, as per the CR Part 154 mandates for language instruction. She also explained that if any parent made a first choice selection of programs not currently offered in our school, that they were eligible to register their child at another school in our community that offers their first choice program selection (and that our school would work with the parent to find a school in the district that would reflect their program choice). However, if the parents opted to remain in our school, they were informed that periodically, throughout the school year, Ms. Rust will

check the list of parents who were interested in the other program models and if, at any point in the year, we have enough students to create a class of their first choice program models, we will inform them of the creation of the new class. Parents were informed that their program selection is for one school year, but that changing their child from program to program from year to year could be detrimental to increasing their child's proficiency in English and detrimental to their academic progress. Parents were also informed that because their child's service needs had now been determined, it might be necessary to move the child to another age appropriate class in order to better facilitate their receiving the ESL services that they are eligible for. The parent program selection forms were collected at the end of the meeting and the original was placed in each student's cumulative record and a copy was stored in the ELL compliance binder.

A second orientation was held a week later by Ms. Rust and Mr. Valette for parents who had not been able to attend the first orientation. As new students register throughout the year, the orientation will be provided on a one-to-one/small group basis with translation as necessary/available.

After the parent orientation, a follow-up letter was sent home by the ESL teacher in both English and the native language (if possible), indicating the number of minutes their child is eligible to receive ESL services, as per CR Part 154. The parents were provided with the ESL teacher's schedule indicating the available time for parent conferences as needed.

3. Parent program selection forms were collected at the end of the parent orientation by Ms. Rust and Mr. Valette. Parents were informed that failure to complete this form would be considered a selection for the Transitional Bilingual Education program option, as appropriate, as per CR Part 154.

Continued entitlement and eligibility letters in English and Spanish were distributed by Ms. Rust to the students' classroom teachers, to be given to parents to inform them of their child's continued entitlement for ESL services. Two students who reached proficiency level were also given letters to explain to their parents their progress and new non-entitlement status. If parents have any questions about their child's entitlement and eligibility, the letter directs them to contact Ms. Rust at the school.

4. After reviewing parent program selection forms, a follow-up letter was sent home by the ESL teacher in both English and the native language, indicating the number of minutes their child is eligible to receive ESL services determined by their LAB-R score, as per CR Part 154. The parents were provided with the ESL teacher's schedule indicating the available time for parent conferences as needed. Continued eligibility and minutes of instruction are determined by the child's score on the NYSESLAT in the Spring and parents receive a letter in both English and the native language (if possible) in the Fall, indicating the child's continued entitlement.

5. Over the past few years, the program choices of the parents of our currently enrolled ELLs have trended this way: 2008-2009: ESL--4 Transitional Bilingual Education (TBE)--1 2009-2010: ESL--8 TBE--1 Dual Language--2 2010-2011: ESL--25 TBE: 4 In past years, our school had a diminished number of ELLs eligible for services and we transitioned our school program to provide ESL to reflect the first choice of the parents of our newly enrolled ELLs

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0

(60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0											0
Push-In	3	4	2											9
Total	3	4	2	0	0	0	0	0	0	0	0	0	0	9

B. ELL Years of Service and Programs

Number of ELLs by Subgroups						
All ELLs	54	Newcomers (ELLs receiving service 0-3 years)		54	Special Education	10
SIFE	0	ELLs receiving service 4-6 years		0	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	54										54
Total	54	0	0	0	0	0	0	0	0	0	54

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

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	23	12	13											48
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

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
Polish														0
Albanian														0
Other	6													6
TOTAL	29	12	13	0	54									

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.

1. a. We have 54 ELLs across grades K-2 who receive instruction through a Push In model by certified ESL teachers. To ensure the mandated time units of instruction for our students, as per CR Part 154, the school has tried to have all ELL students in the same classes to facilitate scheduling and delivery of instruction.

b. The classes are Heterogeneous [mixed proficiency levels].

2. a. The ESL teacher has a Push-In program 360 minutes per week to deliver explicit ESL instructional minutes for beginning and intermediate level proficiency students. The 180 minutes per week that is required for advanced level proficiency students is included in the 360 minutes that the ESL teacher is in the classroom. The ESL teacher's schedule was specifically created to provide the mandated number of instructional minutes according to proficiency levels.

3. In the Push-In (co-teaching) model, the ESL teacher works in collaboration with the classroom teacher, incorporating ESL strategies, scaffolding and differentiating the lesson for the ESL students to provide acquisition of skills necessary for successful learning in all curriculum areas. ELL students benefit from this model as it provides an opportunity for smaller group instruction in the classroom. The ESL teacher's small group instruction focuses on vocabulary development and reading and writing skills. She uses both formative and summative assessment results to plan individualized and small group work that will best meet students' demonstrated needs.

As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our content area curriculum is based on State standards with instruction tailored to the proficiency levels of the ELLs. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and

knowledge of concepts.

Our school follows a Balanced Literacy program utilizing the workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the workshop lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books, non-fiction leveled books, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books, etc. Instructional strategies beneficial to ELLs incorporated into the Everyday Mathematics lessons include providing wait time, making connections to everyday life, modeling problems with concrete objects, modeling problems visually and physically, and providing tools to help students organize their thinking. Specific activities are also suggested to support ELLs and promote development of language for each lesson. The Passwords vocabulary development program for social studies by Curriculum Associates is used along with the Harcourt science program to address specific academic and conceptual knowledge. Word banks, word walls, glossaries, internet resources, school and classroom libraries can be used to support and enrich language development in all content areas.

4. a. No Student with Interrupted Formal Education (SIFE) is identified as such before third grade. Therefore, as an early childhood school serving grades K-2, we have not had any SIFE students registering at PS 236/173.

b. Newcomers to the United States would go through the same placement and identification process (HLIS, student interview, LAB-R or LAB [Spanish] testing) as any other newly enrolled student in a New York State public school system. The student would then be age appropriately placed in the grade with ESL services provided determined by their proficiency level, contingent upon parent program choice. The school will provide additional support to the student by ensuring that he/she is enrolled in extended day and in the after school program. All instructional planning is based on the demonstrated needs of the students.

Our school serves grades Pre Kindergarten-2. Therefore, we are not required to administer the New York State ELA test, and are not subject by the No Child Left Behind (NCLB) requirement that ELLs take the ELA test after one year of receiving services.

c. We currently have no ELLs enrolled who are receiving service 4 to 6 years. Potentially, a student could enroll who could be in his or her fourth year of service due to being previously held over in a grade. We would then provide additional support to the student by ensuring that he/she enrolled in the extended day and in the after school program specifically designed for ELLs, with an emphasis on reading and writing in preparation for the NYSESLAT. It would be the responsibility of the teacher to develop an action plan to help accelerate learning for this student, if needed, possibly with the assistance of the Student Support Team (SST).

d. Our school has no long term ELLs who have completed 6 years of service because our school only serves grades Pre Kindergarten-Grade 2.

e. The teachers of ELLs with special needs and an Individualized Educational Plan (IEP) prepare with the ESL teacher as well as with other related service providers to ensure mandated services are provided with minimal loss of classroom instruction. In addition, children who are bused are properly coded in ATS to ensure participation in the 37 1/2 minutes extended day tutoring sessions.

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

of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the program models. The students work in groups and their tasks and assignments are project based with language and content objectives. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

Students who are identified as at risk and in need of academic intervention are referred to our SST where a team comprised of the classroom teacher, math and literacy coaches, social worker, principal, and ESL specialist develop an academic intervention action plan with specific goals and timelines for the individual student. Parents are included in the goal setting and take an active role in helping their child to continue to develop language skills at home. These goals are reviewed and revisited periodically and modifications are made as necessary.

All ELLs are invited to participate in the Title III after school program. Students are grouped by proficiency level to meet their instructional needs. Lessons focus on specific skills determined by the analysis of the data of previous NYSESLAT results, as well as formative and summative classroom assessments. The program also addresses the needs of the students in preparation for the NYSESLAT.

6. The ELLs that reach proficiency on the NYSESLAT before the end of grade 2 receive continuing transitional support by their classroom teacher during the school day and during the 37 ½ minutes of extended day tutoring to ensure continued progress. In addition, the students are given the opportunity to participate in enrichment programs such as Reader's Theater, chorus and a library program specifically focusing on responding to literature. We do not administer any standardized or state test at our school besides the LAB-R or NYSESLAT exams.

Therefore, we do not need to provide any testing accommodations for our former ELL students after they have tested out on the NYSESLAT.

7. At the moment, we are not considering any new programs. Any necessary changes of the program will be based upon the needs of the students and the professional development needs of the staff.

8. We do not anticipate discontinuance of any services for our ELLs for the upcoming school year. According to our school's New York State School Report Card, posted on the New York City DOE website, we had 81 ELLs in the 2007-2008 school year (22% of total school population). In 2008-2009, we had 56 ELLs (16% of total school population). In 2009-2010 we had 49 ELLs (12% of total school population). This school year, 2010-2011, we presently have 54 ELLs (13.5% of total population). Services for ELLs are dependent upon enrollment and the results of the NYSESLAT and we have no reason to believe that the number of ELLs registering for school at PS 236/173 will be drastically different. However, it is expected that we will demonstrate an increase in proficiency of our present ELL population.

9. Our ELL students are afforded equal access and participation to all academic and extracurricular activities. Our ELLs are given the opportunity to participate in enrichment activities during the school day. For example, our school participates in a sports program on Randall's Island, a program on Randall's Island to study the wetlands habitat, a storytelling program with a professional storyteller and a program with a visiting artist from the Hudson Valley Center for Contemporary Art who works with the children using clay. In addition there is an after school chorus that some of our ELLs are invited to join. The programs offer extended learning opportunities that address oral language development, building vocabulary, reading, listening, and following directions.

There is an academic intervention Title III after school program which targets our ELL population directly. The program is instructed by a qualified pedagogue two times a week for ninety minutes. Students targeted to participate in the program will be determined by both NYSESLAT and LAB-R scores. Students will be grouped by proficiency level to enhance their instructional needs. At the beginning of the program, the teachers will be using the ELL/Oral Language Intervention Kit by Rourke Classroom Resources. This program focuses on the development of oral language proficiency and vocabulary acquisition. Later, the after school program focuses on providing students with more targeted instruction in the Reading and Writing modalities prior to beginning test preparation for taking the NYSESLAT exam.

10. Our school follows a Balanced Literacy program utilizing the workshop model in which teachers draw upon resources from various modalities. The classroom teacher can apply ESL methodologies on a daily basis when planning and teaching the workshop lessons. Our resources include: Rigby PM books, Fountas and Pinnell leveled books, non-fiction leveled books, social studies and science texts, Weekly Reader and other commercial newsletters, library trade books, etc. Our school uses the Everyday Math program. Instructional strategies beneficial to ELLs incorporated into the Everyday Math lessons include providing wait time, making connections to everyday life, modeling problems with concrete objects, modeling problems visually and physically, and providing tools to help students organize their thinking. Specific activities are also suggested to support ELLs and promote development of language for each lesson. The Passwords vocabulary development program for social studies by Curriculum Associates is used along with the Harcourt Science program to address specific academic and conceptual knowledge. Content specific word walls with visual representations of words aid in the understanding of content area vocabulary and comprehension. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

All ELL students have equal access to the use of technology during the school day and after school. In addition, many classrooms use the SMART board and Elmo document cameras to modify and enhance lessons. All classrooms are equipped with 3-4 iMac computers. All computers have internet access to aid learning and research.

The majority of our ELL students' native language is Spanish. In order to support our ELLs' native language we provide bilingual dictionaries in the classroom. An entire portion of our school library is devoted to books in Spanish that are available for both students and parents to borrow and all classrooms have books available in Spanish in the classroom libraries.

11. At this time, all content area instruction takes place in English in the monolingual class in the ESL Push-In program model. Many of the classroom teachers are licensed bilingual teachers who are able to provide native language support for conceptual clarification. In addition, the ESL teacher is bilingual, as are many paraprofessionals and members of the educational support staff in our school.

12. Yes, all required services and resources support and correspond to ELL's ages and grade levels. As an early childhood school we understand the importance of targeting all learning modalities of students by using many manipulatives and hands-on activities to teach content area curriculum. Our ELLs are supported by scaffolded lessons that allow them to demonstrate their learning with a variety of activities such as: role-playing, presentations, experiments, and theme-culminating projects. The language of instruction is English, as guided by the ESL Push-In program model. The students work in groups and their tasks and assignments are project based with language and content objectives. Assessments, tasks, and instruction are differentiated to give all students an opportunity to demonstrate learning and knowledge of concepts.

13. For all pre-registered Kindergarten students, an orientation is held at the end of the previous school year. Parents are invited to visit the classrooms and inquire about the school's curriculum and expectations. Pamphlets about the state curriculum and a parent handbook are distributed in both English and Spanish. Translation services are available during this time. In addition, our school holds a "Curriculum Night" in September, when both currently enrolled and newly enrolled students' parents have an opportunity to visit their child's classroom, meet the teachers, learn about what their child will learn during the school year, and learn about the expectations of the school and their child's teachers. Pamphlets about the state curriculum and the New York City Schools' discipline code are distributed in both English and Spanish. Translation services are available during this time.

14. We do not offer any language electives to our ELLs because we are an elementary school.

C. Schools with Dual Language Programs

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

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.

1. We have purchased the consultant services of Nancy Dubetz, a professor at Lehman College, to assist us in our professional development regarding ELLs. Our professional development program is designed not only to support the learning of the classroom teachers but also serves as an inquiry model for our staff. Our teachers will have the opportunity to engage in learning activities that will give them the tools to build the students' language proficiency, vocabulary, reading comprehension and fluency; and they will begin to focus on using data to support their instruction. All staff members are provided opportunities to attend outside professional development offered by the Department of Education's Office of English Language Learners, Children First Network 10 and New York State Bronx BETAC. The staff members servicing the students in the Title III after school program will participate in study groups and collaborative planning for instruction for 90 minutes per week when our after school program begins in January. The collaborative planning sessions are designed to give the teachers the opportunity to examine student work and plan appropriate learning opportunities based on student needs and proficiency levels. During the meetings teachers are able to share their best practices as well as present issues to the group for assistance or clarification.

2. As an early childhood school serving grades PreKindergarten-Grade 2, our ELLs are not involved in the transition from elementary to middle or middle to high school.

3. Our entire school staff receives the mandated 7.5 hours of training, as per Jose P. throughout the school year with the assistance of our Network specialist. In addition we hope to have Ms. Dubetz, our consultant, assist us in meeting this mandate.

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?

1. The relationship of our school community with our parents is one of mutual respect and cooperation. Our purpose is to provide the best possible learning environment to allow all students to achieve their highest potential. Our entire bilingual staff has helped to develop a very dynamic group of parents who participate in all school affairs and activities and serve on the Parent Association. The parents of our ELLs are afforded equal access to all school programs and are welcome to join in all activities.
2. Our school works very closely with many community based organizations and outside agencies to ensure that our parents' social and emotional needs are addressed and that they are well informed about topics of their interest. Recent parent meetings have addressed "Learning How to Connect with your Child" and health issues. Monthly parent meetings are held by our bilingual (Spanish) social worker and in the past we have collaborated with the following organizations: Bank Street College, Parent Resource Center, New York City Department of Health, New York City Libraries (Bronx Branches), Citizen's Advice Bureau, La Peninsula Head Start, New York City Department of Environmental Protection, and Domestic Violence Intervention Center. All notices of the meetings and materials are provided in both English and Spanish.
3. We ensure that parents' needs are met through a variety of ways: our "Curriculum Night", Parent-teacher conferences, the Department of Education School Survey, Face to Face interviews, open communication with our social worker and parent coordinator, and informal parent-teacher meetings and communication. Last year we had 271 (79%) parents respond to the 2009-2010 School Survey. 100% of parents who responded to the survey said that they were satisfied or very satisfied with their opportunities to be involved in their child's education. 99% of parents responded they were satisfied or very satisfied with how well the school communicates with them. All materials and correspondence sent home from the school are provided in both English and Spanish and a translator is present at any parent-teacher meeting where it is necessary.
4. Our formal parental involvement activities are offered once a month and address particular topics that are mandated by the Department of Education such as the Home-School Connection and how you can help your child succeed in school; bullying; understanding developmental stages and disciplining your child; and ACS Reporting. Based on the communication that the social worker and parent coordinator have with parents, topics for future parent workshops are solicited and encouraged. All materials and correspondence sent home about the workshops is provided in both English and Spanish and meetings are conducted in both languages. 99% of parents responded in the 2009-2010 Department of Education School Survey that were satisfied or very satisfied with how the school communicates with them.

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)	4	7	7											18
Intermediate(I)	4	2	3											9
Advanced (A)	21	3	2											26
Total	29	12	12	0	0	0	0	0	0	0	0	0	0	53

NYSESLATModality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B		0	0										

	I		2	1										
	A		8	6										
	P		2	5										
READING/ WRITING	B		7	7										
	I		3	3										
	A		2	2										
	P		0	0										

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

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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				
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 26-50percentile	Q3 51-75percentile	Q4 76-99percentile	Q1 1-25 percentile	Q2 26-50percentile	Q3 51-75percentile	Q4 76-99percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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.

1. Our school uses the DRA assessment to give us specific information about our ELL students' early literacy skills by determining their reading level, comprehension level, their decoding skills and their reading strategies used to decode the text. The teacher can also analyze the student's miscues and determine their fluency rate. By using the DRA Word Analysis in conjunction with the DRA reading assessment, we can get an even more specific picture about a child's phonemic awareness, phonics skills and sight word recognition. The DRA assessment provides information for planning instruction and small grouping and for creating learning goals both school-wide and individualized. Our DRA data from 2009-2010 indicates that in the Fall of 2009, 82% of our ELLs were at levels 1 and 2 and 21% were at levels 3 and 4. By Spring 2010, 57% of our ELLs were at levels 1 and 2 and 43% were at levels 3 and 4. Looking at this data it is clear that reading and writing are the instructional focus of the ESL team. Our students are improving their reading throughout the year and becoming more proficient because we are placing a heavy emphasis on students developing multiple strategies for engaging with text and structuring writing. There has been a school-wide adoption of comprehension strategies in our cluster classes and extended day programs to ensure a dynamic intervention towards the development of our ELLs reading and writing skills. In all classes the consistency and repetition of these strategies supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, all ELLs are offered targeted after-school academic intervention services which focus on reading, writing, and NYSESLAT test preparation.

2. Up to this point in the 2010-2011 school year, 52 students have taken the LAB-R exam and approximately 44.2% tested out. The remaining 55.7% of students are currently enrolled in a Push-In ESL program here at our school. Across both grade and proficiency levels, NYSESLAT data shows that reading and writing are the weakest of the students' modalities. The results indicate that our ELLs are becoming more proficient listeners and speakers of English but still need to develop reading and writing abilities along with the acquisition of English academic language.

3. It is clear that the reading/writing modality should be the instructional focus of the ESL team. For first and second grades, there is a heavy emphasis on students developing multiple strategies for engaging with text and structuring writing. There is also a school-wide adoption of comprehension strategies in our cluster classes and extended day programs to ensure a dynamic intervention towards the development of our ELLs reading and writing skills. In all classes the consistency and repetition of these strategies supports continued development of reading comprehension, vocabulary development, and structured writing skills. Additionally, all ELLs are offered targeted after-school academic intervention services which focus on reading, writing, and NYSESLAT test preparation.

4. a. Fifty five children were tested last year in Grades K, 1, and 2 with the NYSESLAT assessment. The disaggregate proficiency level results were: Kindergarten: 7 Beginners, 3 Intermediates, 1 Advanced, 0 Proficient. First Grade: 9 Beginners, 2 Intermediates, 2 Advanced, 3 Proficient. Second Grade: 2 Beginners, 15 Intermediates, 10 Advanced, 1 Proficient. Overall, our school's aggregate percentages for proficiency levels were: 32.7% Beginners, 36.3% Intermediates, 23.6% Advanced, 7.2% Proficient. What these results indicate is that our students are still acquiring English academic language, with the bulk of our students falling in the Intermediate-Advanced range of proficiency.

b. As an early childhood school serving PreKindergarten-Grade 2, we do not use the ELL Periodic Assessments.

c. As an early childhood school service PreKindergarten-Grade 2, we do not use the ELL Periodic Assessments.

5. We do not have a dual language program at our school.

6. We evaluate the success of our programs for ELLs based on NYSESLAT results and students' progress in proficiency levels. Our goal is to meet our students' instructional needs through targeted, specialized instruction in ESL for all the modalities of the NYSESLAT exam, in turn improving their proficiency levels and allowing them to achieve the designated level of English proficiency for their grade.

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.

Paste additional information here

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 Langston Hughes					
District:	9	DBN:	09X236	School		320900010236

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	31	33	26				NR
Kindergarten	126	109	128				
Grade 1	131	124	119				
Grade 2	97	110	121				
Grade 3	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 4	0	0	0		91.8	89.6	91.7
Grade 5	0	0	0				
Grade 6	0	0	0				
Grade 7	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 8	0	0	0		86.9	92.7	94.5
Grade 9	0	0	0				
Grade 10	0	0	0				
Grade 11	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 12	0	0	0		3	30	40
Ungraded	0	6	6				
Total	385	382	400	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	1	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	7	12	9	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	91	82	84	Superintendent Suspensions	5	7	2
Number all others	15	18	16				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	41	40	40
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	20	5
# receiving ESL services only	59	44	TBD				
# ELLs with IEPs	5	8	TBD				

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

<i>(As of October 31)</i>	2007-08	2008-09	2009-10
Number of Educational Paraprofessionals	2	4	19

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	97.1
				% more than 2 years teaching in this school	68.3	80.0	90.0
				% more than 5 years teaching anywhere	56.1	57.5	67.5
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	2007-08	2008-09	2009-10
American Indian or Alaska Native	0.8	0.5	0.3	% core classes taught by "highly qualified" teachers	100.0	100.0	100.0
Black or African American	31.2	32.2	33.0				
Hispanic or Latino	66.2	64.1	64.8				
Asian or Native Hawaiian/Other Pacific	0.3	0.0	0.3				
White	1.3	0.5	1.3				
Male	53.5	54.2	55.5				
Female	46.5	45.8	44.5				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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:		Graduation Rate:

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

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

American Indian or Alaska Native	-	-					
Black or African American	-	-					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White	-	-					
Multiracial	-	-					
Students with Disabilities	-	-					
Limited English Proficient	-	-					
Economically Disadvantaged	v	v					
Student groups making	3	3					

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:					P
Overall Score:	30.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	9.8	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	6	Quality Statement 4: Align Capacity Building to Goals					P
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	9.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.3						

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