



P.S. 230 DORIS L. COHEN

2010-11

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

TABLE OF CONTENTS

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

SECTION I: SCHOOL INFORMATION PAGE	3
SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE	4
SECTION III: SCHOOL PROFILE.....	5
Part A. Narrative Description	5
Part B. School Demographics and Accountability Snapshot.....	6
SECTION IV: NEEDS ASSESSMENT	10
SECTION V: ANNUAL SCHOOL GOALS.....	11
SECTION VI: ACTION PLAN	12
REQUIRED APPENDICES TO THE CEP FOR 2009-2010	13
APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM	14
APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)	17
APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION	24
APPENDIX 4: NCLB REQUIREMENTS FOR ALL TITLE I SCHOOLS	26
APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, AND RESTRUCTURING	30
APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURRE).....	32
APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)	33

SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 331500010230 **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: Megan Mardiney and Veronica Guzman

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 15 **CHILDREN FIRST NETWORK (CFN):** CFN102

NETWORK LEADER: JOSEPH CASSIDY/Alison Sheehan/Maria Broughton

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 member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Sharon Fiden	Principal	
Freya Grice	CSA - Council of School Admin	
Joanna Palumbo	CSA - Council of School Admin	Comments: yes
Carmela Federico	Parent	Comments: pending review
Deborah Truss	UFT Member	Comments: pending review
Azmal/Nadia Yousuf-Alam	Parent	Comments: pending review
Indra Wong	Parent	Comments: pending review
Sally Dyson	UFT Chapter Leader	Comments: pending review
Shaheen Kasham	Parent	Comments: pending review
Trina Hickey	Parent	Comments: pending review
Veronica Guzman	Parent/PTA Co-President	Comments: pending review
Robyn Waters	UFT Member	Comments: pending review
Daniel Schorr	UFT Member	Comments: pending review
Kathleen Warren	UFT Member	Comments: pending review
Nicholas Pisano	Parent	Comments: pending review

* 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.

□

Approximately 540 early childhood students in grades Pre-Kindergarten, Kindergarten and First Grade attend our Lower School and 745 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. 441 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 8 ICT classes.

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 backpack a monthly parent newsletter which is also posted via EChalk on our new school website and translated using Google translations. We backpack hardcopies for families with no computer access as well as offer computer access at the school. In addition, we work with the DOE translation unit to get all important school notices translated in a timely manner for our parents. 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 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 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.

SECTION III - Cont'd

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

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 230 Doris L. Cohen								
District:	15	DBN #:	15K230	School BEDS Code:					
DEMOGRAPHICS									
Grades Served:	<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input checked="" type="checkbox"/> Ungraded			
Enrollment:				Attendance: - % of days students attended*:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	125	124	125		95.1	95.2	TBD		
Kindergarten	179	182	196						
Grade 1	188	193	185	Student Stability - % of Enrollment:					
Grade 2	174	187	202	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 3	182	169	174		94.9	94.10	TBD		
Grade 4	189	186	166						
Grade 5	174	187	178	Poverty Rate - % of Enrollment:					
Grade 6	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 7	0	0	0		63.9	63.9	77.9		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing - Total Number:					
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		6	91	TBD		
Grade 12	0	0	0						
Ungraded	2	0	4	Recent Immigrants - Total Number:					
Total	1213	1228	1230	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
					18	21	21		
Special Education Enrollment:				Suspensions: (OSYD Reporting) - Total Number:					
<i>(As October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	35	35	37	Principal Suspensions	0	0	TBD		
# in Collaborative Team Teaching (CTT) Classes	16	28	46	Superintendent Suspensions	0	0	TBD		
Number all others	56	68	69						
<i>These students are included in the enrollment information above.</i>				Special High School Programs - Total Number:					
				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment: (BESIS Survey)				CTE Program Participants					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Early College HS Participants	0	0	0		

# in Transitional Bilingual Classes	0	0	0				
# in Dual Lang. Programs	0	0	0	Number of Staff - Includes all full-time staff.			
# receiving ESL services only	347	369	423	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	8	8	78	Number of Teachers	88	93	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	14	16	TBD
				Number of Educational Paraprofessionals	2	3	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.3	71	TBD
Ethnicity and Gender - % of Enrollment:				% more than 5 years teaching anywhere	51.1	57	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	94	95	TBD
American Indian or Alaska Native	0.3	0	0	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	88.9	88.5	TBD
Black or African American	3.1	2.9	3				
Hispanic or Latino	30.5	29.5	29.8				
Asian or Native Hawaiian/Other Pacific Isl.	44.8	45.4	45				
White	21.2	21.5	21				
Multi-racial							
Male	49.2	47.5	48.5				
Female	50.8	52.5	51.5				
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							
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		If yes, area(s) of SURR identification:					
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			

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

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	√	√					
White	√	√					
Multiracial	-	-					
Students with Disabilities	Ysh	√	-				
Limited English Proficient	√	√					
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
Overall Letter Grade	A	Overall Evaluation:	
Overall Score	74	Quality Statement Scores:	
Category Scores:		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 25% of the Overall Score)	17.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	41	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	

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

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

Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

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

SECTION IV: NEEDS ASSESSMENT

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

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

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

□

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

Our 2009-2010 Progress Report indicates that 57.3% of our students are performing at Proficiency Level in ELA. This is a significant drop from the previous year 2008-2009 in which 78.8% of our students (all grades) performed at Proficiency Level in ELA. If we use the 2008-2009 scale score range, then we would actually have 87.7% of all students at proficiency.

Last year 2008-2009 we had 104.0% number of students making one year of progress or greater as compared to our Peer Horizon. This year, in 2009-2010, with the new method of calculating progress (the Median Growth Percentile) we show a significant decrease being at the 50.7% Median Growth Percentile on our Peer Horizon in ELA.

We are extremely disturbed by this figure and have constructed a plan to support the assurance of our students' progress this year as measured by the Median Growth Percentile. This plan begins with a careful and detailed analysis, student by student and by sub groups, of performance on last year's NYS ELA exam. After a thorough analysis of available data, we will then look at the implications for instruction and for consistent formative and interim assessment.

Last year we demonstrated significant Exemplary Proficiency Gains in our English Language Learners subgroup. We did not repeat this achievement this year and so we will be looking at this particular sub group (along with all other groups) very closely.

FUNDATIONS

At the end of the 2009-2010 school year, our General Education Kindergarten teachers requested to meet with me to discuss the change to Foundations as their primary phonemic awareness/early word study program instead of the Words Their Way program which they were previously using. PS 230 has a very diverse population of students: an increasing number of English Language Learners- almost 450 - representing 25 identified home languages and dialects (many low-incidence), an

increasing special education population, our growing general education population and a district-wide gifted and talented program. Meeting the needs of this extremely diverse group of students is a challenge.

Foundations, a multi-sensory program with opportunities for tiered levels of prevention, early intervention and intense upper grade intervention has been recommended to us by our Special Education consultant. Our Kindergarten ICT class was already partially using Foundations and our self-contained classrooms were also using Foundations and Wilson. I felt the need to create more consistency for our most struggling students as they aged up in the grades and to use a program which could provide both specific regular assessment information and tiered differentiation. In addition, Foundations has components which were missing from Words Their Way: manuscript and cursive handwriting, fluency and comprehension strategies, along with a stronger phonological and phonemic awareness strand.

This year we are fully implementing the use of Foundations. Through our CEIS money, I have hired a retired Special Education Regional Specialist (Patricia Mills) as an Educational Consultant to support this implementation. Ms Mills is also working directly in classrooms with our special education teachers to improve the achievement of our special education sub-group.

MATH

Our 2009-2010 Progress Report indicates that 62.5% of our students are performing at Proficiency Level in Mathematics as measured by the NYS Mathematics Exam. This is a significant drop from the previous year 2008-2009 in which 89.8% of our students (all grades) performed at Proficiency Level in Mathematics. If we use the 2008-2009 scale score range for the 2010 NYS Mathematics Exam, then we would have had 88.2% of all students at proficiency, a slight decrease of 1.6%.

Last year 2008-2009 we had 46.7% of students making one year of progress or greater as compared to our Peer Horizon. This year, in 2009-2010, with the new method of calculating progress (the Median Growth Percentile) we show a significant decrease being only at the 20.4% Median Growth Percentile on our Peer Horizon in Mathematics.

We are extremely disturbed by this figure and have constructed a plan to support the assurance of our students' progress this year as measured by the Median Growth Percentile. This plan as outlined above begins with a careful and detailed analysis student by student and by sub groups of performance on last year's NYS Mathematics exam. After a thorough analysis of available data, we will then look at the implications for instruction and for consistent formative and interim assessment.

ELA: Writing in Content Area and NYSESLAT

An analysis of our NYS Standardized 2010 Math Scores Grades 3, 4, 5 indicated that many students did not receive full credit on the extended task questions. Our Math Coach studied the students' responses and found evidence that credit was lost because students were not able to explain their mathematical thinking in writing well enough to receive full credit. In addition, an analysis of the NYSESLAT indicated that students remain at the Advanced level and do not achieve proficiency due to their performance in the Writing Modality. Through looking at the Common Core Standards, we realize that we need to more clearly align our writing standards K-5.

Parent Communication/Education

Through the DOE survey, parents have communicated their need to be informed and up to date on their children's learning and school experiences. In past years a hard copy monthly parent newsletter in 4 languages (English, Spanish, Chinese and Bengla) was backpacked home. This year, through

ECHALK, PS 230 has a fully operational website constantly updated with instant translation capability in most languages. Families will receive a hard copy backpacked home and can get translation on our website.

We will hold grade-level parent workshops for mathematics and ELA as well as information meetings specific to each grade's needs, i.e. state assessments, middle school process, early literacy routines at home, etc.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART - Specific, Measurable, Achievable, Realistic, and Time-bound. **Notes:** (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> By June 2011, we will increase by 5% the median growth percentile in ELA for students as compared to our peer horizon.	<input type="checkbox"/> Our needs assessment indicates that the new cut off scores for proficiency have dramatically raised the bar for our grades 3 - 5 students. With an increase of ??? ELLs and 3 new ICT/Special Education classes, it is essential that all decisions regarding instruction, intervention and support for students be data driven.
<input type="checkbox"/> Implement the use of Foundations in all general education kindergarten classes and all self-contained and ICT classes K - 2.	<input type="checkbox"/> All teachers, grades K - 2, will fully utilize the Foundations program in its entirety as their primary daily phonics, phonemic awareness, and handwriting program in their classrooms. <input type="checkbox"/> All general education teachers will utilize the "Double Dose" Foundations component as an intervention (RTI) for their students in the extended time morning program (37.5 minutes) where appropriate.
<input type="checkbox"/> By June 2011, we will increase our median growth percentile in mathematics as compared to our peer horizon by 5%.	<input type="checkbox"/> Our needs assessment indicates that the new cut off scores for proficiency on the NYS Mathematics Exams dramatically impacted our students' performance. All decisions regarding curriculum and instruction, intervention and support for students needs to be data driven.
<input type="checkbox"/> By June 2011, each grade will have studied the ELA Common Core Standards: Writing Strand against each grade's curriculum map in writing to produce a K-5 writing continuum taking into consideration all academic subjects.	<input type="checkbox"/> Our needs assessment indicates that students are not making sufficient progress as measured by the NYS ELA and Math Exams and are not progressing from Advanced to Proficient as measured by the NYSESLAT.
<input type="checkbox"/> By June 2011, we will increase school parent communication and education as measured by the number of "hits" to the new ECHALK PS 230 website and sign-in sheets for parent education workshops.	<input type="checkbox"/> Our needs assessment indicates that some parents still struggle to stay connected with school events and initiatives. The new school website with its instantaneous translation capability was rolled out in September 2010 to increase availability of information to parents. Already every grade has hosted a curriculum morning for parents and grade specific workshops are planned throughout the year.

SECTION VI: ACTION PLAN

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

Subject Area English Language Arts
(where relevant) :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will increase by 5% the median growth percentile in ELA for students as compared to our peer horizon.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 10px;"> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>Identify the students whose growth median percentile was in the bottom half of our data.</p> <p>Identify the trends of students who did not make progress as measured by the median growth percentile by sub groups: special education, English language learners, grade level, specific teachers, general education, gifted and talented.</p> <p>Identify the specific sub skills that were deficit areas through an item analysis of the 2010 NYS ELA Exam.</p> <p>Target staff development towards the identified sub skills to maximize best practices in instruction, intervention and formative/interim assessments</p> <p>Utilize interim and formative assessments to regularly adjust goals for individual students</p> <p>Identify and allocate specific funding streams i.e. Title I/ARRA SWP, Title III, CEIS, Contract 4 Excellence, to support the above work for the school year.</p> </div>

	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> The school schedule and resources have been aligned to: -provide an extended time period in the morning when students are best able to attend -maximize weekly extended grade level meetings and common preps to support professional development towards best practice in the explicit teaching of sub skills</p> <p>Budget Funding Sources:</p> <p>Literacy Consultants: Title I Schoolwide</p> <p>Data Specialist: Contract for Excellence, TL Data Specialist</p> <p>Assistant Principals: TL Fair Student Funding</p> <p>IEP/SETSS Teachers: TL Fair Student Funding, TL IEP Teacher</p> <p>ESL Teachers: TL Fair Student Funding</p> <p>Inquiry Teams: TL Inquiry Team Funding</p> <p>Saturday Programs: Title III, Contract for Excellence</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <p>Ongoing Reading Level Class Profiles (submission to administration three times a year) based on DY0 TC Interim Assessments and teachers' conference notes.</p> <p>Rubric based writing sample assessment (submission to administration two times per year)</p>

	<p>Item analysis of Predictive Interim Assessment Ongoing reading and writing conference notes Ongoing small group instruction plans submitted by teachers Use and analysis of DYO periodic assessment tools.</p>
--	--

Subject Area
(where relevant) :

ELA: Foundations

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> Implement the use of Foundations in all general education kindergarten classes and all self-contained and ICT classes K - 2.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <p>A weekly scheduled grade level meeting will be utilized by teachers and our Data Specialist for staff development and planning.</p> <p>Supervisors will regularly observe Foundations lessons in classrooms and meet with teachers to give feedback.</p> <p>NYSTL and non-NYSTL funding is being utilized to purchase all necessary student and teacher materials.</p> <p>CEIS Funding is being allocated to hire a Special Education Consultant to support the implementation of Foundations in the all classes.</p> </div>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Budget Funding Sources: Curriculum and Staff Development: CEIS TL Data Specialist: Contract for Excellence, TL Data Specialist</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> <u>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</u></p> <ul style="list-style-type: none"> · Regular and consistent walk throughs of classrooms by supervisors. · Formal and informal observations. · Attendance at Grade Level Meetings. · Completion of Foundations Assessments and use of data to plan for differentiation of instruction for both regular school hours and morning program. · Walkthroughs and staff development provided by Educational Specialist (CEIS funding)

Subject Area
 (where relevant) :

Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, we will increase our median growth percentile in mathematics as compared to our peer horizon by 5%.</p>
--	---

<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p>Describe your plan for meeting your goal, including staffing, scheduling, and funding.</p> <ul style="list-style-type: none"> · Identify the students whose growth median percentile was in the bottom half of our data. · Ascertain each student's change in proficiency score from 2010 versus 2009. · Identify the trends of students by subgroups (special education, English Language Learners, grade level, specific teachers, general education, gifted and talented) whose growth median percentile was in the bottom half. · Identify the specific sub skills that were deficit areas through an item analysis of the 2010 NYS Math Exam. · Identify and allocate specific funding streams ie Title I/ARRA SWP, Title III, CESIS, Contract 4 Excellence, Common Core Standards to support the above work for the school year.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Coach: Title I ARRA SWP</p> <p>Curriculum and Staff Developers: Title I SWP</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal.</p> <ul style="list-style-type: none"> · Interim Assessments: including DYO Math Assessments and Predictive Assessment Grades 3-5.

- Early Childhood Math Interview grades K-2.
 - End of the Unit Everyday Math Assessments
 - Conference Notes.
- Formative Assessment.**

Subject Area
(where relevant) :

ELA: Writing

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> By June 2011, each grade will have studied the ELA Common Core Standards: Writing Strand against each grade's curriculum map in writing to produce a K-5 writing continuum taking into consideration all academic subjects. <input type="checkbox"/></p>										
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <table border="1" data-bbox="743 753 1661 1430"> <tr> <td data-bbox="743 753 1276 906"> <p><u>Describe your plan for meeting your goal, including staffing, scheduling, and funding .</u></p> </td> <td data-bbox="1276 753 1661 906"></td> </tr> <tr> <td data-bbox="743 906 1276 1013"> <p>Analyze NYS ELA and Math tests and NYSESLAT Scores for trends in difficulty in writing.</p> </td> <td data-bbox="1276 906 1661 1013"></td> </tr> <tr> <td data-bbox="743 1013 1276 1120"> <p>Identify specific sub-skills that were in deficit through studying student work.</p> </td> <td data-bbox="1276 1013 1661 1120"></td> </tr> <tr> <td data-bbox="743 1120 1276 1295"> <p>Target staff development towards identified deficits to maximize best practice in instruction, intervention and formative/interm assessments.</p> </td> <td data-bbox="1276 1120 1661 1295"></td> </tr> <tr> <td data-bbox="743 1295 1276 1430"> <p>Utilize June 2011 Professional Development Day to develop a K-5 writing continuum.</p> </td> <td data-bbox="1276 1295 1661 1430"></td> </tr> </table>	<p><u>Describe your plan for meeting your goal, including staffing, scheduling, and funding .</u></p>		<p>Analyze NYS ELA and Math tests and NYSESLAT Scores for trends in difficulty in writing.</p>		<p>Identify specific sub-skills that were in deficit through studying student work.</p>		<p>Target staff development towards identified deficits to maximize best practice in instruction, intervention and formative/interm assessments.</p>		<p>Utilize June 2011 Professional Development Day to develop a K-5 writing continuum.</p>	
<p><u>Describe your plan for meeting your goal, including staffing, scheduling, and funding .</u></p>											
<p>Analyze NYS ELA and Math tests and NYSESLAT Scores for trends in difficulty in writing.</p>											
<p>Identify specific sub-skills that were in deficit through studying student work.</p>											
<p>Target staff development towards identified deficits to maximize best practice in instruction, intervention and formative/interm assessments.</p>											
<p>Utilize June 2011 Professional Development Day to develop a K-5 writing continuum.</p>											

	<div style="border: 1px solid black; width: 100%; height: 100%; display: flex; align-items: center; justify-content: center;"> <div style="border: 1px solid black; width: 80%; height: 20px;"></div> </div>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Consultants: Title I Schoolwide Assistant Principals: TL Fair Student Funding</p> <p>IEP/SETSS Teachers: TL Fair Student Funding , TL IEP Teacher</p> <p>ESL Teachers: TL Fair Student Funding</p> <p>Data Specialist:</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <div style="border: 1px solid black; padding: 5px;"> <p><u>Identify the objective evidence you will use throughout the year to evaluate your progress towards meeting your goal .</u></p> <p>On-going rubric based assessment of student writing samples</p> <p>On-going writing conference notes</p> <p>On-going small group instruction plans</p> </div>

Subject Area
(where relevant) :

Parent Communication and Education

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and</i></p>	<p><input type="checkbox"/> By June 2011, we will increase school parent communication and education as measured by the number of "hits" to the new ECHALK PS 230 website and sign-in sheets for parent education workshops.</p>
--	--

<i>Time-bound.</i>	
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Revise our strategy from the previous hard copy monthly parent newsletter which was available in 4 languages. For the 2010-2011 school year we will have grade specific information and monthly parent newsletter, as well as an up to date rolling calendar of important school events on the new EChalk PS230 website which has the capacity for instantaneous Google translation during any session.</p> <p>Parent education opportunities have been scheduled as follows:</p> <ol style="list-style-type: none"> 1. Parent Curriculum Mornings: Sept/Oct 2. Family Literacy Workshops by Grade: Nov/Dec 3. Math Workshops by Grade: Nov/Dec 4. Grade Specific Issue Workshops scheduled throughout the year, such as Middle School Articulation Process, PreK-K Articulation, 1st-2nd grade Transition Parent Orientation (PS230 has an early childhood building which terminates at grade 1-2nd grade is housed in the Upper School), Student-Parent Workshops that address issues, such as hygiene and nutrition, Saturday Family Arts and Science Programs by Grade, etc.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/></p> <p>EChalk website: TL Fair Student Funding</p> <p>Parent Coordinator: TL Parent Coordinator Funding</p> <p>Parent Involvement: Title I SWP</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

☐ Monitoring the number of hits on the PS 230 website

Sign in sheets for all workshops will be analyzed to ensure 5% more attendance than the previous year. We look towards a rise in our communication score on the DOE parent survey.

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

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

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

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

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

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	50	8	N/A	N/A	5		2	
1	100	12	N/A	N/A	2			
2	95	10	N/A	N/A	2			
3	90	10	N/A	N/A	3			
4	30	19	30					
5	29	21		11	2			
6								
7								
8								
9								
10								
11								
12								

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

- o Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- o Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Part B - Description of Academic Intervention Services

<p>Name of Academic Intervention Services (AIS)</p>	<p>Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).</p>
<p>ELA:</p>	<p><input type="checkbox"/></p> <p>AIS services are provided as follows: During the school day: Support for Words Their Way, TC Literacy Curriculum, Foundations, Language Acquisition via Push-in model/one-to-one and/or small group instruction Extended day (before school): Foundations (double-dose), Wilson, Words Their Way, Reading Conferences via one-to-one and/or small group instruction Targeted Saturday Test Prep (gr.4): small group instruction</p>
<p>Mathematics:</p>	<p><input type="checkbox"/></p> <p>AIS services are provided as follows: 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 Extended day (before school): Context for Learning/Number Strings one-to-one and/or small group instruction Targeted Saturday Test Prep (gr.4): small group instruction</p>
<p>Science:</p>	<p><input type="checkbox"/></p> <p>AIS services are provided as follows: Extended Day (morning program) students receive vocabulary immersion and test preparation</p>
<p>Social Studies:</p>	<p><input type="checkbox"/></p> <p>Introduction of "Fascinating Words" curriculum component involving explicit instruction in content vocabulary and content language objectives. Thematic units to support reading and writing connection.</p>
<p>At-risk Services Provided by the Guidance Counselor:</p>	<p><input type="checkbox"/></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</p>

	disputes between classmates, If funding permits, he will continue that work.
At-risk Services Provided by the School Psychologist:	<input type="checkbox"/> None
At-risk Services Provided by the Social Worker:	<input type="checkbox"/> In addition, as part of the school based support team, they follow up on teacher referrals, test students and conduct EPCs
At-risk Health-related Services:	<input type="checkbox"/> None

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

NCLB/SED requirement for all schools

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

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

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

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

Section I. Student and School Information.

Grade Level(s)

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

Number of Students to be Served:

LEP see attached plan

Non-LEP see attached plan

Number of Teachers see attached plan

Other Staff (Specify) see attached plan

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program

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

see attached plan

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.

see attached plan

Section III. Title III Budget

—

School: 15k230

BEDS Code: 331500010230

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

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

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

see attached

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. see attached

Part B: Strategies and Activities

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

see attached

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.

see attached

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>.

see attached

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

PART A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	720,990.00	402,035.00	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	7,209.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	36,050.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	72,099.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2009-2010 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

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

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

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

□

SCHOOL PARENT INVOLVEMENT POLICY PUBLIC SCHOOL 230 CFN 102 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 is 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.

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

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

PART C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

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

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

See 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 this 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 implementation of Foundations in all Kindergarten, Self-contained and ICT classes 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.

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 holding our second "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 vision testing, asthma and nutrition workshops, child safety and child abuse prevention programs. We also have on-site adult ESL instruction.

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

Explanation/Background:

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

resources available to it. This gives a school more flexibility in how it uses available resources to meet the specifically identified needs of its students.

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

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

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

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

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

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

Program Name	Fund Source (<i>i.e.</i> , Federal, State, or Local)	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool (<i>Refer to Galaxy for school allocation amounts</i>)	Check (X) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check(x)	Page#(s)
	Federal	Yes			1,123,025.00	True	see action plans
Title II	Federal	Yes			68,376	True	see action plan
Title III	Federal	Yes			not allocated yet	True	see action plan
IDEA	Federal	Yes			408,507.00	True	see action plan
C4E	Federal	Yes			122,089.00	True	see action plan
Tax Levy	State	Yes			6,231,801.00	True	see action plan

¹**Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.

- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program
- is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

PART D: TITLE I TARGETED ASSISTANCE SCHOOLS

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

1. Use program resources to help participating children meet the State standards.
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and

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

- 4. Coordinate with and support the regular educational program;

- 5. Provide instruction by highly qualified teachers;

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

- 7. Provide strategies to increase parental involvement; and

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

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

All schools must complete this appendix.

Directions:

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

Supporting Students in Temporary Housing (STH)

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

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

Part A:

Part A - For Title I Schools

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

1

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:

Part B - For Non-Title I Schools

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
N/A
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
 N/A
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

CEP RELATED ATTACHMENTS

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

File Name - 28_15K230_111610-110807.doc

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster CFN102	District 15	School Number 230	School Name Doris Cohen
Principal Sharon Fiden		Assistant Principal F. Grice/J. Palumbo	
Coach Sally Dyson		Coach	
Teacher/Subject Area Carlesi/Heyer/Shulman: ESL		Guidance Counselor Anselm Scrub	
Teacher/Subject Area DiScipio/Weinstein/Ryan : ESL		Parent Ana Caballero	
Teacher/Subject Area Mydlo/Gibbs/Flaherty: ESL		Parent Coordinator Nadine Meyer	
Related Service Provider P. O'Hara/C. Blum		Other	
Network Leader Alison Sheehan		Other	

B. Teacher Qualifications

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

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

C. School Demographics

Total Number of Students in School	1157	Total Number of ELLs	441	ELLs as Share of Total Student Population (%)	38.12%
------------------------------------	-------------	----------------------	------------	---	---------------

Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

1. During enrollment, trained pedagogues meet with parents to make an initial determination of the child's home language. If the child is identified as eligible candidate for bilingual instructional services parents are then given the HLIS which they complete in their own language to determine the child's language proficiency and literacy background. Our licensed ESL teachers (Diane Carlesi, Donna Shulman, Maria Heyer, Shannon Ryan, Rachel Weinstein, Madeleine Mydlo, Lisa Gibbs and Adriana DiScipio) interview and assist parents with the Home Language Identification Survey (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. This multi-step process ensures the appropriate identification, eligibility, and placement for ELLs and determines the model for the delivery of educational services. Parents of newly admitted students into our school system play an active role in the decision making process. In addition, 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.

2. 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.

3. Parents participate in a parent orientation within the first month of their child's enrollment, 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.

4. Parent brochures are disseminated in their native language to enrich the understanding of 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.

5-6. 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 based on the parent selection form rather than self-contained and/or bilingual programs. Using the parent selection form, we keep a record of how many parents opt for each program and if we have enough parents opting for a particular program we are prepared to create that program. The few who opt for bilingual; or dual language programs are referred to the parent coordinator for more information. However, parents consistently choose to keep their child at our school in ESL. Therefore, based on parents' preferences, we offer a freestanding ESL program for our language learners. ESL teachers compile and archive the surveys for documentation and accountability.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	8	9	8	8	6	4								43
Total	8	9	8	8	6	4	0	0	0	0	0	0	0	43

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	441	Newcomers (ELLs receiving service 0-3 years)	283
SIFE	4	ELLs receiving service 4-6 years	64
		Special Education	89
		Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
Dual Language	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0
ESL	<input checked="" type="checkbox"/> 283	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 54	<input checked="" type="checkbox"/> 64	<input type="checkbox"/>	<input checked="" type="checkbox"/> 35	<input checked="" type="checkbox"/> 1	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input checked="" type="checkbox"/> 348

Total	283	4	54	64	0	35	1	0	0	348
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	35	34	23	34	18	15								159
Chinese	5	8	9	7	6	3								38
Russian		2	1	1	1									5
Bengali	45	38	37	30	16	11								177
Urdu														0
Arabic	5	6	7	5	5	4								32
Haitian														0
French														0
Korean														0
Punjabi			1											1
Polish				1										1
Albanian				1	1	2								4
Other	5	10	1	3	2	3								24
TOTAL	95	98	79	82	49	38	0	0	0	0	0	0	0	441

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. 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 heterogeneous 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. 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.

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. 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.

2. PS 230 has nine licensed ESL teachers, and one who is in the process of completing certification for 2010. Our ESL, mainstream and content area teachers are teachers who 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. Our ESL teachers are distributed across the grades as follows: five teachers service grades K and 1 and four teachers service grades 2, 3, 4 and 5. The ELL student population is distributed across the grades as follows: Grade K consists of 95 students, grade 1 consists of 98, second grade has 79, and third grade has 82, fourth has 49 and fifth consists of 38 students. Total, 441. All of the ELLs participate in freestanding ESL programs based on the Teachers College curriculum, supplemented with modifications and scaffolds using ESL methodology. Our special education ELLs are served as per the IEP.

3. 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 (Social Studies, Math and Science), 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 content area 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.
- Participation in our Title III after-school programs: Language Learner Literacy Enrichment Program (K & 1), Literacy through Inquire-Based Research and Project-Based Learning (5th grade), Literacy Class including NYSESLAT Test Preparation (2 - 5), Literacy Class including ELA Test Preparation (4th grade), ELL Newcomer Literacy Immersion, ELL Science Vocabulary Program (4th grade).

4. Differentiation for ELL subgroups

Plan for students reaching proficiency on the NYSESLAT

Students who are former ELLs receive additional support in the classroom from both ESL teachers. They also receive AIS services through differentiated instruction in the classroom. 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. Occasionally, 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 depending on the need of individual students, may continue through first period (9:00) am. Upon arrival at our school 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 audio 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.
- 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.
- Bilingual libraries and audio recordings of picture books used for content area units of study.

- New ESL software, such as Imagine Learning and access to language learning websites for newcomers.
- Grade and age-appropriate instructional support materials in all content areas: picture flash cards for math, social studies, graphic organizers.
- Native language support in math, science and social studies to develop content goals and language goals in preparation for the state exams.
- Differentiation of instruction in all areas.: ESL teachers will collaborate with classroom teachers to modify lessons in order to provide comprehensible input throughout the day. Modified lessons will provide opportunities for students to communicate effectively in the classroom both in social and academic language contexts.
- Participation in the Saturday enrichment programs and Title III after-school programs.

Plan for SIFE

Students with interrupted, little or no formal schooling in their first language will receive push in and pull out ESL services as well as small group instruction in specific areas of need. We provide the following resources to SIFE students:

- Individualized student needs assessment.
- Grade and age-appropriate instructional support materials.
- Native language support when appropriate.
- Differentiation of instruction in all areas.
- Participation in the Saturday enrichment programs and Title III after-school programs.
- Participation in extended day morning program.
- Making an individualized student needs assessment.
- Support materials, such as high interest appropriately leveled texts and content-themed graphic novels for the upper grades.
- 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. 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.
- 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. We will employ QTEL scaffolding strategies to make grade level content comprehensible. Furthermore, ESL and classroom teachers will continue a word-study program to improve fluency and accuracy through engaging activities that focus on exploring the both phonemic and semantic nature of words. Also, we will continue with our vocabulary enrichment program requiring students to recognize and use a wide variety of English words within the context of the daily curriculum.
- Establish ongoing small-group writing conferences that target individual students' needs.
- Use of checklists and rubrics to monitor and reflect on their writing process (mechanics, organization, ideas, sentence fluency, etc.).
- Use of scaffolds such as graphic organizers to help students structure their writing for different genres.
- We will continue to use our vocabulary enrichment program to introduce new vocabulary and encourage ELLs to use the words in their writing.
- Finally, we will invite our ELLs to participate in Title III Inquiry-Based Research Program and ESL literacy classes outlined designed to develop writing skills.

Plan for Special Needs students

We have 4 self-contained classes of special needs students in which there are ELLs and 8 CTT classrooms in grades K, 1, 2, 3 and 4. 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, Foundations, 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. LEP students with disabilities whose IEP recommends ESL or bilingual instruction will 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 and Foundations during the day and during morning program. Classroom teachers will collaborate with ESL teachers, SETSS and Speech providers, and the math coach to differentiate instruction to meet the individual needs of Special Education ELLs. In addition, we have implemented a new push-in collaborative teaching model for SETSS and ESL in grade 5. This is a pilot program, which would allow students to receive mandated services within the classroom context. Ultimately, our goal is to expand the model to other grades.

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, SETTS and Speech providers, Literacy Staff Developers and the Math Coach and IEP contact person.
- Monitoring of newcomer, long term ELLs and SIFE student for possible special needs status.

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

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

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

The chart below is a visual representation designed to show the variation of NLA usage/support across the program models. Please note that NLA support is never zero.

NLA Usage/Support	TBE
100%	
75%	

50%			
25%			
		Dual Language	
100%			
75%			
50%			
25%			
		Freestanding ESL	
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

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

5. Targeted intervention for ELA, Math and other content areas

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, glossaries and picture cards to increase comprehension. They also collaborate to organize trips that support thematic units of study. All teachers (classroom, content and ESL) attend.
- For Mathematics, teachers use manipulatives and varied models, such as open number lines, arrays, etc. to represent difficult word

problems visually, tackle challenging math vocabulary using concept circles, semantic maps, glossaries and word sorts to preview vocabulary. For the past few years we have been implementing the Math in the City Curriculum which provides contextualized instruction with realistic situations as the starting point of math investigations. Learners are invited to "mathematize" initially in their own informal ways. Teachers are taught to look for important mathematical moments and scaffold conversations that lead to solutions. Teachers participate in learning communities with teachers from other schools. We participate in 2 day "Delta" in-service days, deeply looking at "big ideas" in mathematics. Math in the City staff developers continue to work with us. Math in the City embraces a social model of learning giving ELLs opportunities to develop expressive language when talking about mathematical concepts. Teachers also have students create personalized math vocabulary and bilingual dictionaries.

6. 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. Former ELLs receive extended time on all assessments.

7. New Programs and improvements/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 math coach who is trained in specific strategies to scaffold instruction for ELLs. The coach works directly with classroom teachers and our ELL/AIS staff to support our ELL students in the classroom. Our Title III funding is used to fund additional enrichment programs (See Title III narrative for more detail). Our programs include: An Inquiry-Based Research after-school Program, NYSESLAT Prep for grade 2, NYSESLAT Prep for grades 3-5, a Science Vocabulary Enrichment program, an ESL Newcomer Program, an ELA Literacy Prep, and a Grade K and 1 Enrichment Program.

Translation and Interpretation Services:

We use bilingual staff to translate for parents in Spanish, Chinese, Russian, Bengali and Arabic. We use our staff interpreters for general parent communications, IEP meetings, PTA meetings and occasionally for private teacher conferences. We also use the translation unit often to translate letters, notices and phone calls when appropriate. Parent workshops and activities are geared toward parents with and without literacy in their own language. Our ESL team and classroom teachers conduct parent workshops for our families, teaching them ways to support their children at home regardless of their own literacy skills. We also offer full-time Adult Education ESL classes.

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 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 on e-chalk 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.

8. Discontinued Programs

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.

9. Equal access to all programs

All of our ELLs are encouraged to participate in Title III programs as well as other academic and enrichment programs. ESL teachers recruit regularly and try to match students to programs that are designed to develop areas of proficiency that are specific to individual needs. Parents are notified about programs in their native language. Teachers are consulted as to which children might benefit more from a particular program. Our participation rate has always been high and attendance in these programs is nearly always 100%.

10. 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.

11.-12. Native language support and grade/age appropriate content. (see plans for subgroups). In 2009, 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.

13. We assist newly enrolled ELLs before the school year by maintaining relationships with our Community Based Organization partnerships in Kensington, such as the public library and regular outreach to several cultural institutions (local Mosques, Bengali Community Centers, etc.) that advocate for our students and their families.

14. We do not offer language electives at this time. PS 230 has over 25 different languages represented, many are low incident languages. PS 230 does not have a dual language or bilingual program. Instruction in all content areas is in English, though students occasionally opt for native language testing in the content areas, which we provide. Students are supported by ESL teachers and the use of native language resources to gain access to concepts taught. 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, language electives are not applicable to PS 230.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

1. Professional development

Professional development is provided by school staff, support personnel, our CFN 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, 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 continue to provide professional development in reading in grades 2 to 5. Also our classroom teachers participate in Math in the City. The most compelling and meaningful professional development however, has been in-house among our inquiry teams. 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 this year 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 writing.

2. 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.

3. 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 classroom teachers use the extended 37 1/2 minutes each Thursday to use data in order to gain a better understanding of the factors that determine how ELLs progress in their language and content goals. Many of our ELL teachers attend citywide workshops sponsored by the DOE and/or other academic institutions. 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 meetings 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.

E. Parental Involvement

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

Parent involvement

1. 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.

2.-3. 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 uploaded our school website sponsored by e-chalk and will encourage parents to visit regularly. Postings will include suggestions on ways to support children's learning at home as well as through access to community resources, trips, educational media, etc.

4. 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. 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.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	43	47	14	8	6	3								121
Intermediate(I)	14	39	23	37	14	10								137
Advanced (A)	38	12	42	37	29	25								183
Total	95	98	79	82	49	38	0	0	0	0	0	0	0	441

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B		6	3	2	2	2							
	I	1	20	8	5	4	3							
	A		51	59	25	13	12							
	P		17	5	47	29	21							
READING/ WRITING	B	1	43	11	6	5	4							
	I		39	22	37	14	10							
	A		8	21	36	28	24							
	P		4	21	0	1	0							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	14	12	13	0	39
5	5	19	7	0	31
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	12		23		10		1		46

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		24		8		4		39
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8	9		14		13		2		38
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7		5		17				29
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

Additional Information

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

NOTE: Part III: ELL Demographics B. Second Chart ELLs by Subgroups - program is calculating incorrectly. Total should be 441.

1. 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.

Additional Information

2. What is revealed by patterns across proficiency levels is that the majority of our LAB-R tested students are entitled to 360 minutes ESL services a week. The majority of these are in grade Kand 1, but our second and third grade classroom have higher numbers of intermediate students than in previous years. For this reason, we deliver services in both a pull-out and push-in program model.

3. 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. 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. Beginners and special education students did not always follow this trend.
- 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.
- There was an overall increase in proficiency in all modalities, except for writing especially in grades 2-4.

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. The scale adjustment notwithstanding, analysis of the ELA scores of ELLs and former ELLs revealed some proficiency gains in the ELA. Adjustments and improvements to our program this year include:

- The continued implementation of a school wide research-based vocabulary enrichment and word study program.
- We will continue word study strategies for developing math content vocabulary.
- Inquiry groups focusing on the writing needs of ELLs within the context of units of study.
- Additional support in listening skills for Newcomers, including increased 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. This includes the implementation of a new push-in collaborative teaching model for SETSS and ESL in grade 5. This is a pilot program, which would allow students to receive mandated services within the classroom context. Ultimately, our goal is to expand the model to other grades.

4. 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.

5. N/A

6. We evaluate the success of our program by analyzing formative and summative data, input from staff, administrators, parents and students, both formally through surveys, conferences and informally through school community events. We use this information to inform curricular decisions. We rely on the support of our network schools and our quality review to guide us in our ongoing professional development. We understand that our ELL model of instruction must be revisited and evaluated annually to address the needs of our

Additional Information

dynamic population. Our curriculum reflects both language and content goals that our ELLs need to meet in order achieve academic success. Finally, we strive to maintaining a teaching and learning environment where language and cultural diversity is not only valued, but also viewed as a strength.

Part VI: LAP Assurances

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

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

	Other		
	Other		
	Other		

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 230 Doris L. Cohen					
District:	15	DBN:	15K230	School		331500010230

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	124	125	126		95.1	95.2	95.5
Kindergarten	182	196	198				
Grade 1	193	185	208	Student Stability - % of Enrollment:			
Grade 2	187	202	191	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	169	174	201		94.9	94.1	91.5
Grade 4	186	166	183				
Grade 5	187	178	171	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		63.9	77.9	77.9
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		6	91	143
Grade 12	0	0	0				
Ungraded	0	4	8	Recent Immigrants - Total Number:			
Total	1228	1230	1286	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					18	21	21

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	37	47	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT) Classes	28	46	70	Superintendent Suspensions	0	0	0
Number all others	68	69	74				

These students are included in the enrollment information above.

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

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	88	93	93
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	14	16	10
# receiving ESL services only	369	423	TBD				
# ELLs with IEPs	8	78	TBD	Number of Educational Paraprofessionals	2	3	15

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

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	100.0
				% more than 2 years teaching in this school	69.3	71.0	88.2
				% more than 5 years teaching anywhere	51.1	57.0	75.3
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	94.0	95.0	94.6
American Indian or Alaska Native	0.0	0.0	0.0	% core classes taught by "highly qualified" teachers	88.9	88.5	92.6
Black or African American	2.9	3.0	2.6				
Hispanic or Latino	29.5	29.8	29.9				
Asian or Native Hawaiian/Other Pacific	45.4	45.0	45.3				
White	21.5	21.0	21.5				
Male	47.5	48.5	50.1				
Female	52.5	51.5	49.9				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	v	v					
White	v	v					
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v					
Economically Disadvantaged	v	v					
Student groups making	7	7	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	34.5	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	10.1	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	18.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0						

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

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

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