



**P.S. 230 DORIS L. COHEN**

**2009-10**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**SCHOOL: P.S. 230 DORIS L. COHEN**  
**ADDRESS: 1 ALBEMARLE ROAD, BROOKLYN, NY, 11218**  
**TELEPHONE: 718-437-6135**  
**FAX: 718-871-2624**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 15K230      **SCHOOL NAME:** P.S. 230 Doris L. Cohen

**SCHOOL ADDRESS:** 1 ALBEMARLE ROAD, BROOKLYN, NY, 11218

**SCHOOL TELEPHONE:** 718-437-6135      **FAX:** 718-871-2624

**SCHOOL CONTACT PERSON:** Sharon Fiden      **EMAIL ADDRESS** sfiden@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**  
**SCHOOL LEADERSHIP TEAM CHAIRPERSON:**      Freya Grice

**PRINCIPAL:**      Sharon Fiden

**UFT CHAPTER LEADER:**      Sally Dyson

**PARENTS' ASSOCIATION PRESIDENT:**      Nicholas Pisano and Veronica Guzman

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

**DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION**

**DISTRICT:** 15      **SSO NAME:** Empowerment Support Organization

**SSO NETWORK LEADER:** Joe Cassidy and Alison Sheehan

**SUPERINTENDENT:** Anita Skop

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

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

Name	Position and Constituent Group Represented	Signature
Sharon Fiden	Principal	Electronic Signature Approved.
Freya Grice	CSA - Council of School Admin	Electronic Signature Approved.
Joanna Palumbo	CSA - Council of School Admin	
Elizabeth Huffman	UFT Member	Electronic Signature Approved.
Carmela Federico	Parent	Electronic Signature Approved. Comments: I hope in future the goals may be arrived at more interactively -- but they are great goals and are on-target for the needs of the school.
Deborah Truss	UFT Member	
Don Hume	Parent	Electronic Signature Approved.
Azmal/Nadia Yousuf-Alam	Parent	Electronic Signature Approved.
Indra Wong	Parent	
Margaret Williams	UFT Member	Electronic Signature Approved.
Nicholas Pisano	Parent/PTA Co-President	
Pearl Lau	UFT Member	

Sally Dyson	UFT Chapter Leader	Electronic Signature Approved.
Shaheen Kasham	Parent	
Susan Persad	Parent	
Trina Hickey	Parent	
Veronica Guzman	Parent/PTA Co-President	

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

**\* Core (mandatory) SLT members.**

## **SECTION III: SCHOOL PROFILE**

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

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

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PS 230 is a large (1,231 students) Title I Elementary School housed in two buildings a block apart in the Kensington section of Brooklyn. Approximately 500 early childhood students in grades Pre-kindergarten, Kindergarten and First Grade attend our Lower School and 731 students in grades 2 through 5 attend our Upper School. We have a highly diverse school community, with twenty-five home languages and dialects, including many low-incidence languages. 410 students are classified as mandated ELLs. We are a site for the District 15 Gifted and Talented Program, with 171 students currently in this academically advanced program, and we have 4 self-contained special education classes and 5 CTT classes.

Our administration is currently in their sixth year of a close, collaborative and collegial team, which puts the instructional needs of our children first in all decisions. We have put structures in place to provide academic intervention and services for all strugglers, including our English Language Learners, via a push-in model whereby intervention teachers push into the classroom and support the children in the ongoing work in content areas. We have a strong culture of learning, high expectations and few behavioral problems. Attendance is excellent and we seek to enrich our students' school experiences through daily exposure to the visual arts and music in their programs, and via art, music, dance and drama collaborations and residencies funded through a collaboration between the school, the PTA and our PENCIL Program partner: Green-Wood Cemetery.

We seek to maintain a strong bond between home and school despite the challenges of so many home languages. We have a grade-specific monthly parent newsletter which is translated into our dominant home languages and we work with the DOE translation unit to get all important school notices translated in a timely manner for our parents. We have an extraordinary record of coordinating interpreters for our Parent-Teacher conferences, and last spring 350 conferences were supported with appropriate translators. We sponsor Saturday Art and Science Programs for all our families, and many community-building events like a School Fair in June, Friday Family Movie Nights and many other fun and enriching activities.

We consider ourselves a community of lifelong learners, and have invested significantly in the best possible professional development for all our teachers. To that end we have hired experts in the fields of reading, writing and math to facilitate our teachers' expertise and content knowledge and to provide challenging new techniques for innovative differentiation of instruction and assessment. Equity is a hallmark of our vision and all our students have equal access to services, dedicated certified teachers, clean, bright, well-stocked classrooms with extensive classroom libraries and math centers, and opportunities to engage in enrichment experiences including Circus Arts, ArtsConnection, Junior Achievement, Mark Morris Dance, the PS 230 School Band and our marvelous collaboration with Green-Wood which incorporates history, science and art experiences on the grounds of this beautiful historic park which neighbors our school.

PS 230 is a vibrant, diverse learning community which strives to meet the social, emotional and academic needs of all our students within a nurturing, respectful, joyful environment.

**SECTION III - Cont'd**

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
<b>School Name:</b>	P.S. 230 Doris L. Cohen				
<b>District:</b>	15	<b>DBN #:</b>	15K230	<b>School BEDS Code #:</b>	15K230

DEMOGRAPHICS									
Grades Served in 2008-09:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			

<b>Enrollment:</b>				<b>Attendance: - % of days students attended</b>			
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09
Pre-K	126	125	124		94.7	95.1	95.2
Kindergarten	185	179	182				
Grade 1	176	188	193				
Grade 2	186	174	187	<b>Student Stability: - % of Enrollment</b> (As of June 30)	2006-07	2007-08	2008-09
Grade 3	186	182	169		93.2	94.9	94.10
Grade 4	167	189	186				
Grade 5	158	174	187	<b>Poverty Rate: - % of Enrollment:</b>			
Grade 6	0	0	0	(As of October 31)	2006-07	2007-08	2008-09
Grade 7	0	0	0			93.2	94.9
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	(As of June 30)	2006-07	2007-08	2008-09
Grade 11	0	0	0		1	6	91
Grade 12	0	0	0				
Ungraded	0	2	0	<b>Recent Immigrants: - Total Number</b>			
Total	1184	1213	1228	(As of October 31)	2006-07	2007-08	2008-09
					15.0	18.0	21

<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number</b>			
(As October 31)	2006-07	2007-08	2008	(As of June 30)	2006-07	2007-08	2008-09

# in Self-Contained Classes	31	35	35				
# in Collaborative Team Teaching (CTT) Classes	7	16	28	Principal Suspensions	2	0	TBD
Number all others	40	56	68	Superintendent Suspensions	2	0	TBD
<i>These students are included in the enrollment information above.</i>							
				<b>Special High School Programs: - Total Number:</b>			
<b>English Language Learners (ELL) Enrollment (BESIS Survey)</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008-09	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	0	0	0	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	265	347	369	<b>Number of Staff: - Includes all full-time staff:</b>			
# ELLs with IEPs	8	8	8	(As of October 31)	2006-07	2007-08	2008-09
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	78	88	93
				Number of Administrators and Other Professionals	8	14	16
<b>Overage Students: # entering students overage for grade</b>							
(As of October 31)	2006-07	2007-08	2008	Number of Educational Paraprofessionals	N/A	2	3
	0	0	0				
				<b>Teacher Qualifications:</b>			
<b>Ethnicity and Gender: % of Enrollment</b>				(As of October 31)	2006-07	2007-08	2008-09
(As of October 31)	2006-07	2007-08	2008	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
American Indian or Alaska Native	0.3	0.3	0.0	Percent more than two years teaching in this school	69.2	69.3	71.0
Black or African American	3.3	3.1	2.9	Percent more than five years teaching anywhere	51.3	51.1	57.0
Hispanic or Latino	31.0	30.5	29.5				
Asian or Native Hawaiian/Other Pacific Isl.	44.7	44.8	45.4	Percent Masters Degree or higher	95.0	94.0	95.0
White	20.7	21.2	21.5	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	84.8	88.9	88.5
Multi-racial							
<b>Male</b>	49.7	49.2	47.5				
<b>Female</b>	50.3	50.8	52.5				

2009-10 TITLE I STATUS				
<input checked="" type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input 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							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
<input checked="" type="checkbox"/>	In Good Standing (IGS)						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 1						
<input type="checkbox"/>	School in Need of Improvement (SINI)Improvement - Year 2						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 1						
<input type="checkbox"/>	NCLB Corrective Action (CA) - Year 2/Planning for Restructuring (PFR)						
<input type="checkbox"/>	NCLB Restructuring - Year ____						
<input type="checkbox"/>	School Requiring Academic Progress (SRAP) - Year ____						
<b>Individual Subject/Area Ratings</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
	ELA:	IGS			ELA:		
	Math:	IGS			Math:		
	Science:	IGS			Grad. Rate:		
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							
<b>Student Groups</b>		<b>Elementary/Middle Level</b>			<b>Secondary Level</b>		
		ELA	Math	Science	ELA	Math	Grad. Rate
<b>All Students</b>		√	√	√			
<b>Ethnicity</b>							
American Indian or Alaska Native							
Black or African American		-	-	-			
Hispanic or Latino		√	√	√			
Asian or Native Hawaiian/Other Pacific Islander		√	√	√			
White		√	√	√			
<b>Other Groups</b>							
Students with Disabilities		√ <sup>SH</sup>	√	-			
Limited English Proficient		√	√	-			
Economically Disadvantaged		√	√	√			
<b>Student groups making AYP in each subject</b>		7	7	5	0	0	0

### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	74.0	Quality Statement Scores:	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	11.9	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)	41.0	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

Key: AYP Status		Key: Quality Review Score	
√	Made AYP	Δ	Underdeveloped
√ <sup>SH</sup>	Made AYP Using Safe Harbor Target	▶	Underdeveloped with Proficient Features
X	Did Not Make AYP	√	Proficient
-	Insufficient Number of Students to Determine AYP Status	⊍	Well Developed
X*	Did Not Make AYP Due to Participation Rate Only	◇	Outstanding
<i>* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.</i>			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>			

## **SECTION IV: NEEDS ASSESSMENT**

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

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

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

After conducting a comprehensive review of our school's educational program with our entire school community and numerous presentations around current quantitative and qualitative data we have recognized the following needs:

### ELA

According to our Progress Report, our 2008-2009 ELA results showed improvement in the Student Progress category for Level 3 and 4 students from  $-.07$  the previous year to  $+.06$ , and for Level 1 and 2 students we improved from  $+.24$  to  $+.44$ . With an increase in the number of English Language Learners this year (an additional 25 students) and an increase of 3 new special education classrooms (one self contained and two CTT), coupled with a budget-related decrease of 3.5 AIS positions, there is an identified need to re-allocate personnel and remaining resources towards extremely targeted intervention models, emphasizing efficiency and small group instructional expertise, in order to continue to garner positive movement in our data. Professional development in reading and writing, consisting of expert consultants here in our school, will focus on building classroom teachers' proficiency in ELA assessment and intervention.

### MATH

According to our Progress Report, our 2008-2009 Math results showed an improvement in the Student Progress category for Level 3 and 4 students from  $-.02$  to  $+.01$ . We experienced a slight dip from  $+.36$  to  $+.30$  in Level 1 and 2 students, although our ELLs and Special Education students improved as a whole. Professional development in reading and writing, consisting of expert consultants here in our school, will focus on building classroom teachers' proficiency in Math assessment and intervention.

### Kindergarten English Language Learners

NYSESLAT data indicates that approximately 11% of our ELLs in Kindergarten reached the advanced level. We have identified this statistic and this population as a specific focus this year and will be reconfiguring Kindergarten classroom schedules and routines to include more opportunities for language enrichment. This will be the focus for Kindergarten teachers for the upcoming Election Day professional development.

## Schoolwide Word Study

In prior years we have studied language acquisition via whole-staff professional development and Inquiry Team research, and this work will continue. Last year we implemented a schoolwide K-5 word study program: *Words Their Way*. This program includes a separate element: *Words Their Way with English Learners*. During the upcoming year we will continue to provide professional development in this program, and have earmarked funds for the additional materials needed for the ELL section of the curriculum. Our needs assessment indicated that not every teacher had fully transitioned to the new curriculum nor made use of the full set of assessments and activities.

## Communication with Parents and Families

Through the DOE survey, parents have communicated their need to be informed and up to date on their children's learning and school experiences. While we have had for several years a monthly parent newsletter (translated into many languages) we have incorporated a new grade-level specificity into this year's publications: there is a separate newsletter for each grade with specific curriculum information regarding the Units of Study for the upcoming month for all subject areas including the arts and physical education. Included is specific information on how parents can help their children with their learning at home. In addition, we will be running Saturday programs in science and the Arts for parents and their children. We routinely provide translation/interpretation services for 1/3 of all our 1231 parent teacher conferences and for important school meetings.

## Significant Aids or Barriers to the School's Continuous Improvement

The most significant aids to our school's continuous improvement are our inquiry teams, our strong professional staff development model, our analysis of data and its instructional implications. In addition, our school has a high teacher retention rate with all teachers highly qualified and many with/or obtaining multiple certifications. We have strong parent support with almost 100% parent attendance at Parent-Teacher Conferences due to the fact that we provide interpreters for our families.

We are proud and celebrate the diversity of our school having over 25 languages represented, many low incident and structurally quite different from English, this also presents a barrier. In addition, due to budget cut we have had to reduce our AIS staff.

## SECTION V: ANNUAL SCHOOL GOALS

**Directions:** Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2009-10 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (SINI/SRAP/SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
By June 2010, we will increase by 2% the number of students making one year's progress as measured by the NYS ELA.	Our needs assessment indicates that we have made incremental improvement year over year in ELA in terms of student progress. With the addition of an increase of 25 ELLs and 3 new special education classes, we determined our goal to be maintaining this trajectory.
By June 2010, we will Increase by 2% the number of student's making one year's progress in Mathematics as measured by the NYS Mathematics Test.	Our needs assessment indicates that we made +.3 improvement last year in levels 3 and 4 in terms of student progress however, a decrease of .06 in our levels 1 and 2. We determined our goal to be similar gains in Levels 1and 2 as we achieved in Level 3 and 4.
In this, the second year of our roll-out of our new K-5 Word Study Program, there will be 100% participation and use of the curriculum by all classroom teachers, which includes the required interim assessments, use of that data to group for differentiated instruction, and for planning that moves the students through the spelling stages. In addition all classroom teacher will input the data into the appropriate software to allow for tracking of individual students as they progress from grades K-5.	After conducting our Needs Assessment it was apparent that not all classroom teachers had transitioned into the use of the new curriculum for Word Study. In addition, not all teachers were inputting the data to insure a data trail for individual student so that we could track their progress grade-to-grade.
Increase from 11% to 15% the number Kindergarten ELLS achieving Advanced level of English Language Acquisition as measured by the NYSESLAT	Our analysis of NYSESLAT data indicated that approximately 11% of our Kindergarten ELLs moved up to the Advanced level of language acquisition, which places us slightly below the citywide average.
By June 2010 we will have doubled the number of parent communications and workshops in home languages.	On the 2008-2009 Learning Environment Parent Survey indicated that communication was the lowest score. Although 7.6 is above city average, we still felt the need to address parent concerns, given the highly diverse nature of our community.



	SWP - Data Specialist: TL DRA Stabilization, TL Data Specialist, TC Conference Days: Title I SWP, Title I ARRA, Study Groups: TL CF Inquiry Teams, Title I SWP, Title I ARRA SWP, Saturday Test Prep: Title III LEP, Title I SWP, Title I ARRA
<b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	Interim progress will be measured using the following assessments: <ul style="list-style-type: none"> <li>-On-going Reading Level Class Profiles (submission to administration three times a year)</li> <li>-Rubric based writing sample assessment (submission to administration two times per year)</li> <li>-Reading Skills Rubric – skills specific reading assessment</li> <li>-Item analysis of predictive assessment</li> <li>-On-going Reading and writing conference notes</li> <li>-Use and analysis of DYO periodic assessment</li> </ul>

**Subject Area**  
(where relevant) :

**Math**

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<b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i>	By June 2010, we will Increase by 2% the number of student’s making one year’s progress in Mathematics as measured by the NYS Mathematics Test.
<b>Action Plan</b> <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i>	Data Specialist will identify the students who did not make one year’s progress using the 2008/2009 Progress Report data and will select students who lost .5 or more in progress (i.e., a half a year or more loss).  Data Specialist and Math Coach will work with teachers at grade meetings using item analysis of NYS Math results to narrow the focus to specific sub skills that are in deficit.  Target staff development towards best practice in the teaching of sub skills. Stephanie

	<p>Slabic and Toni Cameron from Math in the City will be providing in-classroom PD across the grades for all teachers which will be supported by Math Coach.</p> <p>Differentiate instruction to match students sub skills deficits via small group instruction, AIS support, extended day and Saturday Math Academy</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Budget Funding Sources: Math Coach – Contract for Excellence, Title I SWP , Title I ARRA – Data Specialist: TL DRA Stabilization, TL Data Specialist, MITC Conference Days: Title I SWP, Title I ARRA, Study Groups: TL CF Inquiry Teams, Title I SWP, Title I ARRA SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim progress will be measured using the following assessments:</p> <ul style="list-style-type: none"> <li>-On-going analysis of end-of-unit assessments K-5</li> <li>-On-going Math conference notes</li> <li>-Use and analysis of DYO periodic assessments (3 times a year)</li> <li>-Formal and informal assessment during small group instruction and individual conferences PK-5</li> </ul>

**Subject Area**  
(where relevant) :

**English Language Arts: Word Study**

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>In this, the second year of our roll-out of our new K-5 Word Study Program, there will be 100% participation and use of the curriculum by all classroom teachers, which includes the required interim assessments, use of that data to group for differentiated instruction, and for planning that moves the students through the spelling stages. In addition all classroom teacher will input the data into the appropriate software to allow for tracking of individual students as they progress from grades K-5.</p>
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<p><b>Action Plan</b>  <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>Data Specialist, Literacy Coach, AIS/ELL personnel enacted the Implementation and roll out of a new schoolwide word study program – Words Their Way K-5.</p> <p>Data Specialist, Literacy Coach and AIS/ELL personnel will work with teachers at grade meetings. On November 3, 2009 teachers who received specific training in Words Their Way, including studying at Fordham over the summer of 2009 with Donald Bear, will coordinate professional development with our staff.</p> <p>Data Specialist, Literacy Coach, AIS/ELL personnel will lead study groups designed to look at student work in word study to analyze for stages of spelling/vocabulary development via word, sound, pattern, affix and concept sorts.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school schedule and resources have been aligned to:</p> <ul style="list-style-type: none"> <li>-provide an extended time period in the morning when students are best able to attend</li> <li>-maximize weekly extended grade level meetings and common preps to support professional development towards best practice in the explicit teaching of sub skills</li> </ul> <p>Budget Funding Sources: Literacy Coach – Contract for Excellence, Data Specialist: TL DRA Stabilization, TL Data Specialist, TC Conference Days: Title I SWP, Title I ARRA, Study Groups: TL CF Inquiry Teams, Title I SWP, Title I ARRA SWP</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Three times a year teachers will enter data into the TC Assessment Pro website which will in turn help group for instruction/show progress.</p>

**Subject Area  
(where relevant) :**

**ELA-Kindergarten ELLs**

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<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>Increase from 11% to 15% the number Kindergarten ELLS achieving Advanced level of English Language Acquisition as measured by the NYSESLAT</p>
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<p><b>Action Plan</b>  <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>Kindergarten ELL teachers will review 2008-2009 NYSESLAT data to determine what modalities: listening, speaking, reading, writing our Kindergarten population as a whole have deficits in.</p> <p>Data Specialist, ELL teachers and Literacy Coach will work with teachers at grade meetings to unpack the NYSESLAT in terms of specific skills and activities contained therein, for example: last year's test required students to simply copy a sentence, an activity they never had experienced and many students misunderstood and wrote a sentence about the model sentence.</p> <p>Staff development will be provided on Tuesday November 3, 2009 regarding incorporating NYSESLAT test taking skills seamlessly into our literacy instruction.</p> <p>We plan to differentiate instruction to match students modalities and sub skills deficits via small group instruction, extended day and intervention.</p> <p>We have allocated funds to purchase for every Kindergarten ELL the Words Their Way with English Learners consumable workbook which has differentiated activities matching those going on in their rooms.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>The school schedule and resources have been aligned to:</p> <ul style="list-style-type: none"> <li>-provide an extended time period in the morning when students are best able to attend</li> <li>-maximize weekly extended grade level meetings and common preps to support professional development towards best practice in the explicit teaching of sub skills</li> </ul> <p>Budget Funding Sources: Literacy Coach – Contract for Excellence, Data Specialist: TL DRA Stabilization, TL Data Specialist, Study Groups: TL CF Inquiry Teams, Title I SWP, Title I ARRA SWP, Words Their Way with English Learners: NYSTL</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Interim progress will be measured using the following assessments:</p> <ul style="list-style-type: none"> <li>-On-going Reading Level Class Profiles (submission to administration three times a year)</li> <li>-Rubric based writing sample assessment (submission to administration two times per year)</li> <li>-Reading Skills Rubric – skills specific reading assessment</li> </ul>

- Item analysis of predictive assessment
- On-going Reading and writing conference notes
- ELL Interim Assessments

**Subject Area  
(where relevant) :**

**Parent Communication**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2010 we will have doubled the number of parent communications and workshops in home languages.</p>
<p><b>Action Plan</b> <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>Revise our strategy for the monthly parent newsletter. For the 2009-2010 school year we will have grade specific newsletters with specific curriculum information regarding units of study for the upcoming month in all subject areas including the arts and physical education. These newsletters will be translated into our family's home languages and will include specific information on how parents can help their children with their learning at home.</p> <p>We will provide Saturday programs in science and the arts (with translators) for parents and children by grade.</p> <p>Our math and literacy coaches will provide parent curriculum workshops (with translators) aimed toward demystifying certain aspects of homework and the curriculum for parents.</p> <p>We routinely provide translation/interpretation services for 1/3 of all our 1231 parent teacher conferences and for important school meetings.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Designated personnel in both buildings in each grade have been assigned to gather in advance the grade specific curriculum information in all content areas and submit it to our Parent Coordinator on a schedule that allows for timely translation.</p> <p>Budget Funding Sources: Math and Literacy Coaches: Contract for Excellence, Title I SWP , Title I ARRA, Saturday Programs: Title III LEP, Title I SWP, Translation and Interpretation Services: TL Translation Services, Title I Translation Services</p>

<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Sign in sheets from all workshops and Saturday programs will be analyzed to ensure 5% more attendance than the previous year.</p> <p>Our scheduled number of parent and family events will be doubled.</p> <p>We look towards a rise in our communication score on the DOE parent survey.</p>
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## **REQUIRED APPENDICES TO THE CEP FOR 2009-2010**

**Directions:** All schools must complete Appendices 1, 2, 3, 7, & 9. (Note: Appendix 8 will not be required for this year.) All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructured Schools, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Note: Please refer to the accompanying CEP Guide for specific CEP submission instructions and timelines.**

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

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

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

**APPENDIX 9: 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	50	2	N/A	N/A	3		2	
1	100	5	N/A	N/A	2		2	
2	95	10	N/A	N/A	6			
3	90	10	N/A	N/A	6			
4	65	15	35		5			
5	60	15		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. Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p><b>ELA:</b></p>	<p>AIS services are provided as follows:</p> <ul style="list-style-type: none"> <li>• During the school day: Support for Words Their Way, TC Literacy Curriculum, Language Acquisition via Push-in model/one-to-one and/or small group instruction</li> <li>• Extended day (before school): Wilson, Words Their Way, Reading Conferences via one-to-one and/or small group instruction</li> </ul> <p>Targeted Saturday Test Prep (gr.4): small group instruction</p>
<p><b>Mathematics:</b></p>	<p>AIS services are provided as follows:</p> <ul style="list-style-type: none"> <li>• During the school day: Support development of math concepts with a focus on numeracy and computation using Context for Learning/Number Strings via push-in model/one-to-one and /or small group instruction</li> <li>• Extended day (before school): Context for Learning/Number Strings one-to-one and/or small group instruction</li> </ul> <p>Targeted Saturday Test Prep (gr.4): small group instruction</p>
<p><b>Science:</b></p>	<p>AIS services are provided as follows:          Extended day (before school): FOSS small group instruction Gr.4 to be started in January</p>
<p><b>Social Studies:</b></p>	<p>Introduction of "Fascinating Words" curriculum component involving explicit instruction in content vocabulary and content language objectives.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p>Our Guidance Counselor works with students individually and in small groups. Lunch groups are conducted to allow at risk students the chance to socialize with peers. In past years, he coordinated the Peer Mediators program designed to help students mediate disputes between classmates, If funding permits, he will continue that work.</p>
<p><b>At-risk Services Provided by the School Psychologist:</b></p>	<p>None</p>

<b>At-risk Services Provided by the Social Worker:</b>	Our Social Workers meet with students individually. They meet with students in need of emotional support and those struggling socially. In addition, as part of the school based support team they follow up on teacher referrals, tests students and conduct EPCs
<b>At-risk Health-related Services:</b>	None

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

*NCLB/SED requirement for all schools*

**Part A: Language Allocation Policy (LAP)** - Attach a copy of your school's current year (2009-2010) LAP narrative to this CEP.

### **I. Language Allocation Policy**

#### **A. Team Composition:**

**Principal:** Sharon Fiden

**ESL Teachers:**

Diane Carlesi

**Assistant Principals:**

Adriana DiScipio

Freya Grice

Maria Heyer

Joanna Palumbo

Madeleine Mydlo

Shannon Ryan

**Guidance Counselor:**

Donna Shulman

Anselm Scrub

Rachel Weinstein

**Parent Coordinator:**

**SETSS Teachers:**

Nadine Myers

Karen Reback

Peggy O'Hara

**Literacy Coach:**

Teresa Flaherty

**AIS Teachers:**

Mary Murphy

**Math Coach:**

Sally Dyson

Karen Reback

#### **B. Teacher Qualifications:**

PS 230 has seven licensed ESL teachers, and one who is in the process of completing certification for 2010. Our ESL, mainstream and content area teachers are committed to providing academic support using ESL methodology and instructional strategies that make content comprehensible and enable students to succeed. Furthermore, we are encouraging classroom teachers to pursue the ESL extension license in order to expand our ESL certified staff in the coming year and support the growing population of ELLs.

#### **C. School Profile**

*ELL Demographics and School Description:*

PS 230 is a Title I elementary school located in the Kensington section of Brooklyn. We have over 1230 students including a diverse English Language Learner population of nearly 400 mandated students, with many more non-mandated students coming from homes where English is not the primary language. PS 230 students and families speak over 24 languages and dialects, including many low-incidence languages. Our

ELL population is continuously increasing and makes up approximately 30% of the total population. We have an average of seven to ten classes per grade with our ELL students distributed among all classes to ensure homogeneous grouping and prevent tracking. Because of the size of our student population, the school occupies two buildings: the lower school houses Pre K, Kindergarten and first grade, and the upper school houses grades two through five. The buildings are in close proximity to one another and each building has a cafeteria, gymnasium and an auditorium/assembly space. PS 230 is a Title I school with 63% of the student population entitled to free lunch, indicating that the majority are of low socio-economic backgrounds.

Most of our students come from culturally diverse backgrounds, the majority of which are of Asian and Hispanic descent. Several of our native born ELLs come from homes where a language other than English is spoken. We offer ESL services to entitled general and special education ELL students. In order to meet the needs of our students, we use both the push-in and pull-out models of instruction. For our Newcomer English Language Learners, we use the pull-out model providing focused, individualized instruction for an extended period of time in the mornings. Throughout the rest of the instructional day, we employ both the push-in model, which allows for literacy and content grade-level support for all ELLs within the classroom setting and the pull out model for small group instruction when appropriate. The ELL student population is distributed across the grades as follows: Grade K consists of 82 students, grade 1 consists of 80, second grade has 84, and third grade has 63, fourth has 51 and fifth consists of 28 students. All of the ELLs participate in freestanding ESL programs. Our special education ELLs are served as per the IEP.

## **II. ELL Identification Process and Parent Choice**

Returning ELLs are identified as per the NYSESLAT scores from the prior year. Students who are not yet proficient are distributed heterogeneously in classes across the grade. We create spread sheets that itemize data according to the four modalities and use this data to design instructional models and support. Parents of newly admitted students into our school system play an active role in the decision making process. This multi-step process ensures the appropriate identification, eligibility and placement for ELLs and determines the model for the delivery educational services. During enrollment, trained pedagogues meet with parents to make an initial determination of the child's home language. If the child is identified as an eligible candidate for bilingual instructional services, parents are then given the Home Language Identification Survey (HLIS), which they complete in their own language to determine the child's language proficiency and literacy background. Our licensed ELL teachers: M. Mydlo, R. Weinstein, D Carlesi, M. Heyer, S. Ryan, D. Shulman and A. DiScipio interview and assist parents with the HLIS during intake. Once the licensed pedagogues collect the HLIS from parents and determine that a language other than English is spoken in a child's home, the child is administered the Language Assessment Battery-Revised (LAB-R), to identify the child as an English Language Learner or as English proficient. Those children that score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students whose home language is Spanish and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance and native language literacy.

Subsequently, we send parents an ESL services entitlement letter, through which they are notified of their child's eligibility for services and information on the different ELL programs that are available. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities before they make a decision. Parents participate in a *parent orientation* which explains the various programs for ELLs. Parents can opt for ESL, Transitional Bilingual or Dual Language. We document the choices with the understanding that we may be required to modify our program depending on the majority of parents' choices. Parents also view

a *parent information DVD* where program placement options are presented with clarity and objectivity in the parent's native language. *Parent brochures* are disseminated in their native language to enrich the understanding each available program. Parents then complete a Program Selection Form and parent survey. Finally, ELLs are placed in the appropriate program within ten days of enrollment. Parents at PS 230 have overwhelmingly indicated a preference for their children to be part of the general education classroom. They have opted for their children to be in ESL programs, rather than self-contained and/or bilingual programs. ESL teachers compile and archive the surveys for documentation and accountability.

### III. ELL Programs

#### A. Instructional Program and Scheduling

PS 230 implements a Freestanding English as a Second Language (ESL) Program. The primary goal is to support students' learning with researched-based ESL strategies in order to achieve English Language proficiency within three years and provide students with the skills needed to perform at city and state grade levels in all subject areas.

#### B. Programs and Ells by Subgroup and Years of Service

We currently have over 400 Ells enrolled at PS 230. They are distributed across the grades as follows:

Grade	Total Ells	SE	NC	LTE	SIFE	4-6
K	107	19	7	N/A	N/A	N/A
1	84	18	11	N/A	N/A	N/A
2	92	25	6	4	N/A	N/A
3	61	13	6	43	N/A	N/A
4	50	10	4	41	1	50
5	29	6	0	26	1	29

#### C. Home Language Breakdown by Grade

	AL	AR	BG	CH	FR	PL	RU	SP	SL	TH	UD	UR	VN	PJ	SC	TU
K	1	5	45	12	0	0	2	37	0	0	3	1	1	0	0	1
1	1	6	36	8	0	2	1	24	0	0	2	1	1	1	1	0
2	0	6	34	8	0	1	1	40	1	0	1	0	0	0	0	0
3	1	3	21	6	0	0	1	25	0	1	2	0	0	0	0	0
4	2	1	15	5	1	0	0	23	0	0	2	2	1	0	0	0
5	0	2	9	1	0	0	1	14	0	0	1	0	0	0	0	0

#### D. Programming and Scheduling Information

In our Freestanding ESL component we service students, from grades K-5. They range from beginner to advanced proficiency levels. Students in freestanding ESL programs are distributed uniformly across the grades and receive all instruction in English with native language support. NYSESLAT scores and the LAB-R results determine how many units of ESL instruction each student receives services according to his or her English proficiency. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. Beginners and Intermediate students receive 360 minutes of ESL services per week. Advanced students receive 180 minutes of ESL services per week. As stated previously, we use both a push-in and pull-out model of instruction. Pull-out is better suited for Beginner and Intermediate ELLs who require more individualized instruction outside of their classroom. Subsequently, additional support is provided during push-in periods for all Beginner and Intermediate ELLs. Advanced students receive services through both the push-in and pull out models. In grades 2-5 ESL teachers pull out advanced student groups for literacy blocks and word study. They also participate in co-teaching models within the classroom with small groups of ELLs. The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. In order to support language and content learning, we utilize the following practices:

- Provide academic content-area instruction in English Using ESL methodology and instructional strategies.
- Provide age-appropriate and culturally sensitive materials that draw on students' strengths and background knowledge.
- Provide grade appropriate high-interest/low-readability texts for struggling readers.
- Utilizing Native Language support to make content comprehensible.
- Collaborative planning between ESL and ELA teachers for each unit of study.
- Incorporate researched-based ESL methodologies including Scaffolding Modeling, Bridging, Schema Building, Contextualization, Text Representation, Graphic Organizers and Metacognition and other strategic supports that enable students to succeed academically.
- Grouping students for small and individual group instruction according to their needs, conferencing with students in and out of class, informal assessments, reading research conferences and running records.
- Formation of independent and differentiated small groups selected by analyzing performance data to focus on literacy and academic language instruction.
- Intensive, contextualized vocabulary/word study that supports conceptual understanding of challenging content through engaging classroom activities.

In addition mainstream and ESL teachers collaborate to support the learning needs of ELLs by establishing both content and language goals and modifying content instruction to help them understand grade-level content. ESL and Classroom teachers support content areas in the following ways:

- For Social Studies and Science, teachers monitor the understanding of linguistically challenging material and scaffold instruction with visual aids such as maps, atlases, graphic organizers and picture cards to increase comprehension. They also collaborate to organize trips that support thematic unites of study. All teachers (classroom, content and ESL) attend.
- For Mathematics, teachers use manipulatives and pictures to represent difficult word problems visually, tackle challenging math vocabulary using concept circles semantic maps and word sorts to preview vocabulary. Teachers also have students create personalized math vocabulary and bilingual dictionaries.

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### **Plan for students reaching proficiency on the NYSESLAT**

Students who are former ELLs receive additional support in the classroom from both ELL teachers and AIS teachers. At the beginning of the year the ESL staff compile and analyze assessment data on former ELLs to determine areas of need. Academic Intervention teachers and ESL teachers continue to provide support in the classroom or former ELLs may be included with ELLs during small group instruction.

### **Plan for Newcomers**

When a new student is registered in our school, we provide several supports to facilitate their transition. Firstly, we provide opportunities for newly enrolled ELLs to participate in activities before the beginning of the school year. During the summer, our parent coordinator organizes emergent literacy activities with the local public library. Families are encouraged to attend and learn about the free resources available. Once the school year begins, newcomers are immersed in a language rich environment with several supports. In grades K and 1 they primarily remain in the classroom since the proficiency levels are more homogeneous. In grades 2 through 5, newcomers attend a modified pull-out program. It begins during our extended morning at 8:03 and continues through first period which ends at 9:25 am. Upon arrival we conduct an informal student interview/orientation and sometimes pair the newcomer with a student of similar language/cultural background for a given period of time. We also provide a Newcomer Kit for teachers so that our newcomers will have appropriate activities to do during classroom time as they are learning English. These activities include both independent and collaborative work and are matched as closely as possible to the subject matter being taught at the time. Classrooms are supplied with bilingual libraries including some digital recordings of picture books used for content area units of study. We also maintain ongoing home-school communication. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Parent orientation and newcomer student orientation.
- Encourage student to participate in the Saturday Programs and After School activities.
- Newcomers in the lower grades, particularly kindergarten and first grade, assimilate into the regular flow of the day in their classrooms as they are usually early emergent readers as are their peers.
- Newcomer Kit for teachers so that our newcomers will have appropriate activities to do during classroom time as they are learning English. These activities include both independent and collaborative work and are matched as closely as possible to the subject matter being taught at the time.
- Bilingual libraries.
- Digital recordings of picture books used for content area units of study.
- New ESL software and access to language learning websites for newcomers.

### **Plan for SIFE**

The SIFE population has been consistent and consists of students mostly in the upper grades (4 and 5). SIFE students receive push in ESL services as well as small group instruction in areas of need. We provide the following resources to SIFE students:

- Making an individualized student needs assessment.
-

- Grade and age appropriate instructional support materials, such as high interest appropriately leveled texts and content-themed graphic novels for the upper grades.
- Differentiation of instruction in all areas.
- ESL staff will turnkey QTEL strategies to classroom teachers and intervention staff in order to support SIFE within the current classroom setting.

### **Plan for Long Term ELLs**

Long term ELLs represent the largest number of Ells across grades 2 to 5. Our 2007-2008 Progress Report revealed that long term ELLs in grades 3, 4 and 5 have not made proficiency gains as reported in our ELA testing data and NYSESLAT proficiency ratings. An analysis of our ELL data has revealed that our long-term ELLs struggle with academic vocabulary, a deficit which has been shown to impact comprehension of higher level texts. Drawing on these findings, we have identified a need for long term ELLs to expand their academic vocabulary in order to develop automaticity as readers and writers. As recipients of the ELL Success Grant 2009, we provided explicit vocabulary and spelling instruction with engaging activities that focused on exploring the meaning layers (semantic knowledge) of words within the context of the daily curriculum. Knowledge of orthographic features is a window into reading proficiency and a predictor of potential areas in which long term ELLs tend to struggle and it is critical for academic vocabulary development. Our continuing goal is to support ELLs in developing word consciousness through language and literacy instruction while simultaneously expanding their knowledge of all content areas.

Our action plan for this group involves:

- Targeted and very explicit word study program specifically for Long Term Ells within the context of units of study.
- Phonics, vocabulary and spelling integrated throughout all curricular areas so that students will develop behaviors that reinforce their academic content knowledge.
- Contextually-rich activities that reinforce strategies for figuring out unknown words and enable students to familiarize themselves with the deeper layers of upper-level English orthography.

### **Plan for Special Needs students**

We have 4 self-contained classes of special needs students in which there are ELLs and 5 CTT classrooms in grades K, 1, 2 and 3. Our Special Education ELLs receive intensive support by our ESL instructors in their classrooms to facilitate their reading, writing and language skills in order to meet their IEP goals. The classroom teacher incorporates specialized reading programs, such as Wilson, shared writing and small-group math instruction during morning program and spelling (Words Their Way) that individualizes instruction according to the students' spelling stage. In addition, classroom teachers collaborate with ESL teachers, Academic Intervention Specialists, SETTS and Speech providers, Literacy Staff Developers and Math Coaches to design and revisit differentiated instruction to meet the individual needs of Special Education ELLs.

Our policy for special needs students also includes:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.

- Collaboration among the ESL teachers, Academic Intervention Specialists, SETTS and Speech providers, Literacy Staff Developers and Math Coaches and IEP contact person.
- Monitoring newcomer, long term ELLs and SIFE student for possible special needs status.

### **Instructional Materials:**

The ESL program incorporates the Balanced Literacy Program based on the Teacher’s College Model. Students engage in activities designed to strengthen and support their listening, speaking, reading and writing skills in order to achieve proficiency in English.

Since our ESL program uses both the push-in and pull-out models of instruction, instructional materials for literacy and content are similar to the mainstream materials used within the daily classroom setting, however we include additional materials and modifications to make content comprehensible. These include content-specific graphic organizer templates, bilingual dictionaries, texts and audio libraries, smart boards and laptop computers available for use on each floor. Native language and multicultural libraries represent the diverse cultures of our school. All classrooms feature a print-rich and picture-rich environment. Classroom libraries are equipped with leveled fiction and non-fiction picture books that reflect the current units of study. In addition we have picture and native language dictionaries and bilingual math, science and social studies glossaries. Our goal is to support instruction and in an engaging and low-anxiety learning environment by making appropriate classroom materials accessible and modifying them when needed. This year we will have language-learning software available in our library through our school technology specialist. Also, we will provide both instructional and professional word study books and materials from the *Words Their Way* series. These include supplementary materials and CDs.

Last spring all ESL teachers participated in QTEL training and have since collaborated to apply QTEL strategies and materials to meet the needs of our own K-5 ELL students. ESL teachers work with classroom teachers to scaffold the teaching of writing and reading by modifying materials to meet the linguistic and cultural demands of academic text, thereby making content more accessible to ELLs.

### **Supplementary Programs**

Given our diverse and large population of ELLs, we provide a variety of programs that support our ELL students and families during in-school and after-school programs. Our Contract for Excellence money is used to hire a literacy and math coach. These coaches are trained in specific strategies to scaffold instruction for ELLs. They work directly with classroom teachers and our ELL/AIS staff to support our ELL students in the classroom. Our Title I funding is used for enrichment activities such as Parents as Partners Art Program, Saturday Family Science and also to fund our AIS teachers. All of these programs emphasize language acquisition and foster the development of content vocabulary. In addition, we bring in residencies in the arts across the grades, again working with our artists-in-residence on a delivery format that focuses on maximizing the language component of these experiences, such as First Grade Circus Arts. In the past we have offered an after school-wide enrichment program (SEM) which has been interest- based and included activities designed around content and language goals. Due to budgetary constraints, we were forced to cancel the programming this year. Our Title III funding is used to fund additional enrichment programs. Our programs include:

#### **Saturday Academy Program:**

Test Preparation classes are held on Saturdays prior to the administration of the NYS ELA exam and to the NYSESLAT. Classes are two hours long and provide specific test taking strategies along with identified content strands. Teachers in all programs are licensed PS 230 teachers. Students are grouped by ability and teachers employ specific instructional methodology to scaffold learning for our ELL students.

**Saturday Family Programs:**

We hold Saturday programs in art: Parents As Art Partners in both the visual and performing arts; and Saturday Family Science Programs. In both programs families are invited to come in with their children, each Saturday is devoted to a particular grade and age level appropriate activities are planned. Our goals are twofold: to encourage families to participate in our school community and secondly to cover age appropriate content material.

**Dance and Improvisation Residencies:** Grades 2, 3, 4 and 5: Through the expertise of Arts Connections, we will provide ELL students, along with their peers (most from second language homes) with authentic arts experiences to develop skills, strategies and knowledge in the arts across cognitive, personal, social domains that will help them become more literate human beings.

**Translation and Interpretation Services:**

Through the use of our translation budget and the Translation Unit, we translate all parent communications in Spanish, Chinese, Bengali and Arabic. We always have interpreters at all meetings and have scheduled interpreters for Parent/Teacher Conferences. We have gone from having 90 interpreted conferences to over 300 conferences translated at the previous March conferences. Workshops and activities are geared toward parents with and without literacy in their own language. Our literacy coach conducts parent workshops for our families, teaching them ways to support their children at home regardless of their own limited literacy skills. We also offer ESL classes to parents two days a week.

**Family Celebrations:** Throughout the year, parents come to the school to take part in community celebrations, including publishing parties, science expos, art celebrations featuring both visual and our performing arts programs. At these events, the school and community can come together to recognize student achievements in arts and academics.

Our monthly Parent Newsletter includes a letter from administration, a monthly lunch menu (as requested by parents) and a monthly calendar of events/important dates and grade specific curriculum information.

**F. Professional Development**

Professional development is provided by school staff, support personnel, our school empowerment network and professional institutions. In the past years, we have made a significant investment in professional development. These include attendance at the ELL Literacy Leadership Group in 2007-2008, numerous workshops and study groups centered on the work of Pauline Gibbons, Mary Cappellini, Isabel Beck, et al., Yvonne and David Freeman, Second Language Acquisition researchers Lightbown and Spada (from our retreat and study group) and various scholarly journals and publications including Reading Research Quarterly, TESL Journal and The Reading Teacher. A number of teachers have attended conferences and professional development workshops including the QTEL Institute, the ELL Academic Writing Institute in 2007 and the TESOL 2008 International Convention. Furthermore, we will continue to procure the services of outside literacy consultants. This year Dorothy Barnhouse will provide professional development in reading to all teachers in grades 2 to 5. The most compelling and meaningful professional development however, has been in-house among our inquiry teams. Currently, we are engaged in intensive professional development in word study and vocabulary incorporating best practices for ELLs, using *Words Their Way for ELLs*, as well as the study and school-wide implementation of the work of Isabel Beck, et. al., particularly the book *Bringing Words to Life*. Continuous learning is part of the PS 230 culture. This applies to students and to staff. Therefore we are always looking for professional development opportunities both in school and out of school. Our in-house professional development includes:

- Ongoing Inquiry Team Study groups with a focus on English Language Learners.
- Administrators, school personnel, teachers, paraprofessionals, service providers, and the parent coordinator are participating in professional development opportunities focusing on best practices and engaging instructional strategies for ELLs; these include mini-institutes organized and facilitated by teacher specialists.
- Continuation of school inquiry team action research groups. Teachers will turnkey findings and strategies with the school community.
- Ensuring that our literacy coach works closely with teachers to support rigorous instruction.
- Continuation of the work of our math inquiry groups, focusing on developing visual models for representing students' thinking and developing metacognitive ability.
- The formation of a new inquiry teams including one with a focus on non-fiction genres in reading and writing.

In addition, we will continue to foster collaboration among ESL teachers, general and special education teachers and other staff in order to provide staff with the support needed to assist Ells as they transition from one school level to another. ESL teachers and the testing coordinator work with teachers to decipher NYSESLAT results, use periodic assessments to target specific modalities during daily instruction. We have several systems in place that provide for the required 7.5 hours of ELL training for all staff. ESL teachers attend weekly grade-level meetings (extended 50-minute periods) to share best practices for Ells. Also, out of classroom and ESL teachers meet with classroom teachers during monthly Grade Collaborative Sessions (GCS) for 4 hours annually, to plan, share and discuss observations on students. In this way, classroom teachers gain a better understanding of the factors that determine how Ells progress in their acquisition of English. Furthermore, our educational consultant, Dorothy Barnhouse will modify her assessing reading strategies to accommodate the learning needs of our large population of Ells. Inquiry team meeting also provide opportunities for all non-ESL teachers to receive training. They may occur after school initially, and later on a larger scale during school-wide professional development days.

## **G. Parent Involvement**

At PS 230, we understand that parent involvement is critical to student success. ELL parents are encouraged to be actively involved in the life of our school. During the school year, parents attend meetings and workshops on instructional issues, such as assessments, instructional standards, promotional policies, and strategies for them to support children's academic progress. We also will maintain partnerships with several public and private agencies that encourage interactive family literacy opportunities. These include the Brooklyn Public Library, Arts Connection, Brooklyn Children's Theater, and the Brooklyn Conservatory of Music.

Ongoing, effective communication with parents is our number one priority. We strive to continually evaluate the needs of parents. After examining the feedback from our last quality review and learning environment surveys, we have established goals this year that will create and maintain reciprocal and ongoing communication with students and families regarding learning needs and outcomes. This year we will feature a parent curriculum newsletter with monthly updates on themes and units of study in the classroom. These monthly calendars will include suggestions on ways to support children's learning at home as well as through access to community resources, trips, educational media, etc. We will continue to have interpreters available for curriculum meetings and Parent/Teacher Conferences. We also receive parent feedback during School Leadership Team Meetings, through our parent liaisons and Title 1 programs. In the coming months, we will participate in a new school web project called "e-chalk" that allows parents online access to an interactive website with direct links to our school web pages and

blogs. The PS 230 Administration and the PTA work collaboratively to plan events and to set policies that help to make families feel like a contributing and active part of the school community.

#### **IV. Assessment Analysis**

##### **A. Assessment Analysis: NYSESLAT**

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving towards the next proficiency level. ELLs who are in the beginning level are primarily newcomers, followed by special needs students. During the 2008-09 school year, our first grade ELLs comprised the largest population. After review of the NYSESLAT data, the patterns indicated the following:

- Of the four proficiency skills analyzed, the majority of our ELLs excelled at speaking, especially among the intermediated and advanced students.
- Advanced and Intermediate students performed better than Beginner students in Listening, but there was more of a discrepancy among the advanced who showed more variability in their performance.
- Reading and Writing skills were less proficient and reveal the most prevalent area where students struggle and are unable to meet the proficiency level. This is especially true among the advanced ELLs in Kindergarten and among most of our Long Term ELLs.

##### **Implications for Instruction**

The implications of PS 230's Language Allocation Policy for instruction are derived from the strengths and needs noted in annual formative assessments (NYSESLAT, ELA, LAB-R, DYO predictive assessments, teacher assessments, and informal observations). We use our testing data to design best practices for our ELL students. The NYSESLAT results show that ELLs are making incremental gains on the assessment by moving towards the next proficiency level. In addition, analysis of the ELA scores of ELLs and former ELLs revealed a lack of proficiency gains in the ELA primarily among Long Term ELLs of Hispanic descent. Adjustments and improvements to our program this year include:

- The continued implementation of a school wide research-based vocabulary enrichment and word study program featuring the work of Isabel Beck, et.al. and Donald Bear. Expansion to all grades. Adaptation of the school-wide vocabulary enrichment program to provide opportunities for students to develop mathematics academic language.
- We will continue word study strategies for developing math content vocabulary.
- Inquiry groups focusing on the language needs of ELLs within the context of units of study.
- Additional support in listening skills for Newcomers, including increased use technological activities in the classroom.
- Small group instruction for Long Term ELLs to target language and content goals
- Academic Intervention Services for LTE and former ELL students and those performing below grade level during the school day as well as extended hours.
- Extended day classes offered to target specific proficiency skills (reading, writing and speaking) and to familiarize students on all levels with the format of the NYSESLAT.
- Enrichment activities for our ELL population that focus on language development and academic progress.

- Collaboration between content area and ESL teachers to create a learning community drawing on the expertise of classroom, content and ESL specialists.

### 2008 – 2009 ELA Results by Grade and Implications for LAP

Proficiency Level	Grade 4: 2009-2010	Grade 5: 2009-2010
1	4	4
2	13	17
3	25	7
4	0	0

In order to support our students in both academic achievement and assessment, there are a variety of incentives that we are working on this year including:

- Ensure instruction delivery by adequate licensed personnel as stipulated by NCLB and CR Part 154
- Collaboration between content area and ESL teachers to create a learning community drawing on the expertise of classroom, content and ESL specialists.
- Continued development and implementation of vocabulary and word study curriculum started by inquiry teams. Expansion to all grades.
- Continued training and access for teachers in analyzing student data to identify strength and weakness and utilize the findings to drive and differentiate instruction.
- Encourage teachers to participate in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners, and mini-institutes organized and facilitated by teacher specialists.
- Continuation of school inquiry team action research groups. Teachers will turnkey findings and strategies with the school community.
- Ensure that our literacy coach works closely with teachers to support rigorous instruction.
- Implement a print rich environment, use of ESL dictionaries, graphic organizers, glossaries and technology in the ELA classrooms.

### 2008 – 2009 Mathematics Results by Grade and Implications for LAP

Proficiency Level	Grade 4: 2009-2010	Grade 5: 2009-2010
1	2	3
2	5	5
3	35	20
4	2	1

In order to support our students in both academic achievement and assessment, we are working on the following:

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- Ensure instruction delivery by adequate licensed personnel as stipulated by NCLB and CR Part 154
- Analyze ELL mathematics data to become well-informed about the performance of each ELL in order to make educational decisions in the interests of the students.
- Adaptation of the school-wide vocabulary enrichment program to include strategies for developing math content vocabulary.
- Provide opportunities for students to develop mathematics academic language, e.g. reading and solving word problems, interactive word walls, internet resources, etc.
- Continue the work of our math inquiry groups, focusing on developing visual models for representing students' thinking and developing metacognitive ability.
- Continue to nurture collaboration between content area and ESL teachers to address students' specific needs
- Ensure that our Math coach works closely with teachers to support rigorous instruction.

## B. Assessment

### Early Literacy:

PS 230 uses both formative and interim assessments to assess early literacy skills of our ELLs which include the following: TCRWP Running Records, Spelling and High Frequency Word inventories including concepts of print, letter identification, letter sounds progression, and phonemic awareness. This data will help us inform our school's instructional plan to target areas of need for individual students as well as design and plan for small group instruction.

### NYSESLAT

	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Advanced	7	45	31	32	24
Intermediate	33	30	19	12	4
Beginner	44	14	8	8	1

See Part IV-A for the description of what is revealed by data patterns across proficiency levels and grades.

### LAB-R

	Grade K	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5
Advanced	43	1	0	1	0	0
Entitled	57	1	2	4	4	0

What is revealed by the above data pattern is that the majority of our LAB-R tested students are entitled to 360 minutes ESL services a week. In addition to our existing ELL population our instructional model demands that we deliver services in both a pull-out and push-in program model.

## **Analysis of tests taken in English compared to the native language.**

PS 230 has over 25 different languages represented, many low incident. PS 230 does not have a dual language program. Instruction in all content areas is in English. Students are supported by ESL teachers and the use of bi-lingual glossaries to gain access to concepts taught. In addition, many of our students are not literate in their native languages. The few that are literate in their native language have only been exposed to concept vocabulary in English and opt not to take the test in their native language. And as a result, this is not applicable for PS 230.

## **What we learned and how we use results of ELL Periodic Assessment**

The periodic assessment is a good predictive of how students will perform on the NYSESLAT. We have learned that students have significant deficiencies in vocabulary. Of the four modalities, speaking is the strongest and writing is the weakest. Listening skills need to be strengthened, particularly in the upper grades due to content heavy subject matter. As with all assessments, we use the data to target skills and individual needs as well as plan for small group instruction. In addition, the data is used to implement school wide instructional initiatives, such as, our vocabulary enrichment units and current inquiry team study.

How we use native language (see part III)

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

### **Form TIII - A (1)(a)**

#### **Grade Level(s)**

**Grades K,1,2,3,4 and 5**

#### **Number of Students to be Served:**

**LEP 410 mandated students**

**Non-LEP 87 former Ells from 2008-9**

#### **Number of Teachers 7**

**Other Staff (Specify) AIS Teachers: Mary Murphy, Karen Reback; SETS teachers Peggy O'Hara and Karen Reback; Coaches: (math) Sally Dyson, (Literacy) Teresa Flaherty; Parent Coordinator: Nadine Myers;**

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

### **Title III, Part A LEP Program**

### **Language Instruction Program**

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

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The ESL program incorporates the Balanced Literacy Program based on the Teacher's College Model. Students engage in activities designed to strengthen and support their listening, speaking, reading and writing skills in order to achieve proficiency in English.

Since our ESL program uses both the push-in and pull-out models of instruction, instructional materials for literacy and content are similar to the mainstream materials used within the daily classroom setting, however we include additional materials and modifications to make content comprehensible. We will provide both instructional and professional word study books and materials from the *Words Their Way* series. These include supplementary materials and CDs.

Last spring all ESL teachers participated in QTEL training and have since collaborated to modify QTEL strategies and materials to meet the needs of our own K-5 ELL students.

All classrooms feature a print rich and symbol/picture-rich environment. Classroom libraries are equipped with leveled fiction and non-fiction picture books that reflect the current units of study. Classrooms also have a native language/bilingual book section and multicultural libraries representing the diverse cultures of our school. In addition we have picture and native language dictionaries and bilingual math, science and social studies glossaries. Our goal is to support instruction and in an engaging and low-anxiety learning environment by making appropriate classroom materials accessible and modifying them when needed. This year we will have language learning software available in our library through our school technology specialist.

### **Professional Development Program**

- Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

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This year, PS 230 will continue to focus on addressing the literacy needs of our ELL population, by implementing curricular and instructional designs that foster both the development of language and academic skills required to meet the NYS learning standards. We recognize the importance of a consistent curriculum and maintaining high quality professional learning communities. We will continue to provide training for teachers in analyzing student data to identify students' strengths and weaknesses and utilize the findings to differentiate instruction.

Professional development is provided by school staff, support personnel, our school empowerment network and professional institutions. In the past years, we have made a significant investment in professional development. These include attendance at the ELL Literacy Leadership Group in 2007-2008, numerous workshops and study groups centered on the work of Pauline Gibbons, Mary Cappellini, Isabel Beck, et al., Yvonne and David Freeman, Second Language Acquisition researchers Lightbown and Spada (from our retreat and study group) and various

scholarly journals and publications including Reading Research Quarterly, TESL Journal and The Reading Teacher. A number of teachers have attended conferences and professional development workshops including the QTEL Institute, the ELL Academic Writing Institute in 2007 and the TESOL 2008 International Convention. Furthermore, we will continue to procure the services of outside literacy consultants. This year Dorothy Barnhouse will provide professional development in reading to all teachers in grades 2 to 5. The most compelling and meaningful professional development however, has been in-house among our inquiry teams. Currently, we are engaged in intensive professional development in word study and vocabulary incorporating best practices for ELLs, using *Words Their Way for ELLs*, as well as the study and school-wide implementation of the work of Isabel Beck, et. al. , particularly the book *Bringing Words to Life*. Continuous learning is part of the PS 230 culture. This applies to students and to staff. Therefore we are always looking for professional development opportunities both in school and out of school. Our in-house professional development includes:

- Ongoing Inquiry Team Study groups with a focus on English Language Learners
- teachers participating in professional development opportunities focusing on instructional strategies for ELLs; such as, Quality Teaching for English Learners, and mini-institutes organized and facilitated by teacher specialists.
- Continuation of school inquiry team action research groups. Teachers will turnkey findings and strategies with the school community.
- Ensuring that our literacy coach works closely with teachers to support rigorous instruction.
- Continue the work of our math inquiry groups, focusing on developing visual models for representing students' thinking and developing metacognitive ability.

**Form TIII – A (1)(b)**

**School: 15k230**

**BEDS Code: 331500010230**

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

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	*\$19,000.00	Saturday Family Arts/Science Programs  Inquiry Teams  Parent Educational Workshops Literacy  *Contingent upon full funding
<b>Purchased services</b> - High quality staff and curriculum development contracts	\$23,000.00	Residencies for students focused on language acquisition and development: ArtsConnection and Circus Arts
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	\$12,000.00	Supplies for Saturday Family Art and Science days.  Refreshments for parents at workshops and family days.  Additional consumables for AIS and classroom teachers: i.e. Words Their Way with English Learners.  Books for families to support literacy at home.
<b>Educational Software (Object Code 199)</b>	0	N/A
<b>Travel</b>	0	N/A
<b>Other</b>	0	N/A
<b>TOTAL</b>	<b>\$54,000.00</b>	

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

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

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

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

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

We use the race and ethnic report on ATS which was derived from the home language surveys. We also utilize data from attendance at PTA meetings, parent-teacher conferences, and all school sponsored parent events.

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.

Translation and oral needs findings indicate that although we have over 25 languages and dialects. Our major language needs are for Bengali, Spanish, Chinese, Arabic and English. These findings are reported at our SLT meetings, our PTA meetings and by the number of parents who indicate the need for an interpreter on their parent appointment request sheet for parent-teacher conferences. In addition, our monthly parent newsletter alerts our community to the availability of translation and interpretation assistance here at PS 230.

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

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

All communications to families sent by either the school or the PTA are translated in Bengali, Spanish, Chinese, Arabic, Urdu and Hindi. Our Parent Coordinator is responsible for arranging translation of all documents in coordination with a designated school aide. We have identified translators in each language from within our community and we also use the DOE translation service. Notices to be translated are ready prior to distribution to allow for translation time.

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

We have identified interpreters in Bengali, Spanish, Hindi, Urdu, Arabic and Chinese. They are available at all meetings/workshops and for parent teacher conferences. Since we have staff members available who can interpret orally in the above mentioned languages, we also have the capacity to spontaneously provide interpreters when needed without prior scheduling. We continue to look for bilingual staff members when hiring.

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

We utilize our translation allocation to have all written communications to families translated and to provide translators at all workshops/meetings and parent teacher conferences. In addition, we have identified staff members on site during the school day who are able to provide interpretation when needed.

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

*All Title I schools must complete this appendix.*

**Directions:**

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

**PART A: TITLE I ALLOCATIONS AND SET-ASIDES**

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2009-10:	846,366.00	393,797.00	\$1,240,163
2. Enter the anticipated 1% set-aside for Parent Involvement:	8,464.00		
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		3,938.00	
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	42,318.00		
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		19,690.00	
6. Enter the anticipated 10% set-aside for Professional Development:	84,637.00		
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		39,380.00	

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2008-2009 school year:  
100%

9. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

### SCHOOL PARENT INVOLVEMENT POLICY PUBLIC SCHOOL 230 ESO #3 DISTRICT 15

#### I. Introduction

We believe that parents are the first and primary educators of their children. Parental involvement in the school community has a direct and positive effect on student achievement.

#### II. School Level

- Adherence to "The Blue Book," *Parent Associations and the Schools*, which summarizes New York City Department of Education policy on PA/PTA and parent involvement.
- Making the school a welcoming environment.
- Routine school outreach to parents through open school week, progress reports, letters, phone calls, Curriculum Morning, our Parent Coordinator, open houses for incoming parents.
- Outreach to parents of Special Education students
- Outreach to parents of our English Language Learners.

- Parent roles in School Leadership Team; parents comprise 50% of the team
- Parent involvement component in the CEP and budget.
- Parent involvement activities planned to meet the needs of all members of the PS 230 diverse parent community
- PTA activities (meetings, workshops etc.) in collaboration with school community
- Parent volunteers ie. Learning Leaders etc.
- A monthly Parent Newsletter including calendar is sent home by the administration

The Parent Teacher Association holds regular monthly meetings in an effort to keep the entire parent body informed of all school events. Announcements of all meetings are sent to all parents in the school. The Parent Teacher Association Executive Board meets monthly, and also meets regularly with the Principal formally and informally.

Parent involvement in highly encouraged at PS 230.

The school conducts two regularly scheduled Parent/Teacher Conference afternoon/evening meetings per school year, allowing the opportunity to discuss individual student progress. Teachers are encouraged to communicate regularly with families through phone calls, letters, and notices throughout the school year. Notices of school events are sent home with students. Specialized meetings such as Middle School Information Night are held for parents. The school and PTA make every effort to provide translators for conferences/meetings and to provide written translations of notices.

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

Appendix 7 Title I 2009-2010  
SCHOOL-PARENT COMPACT

School Name: Public School 230 – Doris L. Cohen School

<u>The School Agrees</u>	<u>The Parent/Guardian Agrees</u>
-To convene an annual meeting for Title I parents to inform them of the Title I program and their right to be involved.	-To become involved in developing, implementing, evaluating and revising the school-parent involvement policy.
-To offer a flexible number of meetings at various times with translators, and if necessary, and if funds are available to provide transportation, child care or home visits for those parents who cannot attend a regular school meeting.	-To participate in or request technical assistance training that the local education authority or school offers on child rearing practices and teaching and learning strategies.
-To actively involve parents in planning, reviewing and improving the Title I programs and the parental involvement policy.	-To work with his/her child/children on school work, read for 15 to 30 minutes per day to K – 1 <sup>st</sup> grade students; and listen to grades 2-5 students read for 15-30 minutes per day.
-To provide parents with timely information about all programs.	-To monitor his/her child's/children's: <ul style="list-style-type: none"> <li>- attendance at school</li> <li>- homework</li> <li>- television watching</li> </ul>
-To provide performances profiles and individual student assessments results for each child and other pertinent individual, regional or city wide educational information	-To share the responsibility for improved student achievement.
-To provide high quality curriculum and instruction.	-To communicate with his/her child's/children's teacher about their educational needs.
-To deal with communication issues between teachers and parents through: <ul style="list-style-type: none"> <li>- Parent/Teacher conferences with translators at least bi-annually</li> <li>- Frequent reports to parents on their child's/children's progress</li> <li>- Reasonable access to staff</li> <li>- Opportunities to volunteer and participate in their child's/children's class</li> <li>- Observation of classroom activities</li> </ul>	-To ask parents and parent groups to provide information to the school on the type of training or assistance they would like and/or need to help them be more effective in assisting their child/children in the educational process.
-To assure that parents may participate in professional development activities if the school determines that is appropriate, i.e. literacy classes, workshops on reading strategies etc.	-To attend Professional Development activities and offer suggestions.

## **PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS**

**Directions:** Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

**Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

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

See Needs Assessment

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 Action Plan Pages

See AIS Plan Page

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 Action Plan Pages

See AIS Plan Page

o Help provide an enriched and accelerated curriculum.

Our Network partners and we have a deep relationship with the Teachers College Reading and Writing Program and City College Math-in-the-City. Both are research based, well developed curriculum which provide ample opportunity for enrichment and differentiation including acceleration.

o Meet the educational needs of historically underserved populations.

In general, the majority of our student body is historically underserved, high poverty, large number of ELLs including sub-groups

highly represented in the lowest third citywide. All planning we do is geared towards meeting the educational needs of historically underserved population.

See AIS Pages

See Action Plan Pages

See Appendix 2

- 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.

Our entire student body is historically underserved, high poverty, large number of ELLs including sub-groups highly represented in the lowest third citywide. All planning we do is geared towards meeting the educational needs of historically underserved population.

In addition, we provide many Saturday programs for this population including, cooking, Robotics, Tennis, Family Science and Art, Family Literacy and Math Workshops, Saturday Test Preparation, our new initiative towards increasing support for Kindergarten ELLS, and Saturday hours with the School Counselor focusing on the Middle School Transition Process.

See AIS Pages

See Action Plan Pages

See Appendix 2

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

All schoolwide programs have content and language goals consistent with the needs of our at risk sub-groups.

3. Instruction by highly qualified staff.

See Appendix 4 - 100% of our teachers are highly qualified.

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.

See Action Plans

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

N/A-we receive approximately 300 resumes annually.

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

We have an on-site Adult ESL program which runs three full days a week. We hold Saturday Family Programs such as our Parents as Art Partners and our Saturday Family Science Programs. With the collaboration of the PTA, we have monthly Movie Nights, Book Fair, and a PS 230 Spring Fair. In addition, we conduct parent educational meetings around topics such as ELA and Mathematics. Our Parent Coordinator works with Learning Leaders and currently has over thirty trained Learning Leaders working in our classrooms. We produce a monthly grade-specific parent newsletter translated into our major home languages and this year we are instituting a "Related Services Fair" where providers are available to provide information to parents.

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.

Due to the unavailability of sufficient pre kindergarten programs in the Kensington area, PS 230 has our own extensive PreK program. We have 126 pre kindergarten seats: three AM classes, three PM classes and one full day class. In addition, we have a twice weekly open Toddler Program for families which promotes early literacy skills.

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.

See Action Plan

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.

See Action Plan

See AIS Plan

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.

Both our school counselor, our two school nurses, and our parent coordinator work to bring such programs into the school including visions testing, asthma and nutrition workshops, child safety and child abuse prevention programs. We also have on-site adult ESL instruction.

#### **PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

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

1. Use program resources to help participating children meet the State standards.

N/A

2. Ensure that planning for students served under this program is incorporated into existing school planning.

3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:

- a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
- b. Help provide an accelerated, high –quality curriculum, including applied learning; and
- c. Minimize removing children from the regular classroom during regular school hours;

4. Coordinate with and support the regular educational program;

5. Provide instruction by highly qualified teachers;

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

7. Provide strategies to increase parental involvement; and

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

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

*All schools must complete this appendix.*

### **Background**

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

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

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### **CURRICULUM AUDIT FINDINGS**

#### **KEY FINDING 1: CURRICULUM**

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

#### ***1A. English Language Arts***

##### **Background**

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

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

#### **ELA Alignment Issues:**

**-Gaps in the Written Curriculum.** Data show that the written curriculum in use by many schools is not aligned with the state standards in terms of the range of topics covered and the depth of understanding required. All reviewed curricula had gaps relative to the New York State ELA standards. The fewest gaps were found at Grade 2, but the gaps increased as the grade levels increased. Interviewed staff in a number of the schools that were audited reported less consistent and effective curriculum and instruction at the secondary level. These data further indicated that curricula were not adequately articulated—less articulated in secondary than elementary schools.

**-Curriculum Maps.** The curriculum alignment analyses noted that although a number of curriculum maps had been developed, the mapping has been done at a topical level only and does not drill down to an expected level of cognitive demand that will indicate to teachers what students should know and be able to do at each grade level. These curriculum maps addressed only content topics—not skills to be mastered, strategies to be utilized, or student outcomes to be attained.

**-Taught Curriculum.** The Surveys of Enacted Curriculum (SEC)<sup>2</sup> data also show that the taught curriculum is not aligned to the state standards. For example, in the reviewed high school-level ELA classes, auditors observed a great disparity between what is taught and the depth to which it should be taught. A similar lack of depth can be seen in elementary and middle grades as well (specifically Grades 2, 4, 5, and 6) and Grade 8. As one might look at it, the taught ELA curriculum is quite broad but lacks depth in any one area. Although standards indicate that instruction should be focused on having students create written products and spoken presentations, SEC data show quite the opposite. There is very little emphasis on speaking and listening and only a moderately higher level of emphasis on writing. Critical reading also is supposed to have a much greater depth than is currently occurring in high school English classes.

**-ELA Materials.** In a number of the audited schools, teachers interviewed indicate that they have sufficient amounts of curriculum materials available to them; however, the materials they have are not adequate to meet the needs of all learners, particularly English language learners, students with disabilities, and struggling readers. Further, the materials in use are reportedly often not relevant to the students' background knowledge, suggesting a need for more age appropriate and culturally relevant books and articles for student use.

#### **-English Language Learners.**

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

<sup>2</sup>To examine whether instruction was aligned to the New York state standards and assessments, teachers in the district completed the Surveys of Enacted Curriculum (SEC). Based on two decades of research funded by the National Science Foundation, the SEC are designed to facilitate the comparison of enacted (taught) curriculum to standards

(intended) and assessed curriculum (state tests), using teachers' self-assessments. The data for each teacher consist of more than 500 responses. The disciplinary topic by cognitive-level matrix is presented in graphic form, which creates a common language for comparison and a common metric to maintain comparison objectivity.

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

1A.1: Describe the process your school engaged in, during the 2008-2009 school year, to assess whether this finding is relevant to your school's educational program.

PS 230 has chosen to use The Teachers College Reading and Writing program approved by DOE as being research-based and aligned to standards.

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

- Applicable
- Not Applicable

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

We use DOE approved curriculum aligned to state standards.

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

N/A

**1B. Mathematics**

**Background**

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

and model and represent mathematical ideas in a variety of ways. (University of the State of New York & New York State Education Department, 2005, p. 2) When curriculum guides lack precise reference to the indicators for the process strands, then explicit alignment of the curriculum to the process strands is left to the interpretation of the individual classroom teacher.

Specific Math Alignment Issues:

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

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

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

PS 230 uses the Everyday Mathematics program and we are aware of the depth of mathematics instruction required by the state standards. To address this concern we hired expert mathematics consultants from City College, Math-in-the-City and have used their Context for Learning add-on investigations to fill in the gaps referenced above. In Kindergarten, we replaced Everyday Math with TERC again to fill the gaps.

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

- Applicable  Not Applicable

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

Teachers and parents, our math coach and our principal who has mathematics expertise express concerns about the breadth without depth of many of the units of study within the math curriculum.

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

PS 230 has been addressing this concern for the past 4 years. We continue our professional development relationship with MITC and their consultants regularly work in our classrooms. We have supplemented the Everyday Math Curriculum with Context for **Learning units from**

MITC. We made the decision to replace the Kindergarten Everyday Math curriculum with TERC. We also use DYO assessments as our interim assessments.

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## **KEY FINDING 2: INSTRUCTION**

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

### **2A – ELA Instruction**

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

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

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

PS 230 employs a workshop model for instruction. It is designed to provide consistent scheduled time for whole group instruction small group work and individual conferences. Our teachers have received extensive professional development in conferring and using individual assessment data to identify students with common needs and implement small group instruction. Administration consistently observe classroom instruction and teachers are held accountable for differentiation and small group work.

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

- Applicable  Not Applicable

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

The evidence is based on extensive professional development and formal and informal observations conducted by the administrative team on a regular basis.

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

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## **2B – Mathematics Instruction**

Auditors noted that although high academically focused class time was observed either frequently or extensively in 80 percent of K–8 mathematics classes, it was observed at this level only in 45 percent of the high school mathematics classes. Further, a high level of student engagement was observed either frequently or extensively in 52 percent of Grades K–8 and 35 percent of Grades 9–12 mathematics classrooms. *School Observation Protocol (SOM<sup>3</sup>)* and SEC results also shed light on some of the instructional practices in the mathematics classroom. The SOM noted that direct instruction in K-8 mathematics classes was frequently or extensively seen 75 percent of the time in Grades K–8 (and 65 percent of the time in Grades 9–12). Student activities other than independent seatwork and hands-on learning in the elementary grades were rarely if ever observed. Technology use in mathematics classes also was very low.

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

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

PS 230 has developed a systematic and consistent professional development plan which supports the workshop model of teaching in mathematics in every class K-5. Our educational consultants come into the classroom and we also have teachers engaged in learning communities across schools with the support of our university partner. In addition, we have purposely supplemented the Everyday Math curriculum with City College's Math-in-the-City's Context for Learning which is a series of investigations which promotes differentiation and active student engagement.

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

Applicable  Not Applicable

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

The evidence is based on extensive professional development and formal and informal observations conducted by the administrative team on a regular basis.

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

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

### **KEY FINDING 3: TEACHER EXPERIENCE AND STABILITY**

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

Please respond to the following questions for Key Finding 3:

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

According to the most recent data available on our 2007-2008 School Report Card:

In 2007-2008: 40% of our teachers have Master's Degrees and 30 additional hours above their Master's Degrees.

In 2006-2007: Our teacher turnover rate was 5% of all our teachers

In 2007-2008: 100% of our teachers have valid teaching certification

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

Applicable  Not Applicable

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

This data is according to our CEP demographics and we receive over 200 resumes annually.

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

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### **KEY FINDING 4: PROFESSIONAL DEVELOPMENT - ENGLISH LANGUAGE LEARNERS**

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

Please respond to the following questions for Key Finding 4:

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

Over the past 5 years of this administration, given our increasing number of ELL students, we have made it a priority to provide professional development opportunities regarding differentiating curriculum instruction for ELLs to our entire staff, including the addition this year of the Words Their Way with English Learners component of our word study program.

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

Applicable  Not Applicable

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

We are a unique school currently serving over 400 mandated students with 25 identified home languages.

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

As is written in our Title III Part A LEP Program Appendix 2, we have and will continue to implement and deepen schoolwide initiatives, such as the use of the word study program Words Their Way with English Learners K-5. We use our grade level meetings and have planned grade level retreats this year as a time for our ELL teachers to collaborate together with classroom teachers on best practices for instruction that they have learned from attending conferences and institutes such as QTEL. In addition, we have added weekly Grade Curriculum Share meetings, per session, wherein ELL providers and classroom teachers have the opportunity to confer and plan regarding their mutual students.

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#### **KEY FINDING 5: DATA USE AND MONITORING - ELL INSTRUCTION**

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

Please respond to the following questions for Key Finding 5:

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

The Inquiry Team is composed of our Data Specialist and ELL teachers who attend ARIS training and conduct item analysis of NYSESLAT. They meet with teachers at grade meetings and provide individual students' information and plan together how best to differentiate instruction and group the children to best meet their needs.

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

Applicable  Not Applicable

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

We are utilizing this data to look at our targeted students such as our Kindergarten ELLs so that it can inform our educational program. We have decided to invest in the Words Their Way with English Learners for Kindergarten and will provide professional development on November 3, 2009. Included in this PD will be providing time for classroom teachers to review the actual NYSESLAT Test and gauge what skills and strategies are most relevant for the purposes of this exam.

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

Sharon have/are we applying for an ELL success grant?

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## **KEY FINDING 6: PROFESSIONAL DEVELOPMENT - SPECIAL EDUCATION**

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

Please respond to the following questions for Key Finding 6:

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

Our IEP teachers have developed special education handbooks and procedures in the school to ensure that all teachers are familiar with the content of the IEPs of their students with disabilities. Last year, with the support of our special services liaison, we began to look closely at

curriculum alignment, curriculum articulation and instruction in our special education classrooms. This year we are continuing this work and plan a full day retreat for our special education teachers. We are in the pilot for SESIS which is a web based IEP information system which should increase significantly the facility with which teachers can access mandates and goals.

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

Applicable  Not Applicable

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

Looking at our data we have improved proficiency gains for our special ed population. In ELA, we went from 29.2% to 31.4% and in Math we went from 12.5% to 26. % we believe this validates continuing our current initiatives.

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

We are reaching out to our ISC for support, and our team from the ISC has already spent an afternoon with us addressing concerns. A particular concern of ours is discerning a learning issue from a language learning issue. PS 230 has a new bi-lingual school based support team this year who will contribute to our understanding of language issue vs. learning issue. We will continue our professional development plan and monitoring of student achievement.

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

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

Please respond to the following questions for Key Finding 7:

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

This is an identified goal of ours and we are in the process of carefully scrutinizing IEPs, looking at testing accommodations and modifications and their use in the classroom environment including instruction. We also discuss this at our weekly Pupil Personnel Committee (PPC) meeting which is composed of our IEP teachers, administration, SBST, and related service providers. This year at our new Grade Curriculum Share

meetings IEP teachers and Related Service Providers have the opportunity to interact with classroom teachers regarding their mutual students. Also, our participation in the pilot program of SESIS should raise the level of access and understanding of IEP mandates and goals.

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

Applicable  Not Applicable

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

Our weekly PPC committee has deemed this applicable.

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

From the discussion at our PPC, we have identified the need for behavioral intervention plans for specific students and the use of FBAs which will include both student and parent interviews in order to address the above issues. We have also come to realize that this is applicable to not only students in our special education classes but to those in our general education and gifted and talented programs, namely any student whose achievement appears to be limited by behavior.

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2009-10 (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

*This appendix will not be required for 2009-10.*

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

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

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

*All schools must complete this appendix.*

### **Directions:**

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

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

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

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

### **Part A: For Title I Schools**

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

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

We are planning to provide our STH population with:

Academic Support via Saturday programs in Science and ELA

Parental Involvement via workshops in ELA and Math as well as Saturday programs to support Science and the Arts

Basic emergency supplies

**Part B:**  
**For Non-Title I Schools**

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

N/A

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

N/A

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.