



PS 230

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: (09/ BRONX/ 09X230)

ADDRESS: 275 HARLEM RIVER PARK BRIDGE BRONX, NY 10453

TELEPHONE: (718) 583-6116

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 230x **SCHOOL NAME:** Dr. Roland N. Patterson

SCHOOL ADDRESS: 275 Harlem River Park Bridge Bronx, New York 10453

SCHOOL TELEPHONE: 718-583-6116 **FAX:** 718-583-6222

SCHOOL CONTACT PERSON: Rowena Penn **EMAIL ADDRESS:** rpennja@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Ms. Mya Wilson

PRINCIPAL: Ms. Rowena Penn

UFT CHAPTER LEADER: Mrs. Aileen Harris-Edwards

PARENTS' ASSOCIATION PRESIDENT: Ms. Fania Rosario

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 09 **CHILDREN FIRST NETWORK (CFN):** 94N104

NETWORK LEADER: Mr. Robert Cohen

SUPERINTENDENT: Mrs. Dolores Esposito

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/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
Rowena Penn-Jackson	*Principal or Designee	
Aileen Harris-Edwards	*UFT Chapter Chairperson or Designee	
Fania Rosario	*PA/PTA President or Designated Co-President	
Teresa Gill	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Kathleen Grant	DC 37 Representative, if applicable	
	CBO Representative, if applicable	
Mya Wilson	Member/	
Jacklyn Bobb	Member/	
Sophie Kouyate	Member/	
Wanda Mason	Member/	
Brian Allen	Member/	
Wendel Deloatch	Member/	
Maysa Artis	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* 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.

Vision: It is our belief that all children can be lifelong learners. We know that children learn differently, and if they do not learn the way we teach them we must teach them the way that they will learn. All students will be prepared to master performance standards in all content areas through an integrated curriculum.

Mission: The Dr. Roland N. Patterson Elementary School is committed to high expectations for all students and staff. P.S. 230 is committed to on-going staff development, best teaching practices, and meaningful parental involvement. Our school's culture expects every student and member of the staff to be dedicated, hardworking, and caring. These elements, along with a safe, orderly and nurturing environment, will serve as the linchpin to ensure a strong educational foundation for our children.

P.S. 230, The Dr. Roland N. Patterson Elementary School is a Kindergarten through 5th grade open classroom school in Region 1 located in the Morris Heights section of the South Bronx that serves approximately 440 students from culturally diverse backgrounds. The community is gateway for recent arrivals to this country; they come from countries such as Puerto Rico, Dominican Republic, Haiti, South Africa, and Mexico. This school is located in one of the poorest congressional district in the United States and the neighborhood is also ravaged by a myriad of social problems; children in foster care, temporary housing, high incidents of asthma, AIDS, crime and drugs. The majority of the students are from low income households, 99.1% of the students are eligible for free and reduced lunch.

According to the latest ethnic survey, 0.2% of the students are White, Asian or Native American: 52% are Black, and 44.4% are Hispanic. Currently, 18% of the school population receives special education services such as resource room, speech and language or counseling services. The school houses 23 general education classes, four self-contained special education, one Integrated team teaching class. Additionally, 27% of the students are English Language Learners (ELLs) of which 12 who are enrolled in our bilingual special education program. English as a Second Language services are offered to entitled students in grades K-5 by a certified ESL teacher.

Open classroom schools like P.S. 230 were created based on the belief that classroom space should be adaptable in order to meet the instructional needs of the learners, and that teachers should team to develop a program of study for students that is as fluid and flexible as the physical environment they are situated in each day. Open classroom spaces provide very few solid barriers between classes, increasing the need to create smaller communities or "villages" within the school to support positive social interactions between the students and teachers. This kind of space also creates the need for teachers to share in ways that teachers in schools with doors may be unable to on a regular basis. P.S. 230 shares its facilities with M.S. 229. The two schools share an auditorium, gymnasium, dance studio, and music room. The majority of the school's students live in a high-rise apartment complex called River Park Towers that is located directly across the street from the school. The staff works together as a cohesive unit towards our common goal of improving student outcomes. Supervisory staff is always available and easily accessible to address concerns and implement solutions to

problems. Staff is available at all times to support teachers, early in the morning and late in the evening.

Currently the school has a partnership with SCAN New York, an after school program. SCAN emphasizes literacy and education through activities that stimulate and enhance self-esteem. The program helps students strive to help each child discover an activity for which he or she can develop a real passion—be it basketball, chess, cheer leading, reading, dance, computers, creative writing, soccer or literacy and education through activities that stimulate and enhance self-esteem

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 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 Dr. Roland N. Patterson				
District:	9	DBN #:	09X230	School BEDS Code:	320900010230

DEMOGRAPHICS										
Grades Served in 2009-10:	<input 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 type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7	
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded				
Enrollment:				Attendance: % of days students attended*						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Pre-K	0	0	0		87.4	87.9	TBD			
Kindergarten	75	69	73							
Grade 1	95	91	76							
Grade 2	108	89	73	Student Stability: % of Enrollment				2007-08	2008-09	2009-10
Grade 3	130	113	75	(As of June 30)	91.2	87.9	TBD			
Grade 4	95	100	113							
Grade 5	0	0	0	Poverty Rate: % of Enrollment						
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10			
Grade 7	0	0	0		79.3	87.8	99.1			
Grade 8	0	0	0							
Grade 9	0	0	0	Students in Temporary Housing: Total Number						
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10			
Grade 11	0	0	0		4	14	TBD			
Grade 12	0	0	0							
Ungraded	3	1	0	Recent Immigrants: Total Number						
				(As of October 31)	2007-08	2008-09	2009-10			
Total	506	463	410		2	3	1			
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number						
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)	2007-08	2008-09	2009-10			
Number in Self-Contained Classes	38	36	30							
No. in Collaborative Team Teaching (CTT) Classes	9	7	5	Principal Suspensions	1	0	TBD			
Number all others	19	21	29	Superintendent Suspensions	8	6	TBD			

DEMOGRAPHICS							
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment:				Special High School Programs: Total Number			
(BESIS Survey)				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	0	0	0
# in Trans. Bilingual Classes	41	26	7	Early College HS Participants	0	0	0
# in Dual Lang. Programs	0	0	0				
# receiving ESL services only	53	48	74	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	0	8	18	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	48	45	TBD
				Number of Administrators and Other Professionals	10	9	TBD
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals	4	3	TBD
(As of October 31)	2007-08	2008-09	2009-10				
	0	0	TBD				
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
American Indian or Alaska Native	0.2	0.2	0.5	Percent more than two years teaching in this school	68.8	60.0	TBD
Black or African American	55.7	51.4	52.9	Percent more than five years teaching anywhere	47.9	44.4	TBD
Hispanic or Latino	40.9	46.4	44.4				
Asian or Native Hawaiian/Other Pacific Isl.	2.2	0.4	0.2	Percent Masters Degree or higher	63.0	67.0	TBD
White	1.0	0.9	0.2	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	97.4	100.0	TBD
Multi-racial							
Male	47.0	49.9	49.8				
Female	53.0	50.1	50.2				

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 checked="" type="checkbox"/> No <input type="checkbox"/>	If yes, area(s) of SURR identification: ELA
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

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

<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>		
	Basic	Focused	Comprehensive
In Good Standing (IGS)			
Improvement (year 1)			
Improvement (year 2)			
Corrective Action (year 1)			
Corrective Action (year 2)			
Restructuring (year 1)			✓
Restructuring (year 2)			
Restructuring (Advanced)			

Individual Subject/Area Outcomes	Elementary/Middle Level (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	Grad. Rate:	

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

Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native	-	-					
Black or African American	✓						
Hispanic or Latino	✓	✓					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Other Groups							
Students with Disabilities	✓ sh	✓	-				
Limited English Proficient	✓ sh	✓	-				
Economically Disadvantaged	✓	✓					
Student groups making AYP in each subject	6	6	1				

Key: AYP Status

✓	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
✓ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

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

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

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	▶
Overall Score	95.7	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	▶
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	▶
School Performance (Comprises 25% of the Overall Score)	14.8	Quality Statement 3: Align Instructional Strategy to Goals	▶
Student Progress (Comprises 60% of the Overall Score)	60	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	11.3	Quality Statement 5: Monitor and Revise	▶
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
√ = Made AYP	Δ = Underdeveloped
√ ^{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
KEY: PROGRESS REPORT DATA	◇ = Outstanding
NR = Data Not Reported	NR = No Review Required
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.	
<i>Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.</i>	
** 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 school's 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?
-

P.S. 230's School Leadership Team utilized various sources of information for its needs assessment and used all available data to inform its review of the school's educational program and to gauge its impact on student achievement. The School Leadership Team looked at assessment information, test scores, used surveys of staff and parents in order to identify student performance trends, school accomplishments and challenges. In summary, the needs assessment conducted by the School Leadership Team included a review of the following:

- Literacy data, including DIBELS (K-2), DRA (4), 2010 NYS ELA Exam(3-4), NYSESLAT (K-4), Acuity Assessment Data (3-4)
- Math data, including 2010 NYS Math Exams (3-4), EDM Diagnostic Tracking Tool and Recognizing Student Achievement Data (K-4), Acuity Assessment Data (3-4)
- Learning Environment Survey
- School Quality Review Report
- ATS reports
- Annual School Report Card
- Annual School Progress Report
- Quality Review School Self-Evaluation Form
- Classroom and teacher observations
- Fountas and Pinnell (Running Records)

Literacy Data
Fall 2010 DIBELS Assessment

The following chart represents the percentage of students on each grade level that are proficient in the measure assessed.

	LNF Letter Naming Fluency	ISF Initial Sound Fluency	PSF Phoneme Segmentation Fluency	NWF Nonsense Word Fluency	ORF Oral Reading Fluency
Kindergarten	57.1%	47.6%	Not assessed	Not assessed	Not assessed
Grade 1	61.3%	Not assessed	28%	54.6%	Not assessed
Grade 2	Not assessed	Not assessed	Not assessed	47.5%	45.7%
Grade 3	Not assessed	Not assessed	Not assessed	Not assessed	23.0%

Analysis

- Almost half of our kindergarteners are lacking the early literacy skills to become readers and writers.
- Grade 1 students struggle with the reading skill of segmentation; which can negatively affect their ability to decode longer words
- Almost 80% of our third graders are not able to read grade level texts fluently

Fall 2010 Running Record Data

Grade 1 students reading at or above expected reading level (level D or above)	35.8%
Grade 2 students reading at or above expected reading level (level K or above)	32.8%
Grade 3 students reading at or above expected reading level (level N or above)	49.8%
Grade 4 students reading at or above expected reading level (level Q or above)	23.0%
Grade 5 students reading at or above expected reading level (level T or above)	24.7%

Analysis

- The majority of our students are not reading on grade level
- Grade 3 is the highest achieving grade with almost half the students reading at or above grade level

2008-10 NYS ELA Student Performance Results

Grade	YEAR	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level's 3 and 4 %
3	2008	28.0	38.8	31.4	3.3	33.0
	2009	11.0	45.0	43.0	2.0	45.0
	2010	31.0	44.0	24.0	1.0	25.0
4	2008	26.9	48.3	24.7	0.0	24.7
	2009	6.0	42.0	52.0	0.0	52.0
	2010	32.0	48.0	21.0	0.0	21.0

Analysis

- From 2009, we increased our level 1 students on both grade 3 and grade 4 by an average of 23%
- We were still unable to increase the number of level 4 students on either grade.
- Our percentage of level 2 students on each grade in 2010 were similar to that of 2009

All the data, collectively, show that even though there has been progress on school based assessments, we still have much to do to create a rigorous and cohesive literacy program that will increase student achievement in literacy. We have taken many steps this year to ensure this.

Areas to Improve Upon Based ELA Data

- We have re-organized the school day so that teachers have supporting teachers in their classrooms for most of the literacy block.
- We have made it possible for teachers to meet with small groups of students twice a day, every day.
- We changed the schedule to make it possible for grade teams to meet for common planning once a week for a double period and at least three additional days a week for one period.
- We have adopted a protocol for analyzing student work that we will use to determine what our students' areas of strength and weakness.
- We have incorporated the philosophy of argumentative writing in social studies and science so that our students have more opportunities to write in the content areas.
- To increase student engagement within the literacy curriculum, we have allocated funds for an AUSSIE consultant for technology. The consultant's goals include integrating technological equipment in daily lessons and instructional activities.
- We will continue to use guided reading as an instructional tool to support struggling readers achieve academic levels in literacy
- We have continued our relationship with the AUSSIE consultant for literacy. She will continue working with us to ensure that our students are receiving quality literacy instruction every day of the school year

Mathematics Data

At the start of the 2010-2011 school year we gathered the following information:
Academic Performance and Student Progress on NY State Mathematics Test Data

2008-09 NYS Math Student Achievement results

Grade	YEAR	Level 1 %	Level 2 %	Level 3 %	Level 4 %	Level's 3 and 4 %
3	2008	13.4	22.6	52.9	10.9	63.8
	2009	11	13	80	6	86
	2010	19.1	42.6	29.4	9	33.4
4	2008	18.1	27.2	50.0	4.5	54.5
	2009	6	13	52	28	80
	2010	14	63.5	16.8	5.6	22.4

Analysis

- 52.6% Decrease in grade 3 of students at Levels 3 and 4.
- 57.6% Decrease in grade 4 of students at Levels 3 and 4. (* Note: Cut Scores were also increased, making it more difficult to attain same levels)
- Approximately 8% increase in grade 3 of students at Level 1.
- 8% Increase in grade 4 of students at Level 1

2008-2009 NYS Student Progress for Mathematics

Students that made at least 1 year of progress:

2008	2009	2010
38.2%	76%	52%

- Net gain of 9.5% in student progress in Math for students in grades 3 the with majority of tested students 75% remaining the same
- Net loss of 9.5% in student progress in Math for students in grades 4 the with majority of tested students 79% remaining the same
- Net gain of 8.2% in student progress for non-ELLs, 10% for former ELLs, and 13.3% for current ELLs in Math for students between grades 3 and 4
- 2% net gain in performance levels for girls in Math and 18% gain in performance levels for boys

Areas to Improve Upon Based Math Data

We found that based on new criteria with regard to the increases of the cut scores and tested performance indicators, our scores dropped considerably. However with careful scrutiny on Scantron Performance baselines administered in September 2010, data reveals a trend increase in number sense. This increase is a reflection of a school wide initiative to increase conceptual understanding in number

sense. Consequently, other content areas suffered and need to be aggressively addressed without taking away from favorable trends in number sense. We will accomplish this through careful scrutiny of the weaknesses as seen on last year's testing data and item analysis reports. This data when analyzed school-wide will provide pinpoint accuracy as to the needs assessment for every child. Then targeted actions through differentiated centers, regular teacher support through cycles, test prep and professional development will be implemented. As a result, we plan to put the following in place:

- Common grade team meetings focused around data analysis and creating action plans for those students not making sufficient progress
- Common planning to focus around differentiated instruction for all learners
- Modify the curriculum to ensure that all students' needs are met
- Analysis of state assessment results to identify the needs of the students on testing grades

Learning Environment Survey Report

28% of the parents completed the survey. The following are areas that we spent the most time talking about:

- 55% of our parents are very satisfied with the quality of their child's teacher
- 46% of our parents believe that their child's teacher gives helpful comments on homework, class work and tests
- 62% of our parents stated that they have been invited to a workshop, program, performance, or other school event at least once a month
- 94% of our parents are satisfied with the opportunities they have to be involved in their child's education
- 21% of our parents stated that we do not contact them to tell about their child's achievements and successes
- 38% of our parents stated that they receive information about what their child is studying in school less than once a month
- 38% of our parents stated that they receive information on services for their children and themselves less than once a month
- 23% of our parents stated that there was not an adult in the school that their child can trust and go to for help
- 27% of our parents believe that our school is not safe
- 86% of our parents reported that their child has been threatened or bullied by other students at our school

55% of the teachers completed the survey. The following are areas that we spent the most time talking about:

- 96% of our teachers believe that we hold high expectations for all students
- 19% of our teachers believe that our school does not make it a priority to help students develop challenging learning goals
- 19% of our teachers reported that they do not work together to improve instructional practice
- 34% of teachers reported that they do not have sufficient materials to teach their class
- 49% of our teachers reported that they send written information home to parents less than once a month

Areas to Improve Upon Based on Learning Environment Survey

While we have many systems in place and have made much progress in terms of supporting student achievement, there are still areas that need to be fine-tuned in order to continue to improve student performance and progress:

- In the 2010-2011 school year we plan to promote school community with the school by organizing assemblies, events and fairs
- Work with teachers to build open communication with parents via various means of communication, including phone calls, mail, e-mail and newsletters
- In 2009-2010, most classrooms were given new computers and SMARTBOARDS to be used to integrate technology into their curriculum. In the 2010-2011 school year, continue to provide teachers with support in technology
- In the 2010-2011 school year, we plan to create more opportunities for teachers to work and plan together by devoting the Professional Development Mondays times to vertical and horizontal curriculum planning

School Quality Review

The data from multiple sources including the Quality Review reveals that PS 230 is becoming a school rich in the collection and analysis of data to inform planning. Our results have clearly demonstrated some key student performance trends:

- Reorganization of the Academic Intervention Programs in order to address the needs of the lowest third of our population has brought about an increase in phonemic awareness in grades K-2
- Increase in data analysis to better inform teachers and administrators to target specific differentiation needs in both ELA and Mathematics has lead to teachers using data to plan lessons and inform instruction on a consistent basis
- Textbook-based instruction in addition to pacing calendars in science and social studies in grades K-5 has lead to more explicit content-area instruction
- Student attendance has increased to 90.2 % due to communication with parents on various issues including chronic absenteeism: test preparation, school hours, and teacher conferences and parent workshops
- Increased data turnaround time is keeping data relevant to present lesson planning
- Increased student engagement as a result of consistent planning, differentiation and “best” instructional practices

Barriers to Success

- Due to the high teacher turnover rate—we find ourselves engaging in a cycle of systematic and ongoing school-wide Professional Development in areas such as Guided Reading, Smart board training, and differentiated instruction, only to have to do the same training year after year instead of building on what we’ve already accomplished as a school. Consequently, each year, we are essentially starting from scratch. Our goal should be to not only train, but maintain by creating a working environment in which teachers see that they are not working alone, and that they can play a part in making the school better
- Minimal parent participation and support on a large scale leads to the school being responsible for the lion’s share of addressing students’ academic, physical, social, and emotional well-being.
- Open classrooms present an environment that is sometimes noisy which can lead to students becoming easily distracted

Aids to Success

- Strong, dedicated and effective leadership
- Constant planning, monitoring and revising of student and teacher goals
- Grade team meetings and common planning time is used consistently as the basis for planning effective lessons, teacher collaboration, and using data to deliver differentiated instruction
- Working closely with our Network Attendance Teacher to monitor our progress
- Student assemblies to provide students with creative outlets and to celebrate students' accomplishments

Greatest Accomplishments

- 97.4 % of the teachers are "highly qualified"
- Professional Development in areas such as differentiation, Smart board training, data analysis, etc., to increase staff's interest and student engagement
- REACH character development program and "Caught Being Good" Fridays
- Enrichment activities such as ballroom dancing, Mighty Miler's running club, chess, art, and technology
- SMART boards in every classroom in grades 3-4 and access to portable SMART boards for every staff member upon request
- 60% of our bottom third students have shown 1 year's growth as measured by the NYS ELA/Math assessments for the past two years
- We were awarded a 5 year RTI grant and a grant to purchase a basal reading program, fund a Technology Aussie, and continue our work with the Achieve 3000 program

Special Education

In looking at the school's progress report for the past three years from 2008-2010, the amount of additional credit that the school earned based on the performance of ELLs and Special Education students who improve by at least one-half of a proficiency level in English Language Arts and Mathematics, varied tremendously throughout the years. The data revealed that in 2008 the school earned no additional credits for students in these sub-groups, but made significant gains in the year 2009 earning 11.3 points in additional credits for student performance on the NYS ELA and Math Exams. However, in 2010 these scores decreased by a half, showing an earning of 5.8 point in additional credit.

ELA

<i>Year</i>	<i>SE % Gains</i>	<i>ELLs % Gains</i>	<i>Credits Pts</i>
2008	0%	0%	0%
2009	61.9%	52.6%	11.3
2010	18.5%	56.5%	5.8

What student performance trends can you identify?

Out of the 59 students with IEPs who took the ELA exam in 2010, 24 students scored a level 2 or above. While 35 of students with IEPs scored a level 1. The ELA data revealed that most of our special education students who scored a level 1 made great strides based on their raw scores. Based on the data an area of concentration for us this school year is on fluency and reading comprehension skills. This means that students in this subgroup will be given extra support during guided reading, and writing lessons. A strong emphasis will be placed on helping students who are readers to become more fluent.

What have been the greatest accomplishments over the last couple of years?

At the end of the 2008-09 school year, the results of the Wilson's placement assessments revealed that our special education students made significant reading growth in level moving from 1.3 (baseline) to 2.2 (endline). Also, our special education students have demonstrated tremendous progress in the 2009 NYS ELA exam, which translated to 61.9% gains in our 2009 NYC Progress Report, which means that our special education students improved by at least one-half of a proficiency level in English Language Arts. As a result, our school earned **1.5** points in additional credit, which contributed to our school progress report grade to improve from an "F" the previous academic year to an "A" in the 2008-09 academic year.

What are the most significant aids or barriers to the school's continuous improvement?

The implementation of the Wilson Reading System Intervention Program during the academic year 2008-09 has helped our Special Education students to make improvement. The Wilson's program provides a wide range of instruction in phonemic awareness, phonics, fluency, vocabulary, and comprehension. There is a sound tapping component which helps students to segment and blend sounds. Initially students learn a list of words that correspond with each lesson prior to that lesson. Students read and spell words in notebooks using a tapping or scooping technique to increase reading accuracy. In order to build fluency, students read and reread the wordlists, sentences and decodable stories that are provided. Comprehension is taught S.O.S. (Stop Orient and Support) visualization techniques that students use during reading from controlled text. Teachers break up the story into smaller units, and draw pictures to show students how to create a mind movie from the words through a read aloud. To help the development of a more rigorous comprehension skill, teachers expose students to nonfiction reading materials through read alouds and encourage them to use the same process to retell stories and respond to comprehension questions both orally and written. Each day during the lesson teachers chart student's progress to record and identify areas of need. Both the teacher and the student participate in the charting and determine an area in which students struggle with. During the common planning meetings the teachers and members of the curriculum team conducted comparative analysis of student data to identify trends across the classes, and shared best practices to ensure that effective instructional strategies were being applied in all classes in order acquiring reading skills for optimal learning. To reinforce the practice of collaboration and sharing, Moreover, ways in which teachers can differentiate their instruction/activities are highlighted to gear towards meeting the specific needs of their students.

English Language Learners

What student performance trends can you identify?

Out of the 32 ELL students who took the ELA exam in 2010, 10 students scored at a level 2 while the remaining 22 students score a level 1. The vast majority of our ELLs across all grade levels (K-5) tested either advanced or proficient on the Listening/Speaking portion of the NYSESLAT. This means that they were well prepared for this section of the exam last year and that we will employ many of the same strategies that we used. We will continue to place a heavy emphasis on accountable talk in order to ensure that our ELLs are practicing their speaking skills in meaningful ways. Analyzing the results of the NYSESLAT by modality showed that are students' reading and writing skills are far weaker than their listening and speaking skills. This means that reading and writing will be the focus of our ESL instruction this year. Further analysis of raw scores shows that writing is the weakest modality for most of our ELLs (especially the long term ELLs). Therefore, writing will be the priority of the ESL program this year. Writing extended responses to prompts, creative writing assignments as well as grammar are being integrated into the mainstream classroom and into the ESL classroom with scaffolds in order to support our ELL students. Another trend was that many of this year's first graders (last

year's kindergarteners) tested beginner on the NYSESLAT. Their lowest scores were in reading and writing. This means that students on this grade level will be given extra support during guided reading, reading and writing lessons. ESL Push-In time in the 1st grade is occurring during the reading block. One more trend is that most 4th graders tested advanced on the reading and writing portion of the NYSESLAT last year, when they were in third grade. This tells us that we must focus on polishing our students' reading comprehension, writing and grammar skills so that they are able to move from advanced to proficient. On the third grade, one trend that we have noticed is that all but one of our 3rd graders tested either beginner or intermediate on the reading/writing portion of the NYSESLAT. The small number of advanced students can be partially attributed to the large change in the format of the K-1 and 2-4 test, but this tells us that we must prepare our current second graders for the specific skills that will be tested on the NYSESLAT this spring. It also tells us that scaffolded reading/writing instruction is crucial at the third grade level since the NYSESLAT has showed us that that is where our students need support.

ELL ELA DATA

Number of students tested: 32

Level 1	Level 2	Level 3	Level 4
22	10	0	0

NYSESLAT DATA

Number students tested: 91

Grade	Beginners	Intermediate	Advance	Proficient
K	9	0	7	1
1	10	4	4	5
2	4	2	4	3
3	3	10	2	2
4	3	3	10	7

What have been the greatest accomplishments over the last couple of years?

One of our greatest accomplishments was helping 19 of our Ells to become profecient. A result of the ESL strategies that were employed by the ESL instructors during a Push in/Pull out model which occurred during a variety of content area instruction. Although instruction were entirely in English, the use of visuals, manipulatives and an emphasis on content vocabulary development were considered during the planning and delivery of lesson so that ELLs are better equipped to access classroom instruction when they do not have ESL support. We relied upon technology to provide ELLs with extra visual aids and sound effects to enhance learning and connect content to familiar situations and background knowledge so that ELLs can access new material without being confused. Vocabulary instruction was also inserted into every content area and language support tools such as sentence frames and an emphasis on accountable talk to ensure that ELLs are supported when participating in content lessons. Pull-Out ESL instruction also incorporated important content themes from science, social studies, reading and writing so that ELLs have additional oppourtunities to engage with content vocabulary and unfamiliar subject matter. Content areas in the TBE program were delivered in either English or Spanish according to the discretion of the teacher. When students become increasingly adept in English, content instruction the class moved toward less native language support. Additionally, bilingual instructional materials were provided to the TBE teacher to help support this process.

What are the most significant aids or barriers to the school's continuous improvement?

The administration of the ELL Periodic Assessment last Spring was very useful for helping us make instructional decisions. We were able to determine which performance indicators our students were struggling with, and used the results of last Spring's assessment to focus our instruction on specific reading comprehension objectives such as inferencing as well as specific writing objectives which included many grammar points that our students scored low on. We also incorporated extra instruction on these topics into classroom instruction time, ESL Pull-Out time and into the ESL after school program. There was also major emphasis on grammar mini-lesson into our daily writing block. This ensures that our students are receiving explicit grammar and writing mechanics instruction every day of the year. We intend to closely analyze the results of the ELL periodic assessment again this year.

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.

Instructional Goal 1: By June 2011, 48% of Grade 4 students will demonstrate proficiency in ELA.

Instructional Goal 2: By June 2011, 45% of students will perform at performance level 3 or 4 in Mathematics.

Instructional Goal 3: PS 230 will have a coherent and rigorous standards-based literacy curriculum.

Instructional Goal 4: Increased participation in Professional Development for differentiated instruction.

Instructional Goal 5: By June 2011 PS 230 will have in place teacher teams that will be able to analyze data consistently and provide actionable feed back to staff and students so that progress can be monitored effectively.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Teaching and Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>June 2011, 48% of Grade 4 students will demonstrate proficiency in ELA.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • AIS providers will implement explicit instruction in a small group setting to all general education students receiving a levels 1 and 2 on the 2010 NYS ELA exam • Literacy coach and classroom teachers will modify reading and writing calendars to address the students’ needs as based on the 2010 NYS ELA exam, school based simulation exam of the fourth grade test and identified reading and writing trends based on school and class level assessments • Administration and literacy coach will hold data analysis meetings with individual teachers regarding reading data, which includes running record assessments, reading quizzes, conferring notes, reading responses, ACUITY assessment results • AUSSIE literacy consultants will work closely with teachers to support instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funds will be allocated to provide teachers with additional shared reading resources and reading comprehension skills resources to support our Reading instruction school-wide with materials that will be more helpful to our struggling readers, Ell’s and students with special needs.</p> <p>Funds will also be allocated to work with AUSSIE Consultants</p>

Indicators of Interim Progress and/or Accomplishment

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

Administering running record assessments quarterly will help us see students' growth in reading levels.

We are using the Voyager Reading program to provide intervention to our neediest students. Voyager supplies us with an online data system that we can use to track students' progress and identify which students are progressing or need further intervention

Simulation exams and citywide assessments will serve as predictors and we will use the data to make any necessary instructional changes, including but not limited to guided reading instruction and curriculum changes. These exams will be administered on a quarterly basis. The literacy coach will support all teachers in analyzing the data and determining teaching implications.

We will be tracking the progress of students in our afterschool program with formal and inform assessments

The following are our projected gains:

- Increase by 10% the percentage of students at each grade level who will be reading books at their appropriate instructional level at the end of the 2010-2011 school year. For example, by the end of the year Kindergarten students will be reading books in Fountas & Pinnell (F & P) level C. Grade 1 students will be reading books at F & P level J, Grade 2 students will be reading books at level M, Grade 3 students will be reading books at F & P level P, Grade 4 students will be reading books at F & P level R, Grade 5 students will be reading books at F&P level V
- 70% of students at each grade level will score at Levels 2 or 3 on year-end writing assessments.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Teaching and Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 45% of students will perform at performance level 3 or 4 in Mathematics.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Currently, grades K-5 are using the Comprehensive Approach to Balanced Mathematics. • Classrooms will be organized to support Mathematics instruction through the continued use of the Principles of Learning (e.g., Clear Expectations, Academic Rigor through centers, and Accountable Talk). School will use data well to set measurable goals and objectives in mathematics in various ways. • K-3 will be utilizing ECMA (Early Childhood Math Assessment), a comprehensive interview assessment to pinpoint needs in number sense. Focused centers will be utilized to address needs determined by ECMA Assessments. Grade 3 will also utilize Acuity, Scantron Performance and authentic unit assessments based on EDM skills and strategies taught. • 4th and 5th Grade will use monthly authentic assessments, Acuity, and Scantron Performance Series to target EDM instructional strategies more effectively. Centers will also be utilized to further supplement individual needs based on the assessments. • Focus on instructional strategies to better support our ELL and special needs students through the center model classroom. • More streamlined effective use of data to plan instruction (e.g., daily, weekly). • More differentiation of instruction school-wide. • Increased student engagement through centers, games and EDM activities. • Get students and parents on board with the academic goals of the school through more regular articulation of the standards to students and parents through monthly progress reports and public exhibitions and celebrations of students' work.

	<ul style="list-style-type: none"> • Integration of social studies and science content to reinforce math skills. • Focus on developing classroom routines and use of instructional strategies to develop student independence.
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>	<ul style="list-style-type: none"> • We will continue to use Everyday Mathematics Program in grades K-5 (3rd Edition). • Teachers will incorporate the use of NYS standards (Common Core State Standards Initiative) in their planning and assessment. • Utilize EDM diagnostic tool and assessment generator to monitor and plan for instruction (Grades 3-5) and ECMA assessment for (grades K-5). • Utilize study groups and exemplary center model Lab Sites to prompt reflection about student learning and to improve teaching practice. • Lunch and learns based on professional development needs of the staff. • Use of Math Aussie consultant to assist in the Lab sites, and to develop centered-based activities and curriculum.
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>K-2 ECMA Assessments and Scantron Performance Series (3-4) administered in October, midyear and end year, authentic multiple choice and constructed response summative assessments, formative progress monitoring through center activities, test simulations, math “blitz” assessment data, Saturday Academy, After School Programs, and NYS mathematics exams in grades 3 and 4, NYC Interim Assessments in Math (McGraw- Hill).</p> <ul style="list-style-type: none"> • Increase the percentage of students in Levels 3 & 4 by 10% and decrease the percentage of students in Level 2 by 5% on the grade 3, 4 and 5 New York State Math exams. • At least 35% of Grade 3, 4 and 5 students will meet proficiency in Mathematics for the 2010-11 school year on the NYS Math test. • At least 50% of students will make at least 1 year’s progress in Mathematics on Grades 4 and 5 for the 2010-11 school year. • We will continue to close the achievement gap between our ELLs, Special Needs students and all other students in 2010-11 as evidenced by 10% gains in subgroup performance levels.

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Teaching and Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Increased participation in Professional Development for differentiated instruction.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Common planning sessions will have a focus on differentiating instruction for specific content areas – literacy, math, social studies and science • Teachers will have a deeper understanding of what it means to differentiate instruction by participating in study groups using published authors in the topic of differentiation, such as Carol Ann Tomlinson • Monday professional development sessions will be dedicated to supporting teachers in engaging all learners in instruction
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funds from SINI grant will be utilized to pay a Technology Aussie consultant to utilize assessment data, interactive white boards, connected computers and other resources to address the individual needs of students. Staff will develop a better understanding of how to use data to group students; practical strategies for using data to drive educational technology mini-lessons; knowledge of how to create and support positive student teams.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Teacher lesson plans will indicate how teachers are differentiating instruction for all learners
- Formal and informal observations from administrators will show how teachers are utilizing strategies to differentiate instruction
- Teachers will be able to get close to 100% student participation in all lessons and learning activities

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.

Teaching and Learning

Subject/Area (where relevant):

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 PS 230 will have in place teacher teams that will be able to analyze data consistently and provide actionable feed back to staff and students so that progress can be monitored effectively.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Grade team meetings will have a focus on data analysis to identify class level trends • Data Fridays will be in place as an opportunity for teachers to discuss test results with the students • Portfolio days will also be a time for teachers and students to discuss student progress in all areas, including literacy, math, social studies and science • Inquiry team will meet routinely to use all forms of data to improve teaching and instruction in the school • Teachers will have occasion to gather and analyze all forms of data, including but not limited to quizzes, conferring notes, item analysis of NYS exams, running records, writing assessments, student work in all subject areas, and unit assessments • Teacher teams will meet to discuss next steps for students based on school, grade and class level trends
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Funds from SINI grant will be utilized to pay a Technology Aussie consultant as well as pay teachers per session to utilize assessment data, to address the individual needs of students. Staff will develop a better understanding of how to use data to group students; practical strategies for using data to drive instruction.</p>

Indicators of Interim Progress and/or Accomplishment

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

- Students will be able to identify their strengths and weaknesses in each subject area
- Teachers will have a clear class goals for their students
- Small group instruction plans will identify students' needs and the teaching strategies teachers will put in place to address those areas

SECTION VI: ACTION PLAN

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

Subject/Area (where relevant): Teaching and Learning

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>PS 230 will have a coherent and rigorous standards-based literacy curriculum.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<ul style="list-style-type: none"> • Entire staff will dive deep into the common core standards to understand what are the expectations of each grade in regards to reading and writing to identify units of study that will be most suitable for our student population • Literacy coach will provide teachers with curriculum maps and a pacing calendar for reading and writing based on last year’s curriculum – both documents will help teachers identify the unit of study, the standards that are addressed, essential skills and strategies for the unit, and the day to day teaching points • Literacy coach will facilitate team planning sessions that include a close look of the current data trends and standards that need to be addressed, the objectives for the unit and a plan to support our students to achieve the unit’s goals, • During the team planning sessions teachers will have occasion to create supporting graphic organizers for their struggling learners, develop higher-order questioning to challenge their advanced learners, scaffold their instruction to ensure that all students are equipped with foundational skills to achieve higher standards

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with 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>SINI grant funds will be used to pay per session and training rate to staff and administration so that the entire staff is able to dive deep into the common core standards to understand what are the expectations of each grade in regards to reading and writing to identify units of study that will be most suitable for our student population. The Literacy coach will provide teachers with curriculum maps and a pacing calendar for reading and writing based on last year's curriculum – both documents will help teachers identify the unit of study, the standards that are addressed, essential skills and strategies for the unit, and the day to day teaching points.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<ul style="list-style-type: none"> • Weekly reading quizzes on grades 3-5 will serve as indicators of students' performance based on the current reading skill <p>Analysis of school level assessments will show an increase in performance in reading and writing – running records and writing assessments</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also 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 – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

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	25	0	N/A	N/A	2	0	0	0
1	25	0	N/A	N/A	5	0	0	0
2	25	0	N/A	N/A	3	0	0	0
3	27	0	N/A	N/A	3	0	0	0
4	27	0	0	0	3	0	0	0
5	27	0	0	0	7	0	0	0
6								
7								
8								
9								
10								
11								
12								

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

- 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.
- 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.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	<p>Burst Reading – intensive instruction in alphabet recognition, phonemic awareness and decoding. To be delivered to a small group of students in need of those skills Guided Reading (push-in, small group during the school day)</p> <p>Title III After School Program (small group, after school) –Provides additional literacy and mathematics support to students recently transition into a mono-lingual setting. Program takes place after school.</p> <p>Title I After School Program (small group, after school)-Provided additional support in ELA for students in grades 3 and 4 for 8 weeks. Children attended program two days per week for 4 hours (2 hours per session). Program also provided enrichment opportunities</p> <p>Voyager Passport- Small group instruction using various strategies and skills to enhance reading fluency, phonemic awareness and reading comprehension.</p> <p>Wilson Reading System – intensive instruction in alphabet recognition, phonemic awareness and decoding. To be delivered to a small group of students in need of those skills Guided Reading (push-in, small group during the school day)</p>
Mathematics:	<p>After School Program (small group, after school) Provided additional support in mathematics for students in grades 2, 3 and 4 for 8 weeks. Children attended program two days per week for 4 hours (2 hours per session). Program also provided enrichment opportunities.</p> <p>Rally Strand by Strand Small group there to five times a week during school hours Feb to march 2008</p>
Science:	<p>Science Academy (Small group, Saturdays)- Hands on activities provided through a science lab simulation, and review of science concepts are taught using test sophistication strategies.</p>
Social Studies:	None

At-risk Services Provided by the Guidance Counselor:	Guidance counselor services mandated population in addition to the students referred at risk
At-risk Services Provided by the School Psychologist:	None
At-risk Services Provided by the Social Worker:	None
At-risk Health-related Services:	None

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

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy 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) 3-5 **Number of Students to be Served:** 40 **LEP** 40 **Non-LEP** 0
Number of Teachers 2 **Other Staff (Specify)** 1- Assistant Principal (Supervisor)

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.

PS 230's Title III program consists of an afterschool program targeted towards grades 3-5. Each grade will receive one 2.5 hour session per week. The after school program will invite and serve approximately 40 ELLs. Instruction will be delivered in English using ELL strategies and methodologies with native language support when necessary. The two program instructors are TESOL certified. The program will run from November through May. The purpose of this program is to help ELLs become more proficient in the English language, with a focus on English literacy. We will also be focusing on the math vocabulary and other elements of math language to better prepare our students for the math experience in their classrooms. Based upon last year's NYSESLAT scores, most students are struggling with the reading and writing modalities. Therefore, the materials that we will be using as well as our planning will focus on these two modalities. Students will be assessed according to ESL and ELA standards in order to determine progress and inform instruction for the duration of the program.

The instructional plan for after school sessions includes explicit vocabulary instruction using the Flocabulary program. Students will be able to learn new words by memorizing song lyrics and applying words in context. Flocabulary is a research based program that has been proven to aid in vocabulary acquisition. We will supplement the Flocabulary program with reading comprehension instruction using Flocabulary reading passages as well as authentic texts. Writing prompts that are related to new vocabulary and current reading assignments will be created. We will also include a short math review in each session in order to help our students with basic math facts and math vocabulary.

(Flocabulary is a supplemental program intended to target the English language modalities most in need (reading, writing) of improvement among P.S. 230s ELL population.)

We will also be providing adult ESL classes for parents two times per month. ELL parents have expressed a high level of interest regarding basic ESL classes. Bimonthly workshops will be focused on "survival English" skills using the English for Everyday Activities program. Parents will also receive special support in how to help students at home with their homework.

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.

There will be one professional development afternoon per week where the two ESL teachers responsible for the afterschool program will engage in data analysis and learn strategies specifically geared towards teaching literacy to ELLs. Afternoon professional development will focus on techniques for differentiating instruction and explicit vocabulary teaching.

Our whole staff will also be engaged in an ongoing series of professional development workshops (one Monday per month) which will disseminate ELL best practices and focus on scaffolding content area instruction for ELLs.

Teachers of ELLs will also be attending workshops facilitated by outside experts throughout the course of the school year in order to learn current best practices and turnkey that information upon return to the school.

Section III. Title III Budget

School: P.S. 230X

BEDS Code: 320900010230

Allocation Amount: \$15, 140.00		
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) <ul style="list-style-type: none"> - Per session - Per diem 	\$11,574.48	<p>210 hours of per session for 2 ESL and supervisor to support ELL students and engage in professional development and data analysis: 194 hours x \$49.89 (current teacher per session rate with fringe) = \$10476.90</p> <p>22 hours of per session for 1 ESL teacher to provide parent workshops: 22 hours x \$49.89 (current teacher per session rate with fringe) = 1097.58</p>
Purchased services <ul style="list-style-type: none"> - High quality staff and curriculum development contracts. 	\$1,899.62	<p>Staff Professional Development: To provide ESL teachers with in house sessions on best practices and send staff and supervisors to outside workshops.</p> <p>Anticipated cost of hiring a consultant to train ELL staff: \$1,00.00</p> <p>Anticipated cost of sending ELL staff to workshops provided by organizations such as NYSABE, TESOL and the Bronx BETAC: \$899.62</p>
Supplies and materials <ul style="list-style-type: none"> - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed. 	\$1365.90	<p>The Word Up Project Level Red (Grade 3) Class Set \$495.95</p> <p>Math Rap Level 1: Addition and Subtraction Class Set \$495.95</p> <p>10 English for Everyday Activities Basic Edition Student Book 10 x \$15.80 = 158.00</p>

		1 English for Everyday Activities Audio CD \$18.00 20 English for Everyday Activities Workbooks 20 x \$9.40 = \$188.00 1 English for Everyday Activities Teacher's Guide \$10.00
Educational Software (Object Code 199)		Not Applicable.
Travel		Not Applicable
Other	\$300.00	Refreshments for Parent Workshops
TOTAL	\$15,140.00	

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.

Upon registration all parents/guardian fill out a Home Language Identification Survey indicating the native language of the student and the student's family. Qualified school personnel assist parents/guardians in filling out this document accurately. All written communication documents from the school are sent to all parents in both English and Spanish. Bilingual staff is also readily available to provide written and oral translation services for parents/guardians.

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.

In order to maximize parent participation, we have found that all written and oral communications between the school and students' families must be provided in both English and Spanish. All teachers and staff members are informed by the administration that all communication with student families should be bilingual to the furthest extent possible. The school also uses the translation services of the New York City Department of Education Translation and Interpretation Unit when necessary. We also use the school messenger phone service to inform parents about what is taking place here at the school.

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.

School-wide notifications and letters are sent on double-sided sheets at all times; one side written in English and the other in Spanish. Notices and signs posted around the school are likewise posted side-by-side in both languages. Translation services for such documents are provided in-house by school staff.

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.

Several of our staff members are bilingual in English and Spanish. They are readily available to communicate directly with parents/guardians. Our bilingual staff members are also available to provide oral interpretation services between monolingual staff members and parents/guardians.

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>.

It is automatically assumed that all meetings and written communications must be conducted in both English and Spanish. Department of Education forms and letters are available in both languages simultaneously at all times at our school (registration documents, report cards, school notices, etc.) As well, teachers are advised to provide all written and oral communication with parents/guardians in English and Spanish. Teachers are informed of in-house translation services available to them if needed.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

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

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$688,147.00		\$688,147.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,881.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$34,000.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	68,814.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 97.4%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

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

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Dr. Roland N. Patterson PS 230x, believes that children benefit when parents or legal guardians recognize and discharge a responsibility to encourage and support the learning process and our school.

- Formation of Title 1 Parent Advisory Council; parent inclusion in program conduct and shared decisions making.
- Open house in district schools that provide parents, guardians, and individuals in parental relations and those designated to represent the parent with the opportunity to see the school facilities, meet the faculty, and observe the program on a first hand basis.
- Meetings of staff members and groups of the parents, et al of those pupils having special abilities, needs or problems.
- Special events of a cultural, ethnic, or topical nature, which are initiated by parent groups, involve the cooperative effort of students and Parents, etc, and are of interest to the schools community.

Belief System:

We believe that every child will learn and achieve academic success given high quality learning experiences, sound instruction, adequate resources, high expectations, a caring atmosphere, and parental support.

- We believe that parents have the right to participate in their children's education, and that they are essential to children's success in school.
- We believe parents and educators must be equal partners in the education and development of children.
- We believe training and development opportunities provided through Title 1 and made available to parents empower and enable their participation in the school, at the district level and in their children's education.
- We believe and expect schools, the school district, school officials, administrators, teachers, and staff to assess and meet the need of parents where such needs impact parents' capacity to participate in the education of their children.

Commitment:

The school District commits its resources in support of the involvement of parents in the Title 1 programs in accordance with federal, state and local legislation, regulations and guidelines laid out for the Title 1 of the Elementary and Secondary Education Act put forth by the U.S. Congress. Opportunities will be created for Title 1 parents to participate in the planning, design, implementation, evaluation and reporting of Title 1 programs and activities throughout and beyond its boundaries.

In addition, the school district will assist parents and guardians to meet the responsibility of providing a supportive home environment for scholastic success.

Notifications:

In September of each school year we will call and conduct a general meeting to inform parents of their rights and responsibilities and the legislation governing the Title 1 program and the participants of eligible children in the program. The meeting will be utilized to explain the district's Title 1 programs, the rights of parents and children in the programs, the reason the children have been selected the course and nature of the instructional services to be provided, and the outcomes expected.

Eligibility:

Parents, guardians or those in parental relations of children selected to participate in the Title 1 Program.

The Role of the School:

The school will create an atmosphere conducive to the involvement of parents in the Title 1 Program and the education of their children. Parent training throughout the school year will serve to build parents capacity to understand and reinforce children's learning and the various requirements of the program.

The school will make every effort to include hard-to-reach segments of the parent population (non-English speaking, working and non-traditional parents). The school's efforts will be aimed at keeping parents informed about services provided to children, expectations and outcomes, funding and compliance requirements, and emerging opportunities to acquire additional in-service training and development.

The Role of the Parent:

Parents will prepare for and assume the role of partner in the education of their children and conduct of the Title 1 Programs in their individual schools as well as the School District. Through involvement with the DPAC and their personal interaction with teacher and staff, parents will assist in the planning and delivery of Title 1 services to children and parents alike.

Parents or Guardian will help children learn by:

- Setting high expectations and requiring that children obey all school rules.
- Demanding high standards of behavior at home and at school, and by accepting responsibility for children's improper conduct.
- Sending children to school with proper attention to health, personal hygiene and dress.
- Maintaining an active interest in each child's daily work and making it possible for the child to complete assigned homework by providing suitable conditions for study.
- Reading all communications from the school and attending to them promptly.

- Attending conferences arranged for the exchange of information on a child's progress in school.
- Scheduling family matters to minimize interference with school time.
- Send children to school with the school uniform daily, unless a uniform opt out form was completed. (When a child is not sent to school in the proper uniform I am aware that my child will receive a loaner uniform that will be issued to him or her by the dean or parent coordinator for the day.)

Parents will work in partnership with teachers to reinforce classroom instruction. Parents will establish and maintain direct contact with teachers who serve their children, and will exchange information about children's work assignment, behavior and performance.

Parents will also form and maintain the school's Title 1 PAC (Parent Advisory Council) and the DPAC (District Parent Advisory Council). Parents will operate the PAC (Parent Advisory Council) and DPAC in support of district goals and objectives for the involvement of the widest range of parents and promotion of students success. PAC and DPAC operations will incorporate on-going dissemination of information, development of parent as leaders, and share decision-making.

Parents will focus much of their energy on ensuring high caliber Title 1 instructional services and learning opportunities for their children.

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

School Name Dr. Roland N. Patterson PS 230x

The school and parents working cooperatively to provide for the successful education of children agree:

THE SCHOOL AGREES	THE PARENT / GUARDIAN AGREES	THE STUDENT AGREES
To convene an annual meeting of title 1 parents to inform them of the Title 1 program and expectation that they will be involved.	To become involved in developing, implementing, evaluating and revising the school parent-involvement policy.	Do my homework every day and ask for help when I need to.
To offer a number of meetings at various times and to work with parents to eliminate barriers to their attendance	To use or ask for technical assistance training that the school may offer o effective parent practices.	Read at least 30 minutes every day outside of school time
To actively involve parents in planning, reviewing and improving the title 1 and parent involvement programs.	To support our schools by working with our children on their schoolwork and reading to them and by having them read to us.	Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
To provide parents with timely information on programs.	To monitor our children's attendance at school, homework and television viewing.	Participate in programs
To provide performance profiles and individual student assessment results for each child and to other school district information.	To share in responsibility for improving or children's achievement in school.	To work very hard in school to meet my student achievement goals.
To provide for effective parent-school communications by giving sufficient notice of parent-teacher conferences, frequent reports to parents, reasonable means to speak with staff and varied opportunities volunteer and participate in their child's classroom activities.	To communicate with our children's teachers about their educational needs by attending parent teacher conferences and responding to notes or letters sent home by the school	To work very hard in school to meet my student achievement goals.
To assure parents that they may participate in appropriate development activities, literacy workshops on reading strategies, family math parents and partners in reading.	To ask parents and parent groups to provide information to the schools on what kind of assistance they need to help them be more effective parent in assisting their children educationally.	To take home any literature that my teacher or the school sends home so my parent is aware of school activities.
Provide each parent timely notice when their child has been assigned or has been taught for four or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I	Make sure I read all literature that is sent home by the school or my Childs teacher.	To take home any literature that my teacher or the school sends home so my parent is aware of school activities.

Signatures:

School

Parents

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 pages (9-14)

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

The administration will work with the school's Personnel Liaison to accurately identify those teachers who do NOT meet the NCLB requirements for a "highly qualified teacher". Those teachers will be notified of their status and their rights under the contract so that they may be removed from the school or do what needs to be done to meet the requirements. In addition, on-going observation and supervision of instruction as well as 1-1 conferences with teachers about the impact of their work on student achievement will be systematized so that teachers understand the link between the quality of their work and student achievement. End of the year conferences will focus on student achievement results.

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.

The administration will continue to provide staff with high-quality Monday professional development sessions that focus on a few key areas over the course of the entire school year. Teachers will also continue to have weekly common planning time that can be used for on-going professional development and planning together. Learning Walks, lab sites, and study groups will also be tools for on-going professional development throughout the year.

Professional development will be used to provide teachers with after-school and Saturday professional development in specific areas of instruction. Since the school has been identified for failing to meet the needs of ELL's, some of this professional development will focus on effective ESL strategies that every classroom teacher can use to support these students. Professional development will also focus on providing teachers with additional strategies for identifying students' needs by effectively analyzing student assessment data. Teachers will also need time to visit high-performing schools in order to see best practices in action. After these inter-visitations, teachers will need time to reflect and plan

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

The goal of the administration will be to create opportunities for teachers to make more decisions about curriculum, professional development, and certain educational initiatives so that highly qualified teachers will be attracted because they will want to be a part of a school that is being moved in a positive direction by the staff as well as the administration. A hiring team which consists of the principal, assistant principal, coaches, and support staff was put together to interview and recruit highly qualified teachers. The administration will also attend recruitment events hosted by the D.O.E. and Region in order to recruit highly-qualified, talented and committed teachers.

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

P.S. 230x has created systems for positive and consistent communication with parents

- a. To provide parents with opportunities to enhance their education
- b. To provide parents with a Resource Center
- c. To hold PA meetings that will be convenient for all parents
- d. To work alongside River-Park Tenant Association to help improve parental involvement
- e. To provide Parent Coordinator & PA with training and materials to build parental involvement
- f. Fund Raising training
- g. Training on creative ways to design fun and exciting workshops
- h. Grant writing
- i. Effective outreach strategies
- j. Training in the Literacy/Mathematics programs and how to communicate information about them 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.

Several orientation sessions will be held during the summer during which parents will be briefed on school policies and procedures, curriculum, etc. while teams of experienced teachers conduct a brief mini-assessment of each of the pre-schoolers. Parents will be given an idea of what the expectations of their child will be upon entering Kindergarten or 1st grade so that they can help better prepare their child for school in the fall.

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 section VI)
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 section VI)
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.

State Early Grade Class size reduction funds will be used to keep class sizes low in Grades K-3 in order to provide more opportunities for students to receive instruction in smaller, more manageable classes. Funds from the city's Grade 3 Initiative will also be used for this same effort. Title I Targeted Assistance funds will be used to provide pushed-in academic intervention for students in grades 3 and 4. Title I SWP funds will be used to support additional academic intervention to students in small groups or one-on-one in addition to supporting after school programming.

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

Explanation/Background:

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

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

convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

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

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

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

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$688,147.00	✓	14, 15,17,24,26
Title I, Part A (ARRA)	Federal			✓			
Title II, Part A	Federal			✓	\$224,214.00	✓	
Title III, Part A	Federal	✓			\$15,547.00	✓	14,15,17,24,26
Title IV	Federal			✓			
IDEA	Federal	✓			\$112,460.00	✓	14,15,17,24
Tax Levy	Local	✓			\$2,626.881.00		14,15,17,24

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.

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.

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.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: Restructuring (year 1 Comprehensive) _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.

ELA – All students

- Insufficient student engagement in learning tasks.
- Professional learning needed to help teacher’s link data to lesson planning and classroom instruction.
- Paucity of extensive reading of authentic literature by students (non-fiction).
- The need to develop higher order thinking skills so that students can attain and excel in all curriculum areas.
- The need for teachers to recognize literacy as an integral part of all subjects.
- Lack of alignment of curriculum to the standards.
- Lack rigor in students writing ability
- Lack of an alignment of reading and writing curriculum

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

School Under Registration Review (SURR)

ELA- subgroups

African American-

- Daily small group instruction period where two teachers are in each classroom providing small group instruction
- Students will have daily practice with reading passages on grade level and answering short response questions through the daily homework assignments
- Struggling readers will read books on their instructional levels with the support of the teacher during guided reading every day
- teachers will utilize the Good Habits, Great Readers program to deliver quality reading instruction aimed at strengthening students' use of reading strategies
- Use of QAD and the 4 Squared Writing Method to organize writing/ Utilization of the Write Source writing program to be guide writing instruction
- Aussie Consultant for literacy working with teachers on differentiation and data analysis
- Students will learn how to effectively read passages using the textual analysis technique, which is a nine step process that involves:
 1. reading the title
 2. looking at the pictures and reading the captions
 3. reading the first two sentences
 4. brainstorming ideas about what to expect in the reading
 5. read and label questions
 6. read the passage
 7. answer the question
 8. proving answers
 9. prioritize between good answers and the best answer

Hispanic

- Daily small group instruction period where two teachers are in each classroom providing small group instruction
- Students will have daily practice with reading passages on grade level and answering short response questions through the daily homework assignments
- Struggling readers will read books on their instructional levels with the support of the teacher during guided reading every day
- teachers will utilize the Good Habits, Great Readers program to deliver quality reading instruction aimed at strengthening students' use of reading strategies
- Use of QAD and the 4 Squared Writing Method to organize writing/ Utilization of the Write Source writing program to be guide writing instruction
- ELL students will have the opportunity to participate in a afterschool program specifically designed to support their needs
- students will learn how to effectively read passages using the textual analysis technique, which is a nine step process that involves:
 1. reading the title
 2. looking at the pictures and reading the captions
 3. reading the first two sentences
 4. brainstorming ideas about what to expect in the reading

5. read and label questions
6. read the passage
7. answer the question
8. proving answers
9. prioritize between good answers and the best answer

Students with disabilities-

- students will receive instruction in the Wilson Reading Program that is aimed to strengthen students' ability to read and decode texts
- use of QAD and the 4 Squared Writing Method to organize writing
- students will learn how to effectively read passages using the textual analysis technique, which is a nine step process that involves:
 1. reading the title
 2. looking at the pictures and reading the captions
 3. reading the first two sentences
 4. brainstorming ideas about what to expect in the reading
 5. read and label questions
 6. read the passage
 7. answer the question
 8. proving answers
 9. prioritize between good answers and the best answer

Economically disadvantaged-

- Daily small group instruction period where two teachers are in each classroom providing small group instruction
- Students will have daily practice with reading passages on grade level and answering short response questions through the daily homework assignments
- Struggling readers will read books on their instructional levels with the support of the teacher during guided reading every day
- teachers will utilize the Good Habits, Great Readers program to deliver quality reading instruction aimed at strengthening students' use of reading strategies
- Use of QAD and the 4 Squared Writing Method to organize writing/ Utilization of the Write Source writing program to be guide writing instruction
 - students will learn how to effectively read passages using the textual analysis technique, which is a nine step process that involves:
 1. reading the title
 2. looking at the pictures and reading the captions
 3. reading the first two sentences

4. brainstorming ideas about what to expect in the reading
5. read and label questions
6. read the passage
7. answer the question
8. proving answers
9. prioritize between good answers and the best answer

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Title 1 funds will be used for professional development in the following activities:

- Developing knowledge and skill in reading instruction using the resources from an Aussie Consultant and 94N104 the schools network. This group of staff will help facilitate the professional development series. The purpose of the support is to train teachers how to assess student learning in each area and how to provide direct and explicit instruction in that area.
 - Analyzing student work using a standard protocol that will lend teachers the opportunity to reflect around their instructional practices
 - Differentiating Literacy Instruction – last year, as a school we aimed to choose one or two strategies and implement those well in literacy instruction. This year the goal will be to implement those strategies consistently and effectively.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

This school year again, we only have one new teacher. For this teacher we will be utilizing the suggested mentoring protocol stated on the New York City Department of Education website. The plan consists of the new teacher identifying strengths and weaknesses in her instructional practices and with the mentor developing professional goals to work towards for the year. The mentor will be responsible for providing assistance in achieving the goal or goals set.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

The school will take all measures to inform parents of our status. The following are the steps we plan to take and the time frame we will complete it:

Parent Notification Requirements

Step 1: Notify all staff of your school's improvement status, and meet with specific staff designated to support parent notification processes to ready them to answer inquiries from parents (including Assistant Principals, Guidance Counselors, Parent Coordinator, and other support staff).

- More than one staff member should be acquainted with school improvement, SES, and Public School Choice information as the volume of questions from parents might be quite large.
- Guidance Counselors will need to be able to discuss school improvement efforts and academic intervention programs for parents who call or visit the school.

Step 2: Parent notification letters will be dissemination to parents via student backpacks, **no later than Friday, October 8, 2010.**

Step 3: In anticipation of parent inquiries, the Parent Coordinators, and other designated support staff, have copies of the customized parent notification letter and access to the translated versions of the generic notification letter on the NYCDOE website.

Step 4: A parent informational meeting will be conducted. At the meeting, Principals and/or Assistant Principals should take the lead role in discussing school improvement efforts with assistance/support provided by Parent Coordinators and other designated personnel. Please work with your Sr. School/District Improvement Liaison (SDIL) and Network Leader (NL) to proactively address parents' concerns. You may also wish to ask these individuals and/or other representatives of your SSO Network Team to attend these meetings to provide additional information and support.

Step 5: Following the completion of the steps described above, the principal will fill out and sign the **Principal's Attestation Form** to confirm that all required activities were properly executed.

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: ELA Grades 3-4

SURR Group/Phase: 16

Year of Identification: 07-08

Deadline Year: 2012

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations
	<p><u>Administrative Leadership and Organization</u> The Empowerment Network should investigate the reasons for high turnover among administrators and teachers and work toward increasing retention of both by providing effective professional development to improve student achievement.</p> <p>The organizational chart should be updated with every change of assignment and new hire.</p>	<p>PS 230 will administer surveys to identify staff's thoughts and opinions of the school</p> <p>Staff meetings will include professional development in areas of differentiation, smart board training, ect. to increase staff's interest and motivation in instruction</p> <p>Create plans to make mentoring a more effective practice so that new teachers feel more supported</p> <p>Work hard at creating a school climate, which makes all people feel like a part of a community.</p> <p>Create an organizational chart that will be displayed near the entrance of the building.</p> <p>We will assign one school aid to updating changes whenever a change in assignment</p>

	<p>The school should install a synchronized clock system and ensure that there is an easily visible clock in all areas.</p> <p>All instructional areas should be clearly labeled with the teacher's name and schedule.</p> <p>A building floor plan should be created and made available for any visitor to the building.</p> <p>Fire exit routes should be posted in all areas.</p> <p>The data-wise team led by the school's leadership should engage teachers in identifying student needs and setting priorities.</p> <p>The administration needs to clarify and monitor teacher compliance with the daily schedule to maximize time on task.</p>	<p>occurs.</p> <p>All classrooms and highly traveled areas will have clocks that will be synchronized in the beginning of the school year and</p> <p>All teachers will receive large program cards to post outside their classroom areas.</p> <p>All teachers will be given a banner to hang that displays their name, grade and class number.</p> <p>A building floor plan was created by the Art Teacher for visitors to use as they enter the building</p> <p>Fire exit routes will be posted in all areas of the school building.</p> <p>This year twice monthly the entire school met to plan in teams and individually from 8:00-9:15 am. In doing so we provided the teachers with much needed professional development opportunities, as well as it gave them opportunities to plan and gain more skills in data collection and analysis.</p> <p>On a monthly basis grade team meetings will focus on helping teachers identify students who are not making sufficient progress</p> <p>The administration will make more regular classroom visits and informal observations and give staff prompt feedback.</p>
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	<p>The school administration needs to tighten procedures and routines regarding the organization of the school day in all aspects of student supervision, but particularly in the area of student movement within the school during transition times.</p> <p>The principal should duplicate and distribute copies of the SURR team's final report for 2009.</p> <p>School-wide and grade level meetings should be scheduled to provide staff with an opportunity to reflect on report findings and recommendations and to develop strategies that address issues identified in the report.</p> <p>P.S. 230 should receive additional support from the network that leads to long-term systemic change.</p> <p><u>Instructional Resources</u> The administration should research and establish a writing curriculum that is aligned with NYS Learning Standards to strengthen writing skills across the curriculum.</p> <p>The school staff should prioritize the use of data to drive instruction.</p> <p>Professional development for new staff should be provided on an ongoing basis to support teacher growth and development.</p>	<p>SDCC and faculty conferences should be used as opportunities to reflect or report findings and to develop strategies for tightening procedures and routines.</p> <p>School-wide use of HALLS as a procedure should be consistently enforced.</p> <p>All staff was given the final report.</p> <p>Principal facilitated staff meetings in which all staff reflected on SURR findings and next steps.</p> <p>Seek additional support from the network for school specific issues in addition to Children First Intensive (CFI) meetings</p> <p>Administration purchased Write Source to support our writing curriculum. The Write Source program is aligned to NYS Standards and it will provide sufficient resources for the classroom teacher.</p> <p>We have created opportunities for teachers to plan the new writing curriculum for next year.</p> <p>We have made changes to the use and structure of the data binder so that it is more user-friendly.</p> <p>Administration will conduct more frequent observations in the beginning of the year with immediate feedback</p>
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	<p>A more coherent, consistent and structured literacy program that encompasses reading, writing, listening and speaking should be pursued. This program should be aligned with the New York State Learning Standards for English Language Arts, keyed to the performance indicator level.</p> <p>The NYC Department of Education should repair or replace defective computers to ensure students have access to technology.</p> <p>The library should be open and accessible to all students and teachers throughout the school day.</p> <p>The administration should arrange professional development to enable all teachers to integrate technology across the curriculum and to support all students in acquiring 21st century technology literacy skills.</p>	<p>Administration will post professional development opportunities</p> <p>Administration and coaches will set up more inter-visitations.</p> <p>Literacy Aussie/UEE to provide professional development .</p> <p>Administration received a grant in the beginning of the 2008-2009 school year to purchase SMARTBOARDS for and new computers.</p> <p>Invite Learning Leaders to volunteer in the library so that the librarian will have the opportunity to increase the amount of time dedicated to open access</p> <p>SMARTBOARD training and the use of the software Understanding Math will be used to make integrating technology more feasible for teachers.</p> <p>Aussie for Technology to provide training on how to integrate technology across the curriculum.</p> <p>Teachers will coach their peers on integrating technology into their lessons</p> <p>Participation in the Title II D technology grant</p>
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	<p>School Climate The administration should work to expand collaboration and team work among teachers within and across grade levels (i.e., grade level and vertical team meetings/class visitations/teacher celebrations).</p> <p>The team recommends that the staff develop a school-wide noise reduction policy.</p> <p>The school should continue and expand upon the recently implements of “Monday Fun Day” and “Caught Being Good” Fridays to increase student attendance.</p> <p>The administration should take inventory of all school furniture and provide appropriately sized, matching desks/chairs for all classrooms.</p> <p>Appropriate school rituals and routines should be established and implemented on a consistent, ongoing basis to provide a safe and orderly learning environment for all students.</p> <p>Teachers should be provided with professional development to learn more effective techniques for</p>	<p>The Staff Development Consultation Committee meetings, which are comprised of a representative from each grade, will serve as opportunities for vertical planning.</p> <p>During monthly professional development meetings, heterogeneously grouped teachers will analyze data and engage in vertical planning.</p> <p>Establish school wide expectations; establish school wide volume control. The Network has provided the school with support from RAMAP for Children which worked with the staff on Classroom Management and student behavior issues to address and establish a school-wide noise reduction policy.</p> <p>In addition to that we plan to make REACH assemblies on a monthly basis to celebrate students who have exhibited good behaviors.</p> <p>Appropriate size furniture was purchased during the 09-10 school year.</p> <p>During the professional development meetings in the start of the school year, administration will outline all mandatory routines and procedures that must be followed by all students, such as HALLS.</p> <p>The morning announcements will include a poem that is read and discussed as a school community.</p> <p>Grade team meetings will be held with members of the School Based Support</p>
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	<p>improving student behavior.</p> <p>An alternate form of communication should be developed to minimize PA interruptions.</p> <p><u>Curriculum</u> Writing across all curriculum areas must become an integral part of every student's daily routine.</p> <p>Each classroom must establish consistent routines and procedures to maximize instructional time on task.</p> <p>Staff should use common planning time for grade level lesson planning.</p> <p>A process should be established for sharing best practices in the utilization of math manipulative</p> <p>Teachers need to check for understanding more frequently and employ differentiated instruction to enhance student achievement.</p>	<p>Team to discuss effective behavior management techniques</p> <p>As a part of a grant through our network several teaches participated in behavior management workshops with RAMAPO Whenever possible office staff will contact faculty through use of the telephone or create a student office assistant position to deliver messages.</p> <p>All office staff has been informed that the use of the PA should be minimal and that if the administration or teaching staff needs to be reached they are to do so by the classroom telephones.</p> <p>Use of exit slips as means of assessment and writing skill development, reading responses, content area notebooks, writing prompts for math and math reflections</p> <p>Each classroom will be expected to practice school set routines and procedures</p> <p>We have always used grade level meetings as a time to lesson plan.</p> <p>Grade teams will be a time for teachers to talk about best practices and receive professional development on effective teaching strategies</p> <p>Teachers have been receiving professional development on various differentiated instruction strategies</p>
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	<p>A structured literacy program needs to be implemented.</p> <p>The administration should implement a systematic and ongoing school-wide professional development program in Guided Reading that includes modeling lessons, coaching, co-teaching opportunities, sharing of teacher-created materials and lab sites.</p> <p>Schedules should be coordinated so that AIS students do not miss classroom instruction in ELA.</p> <p>A well-defined professional development plan should be designed and implemented at P.S. 230. This professional development effort should be consistent, uniform and aligned with the Chancellor's balanced literacy and balanced mathematics directives. Every effort should be made to build capacity by training in-house turnkey trainers.</p> <p>The staff should adopt a common language of instruction, for example using the same term for lesson objective.</p> <p>The administration needs to improve articulation between the ESL program and the school's general education program</p> <p>The administration should provide opportunities for the AIS and classroom teachers to discuss strategies to ensure that they are meeting their</p>	<p>We have already planned to utilize structured programs such as Foundations; Good Habits, Great Readers and Write Source</p> <p>Literacy coach to conduct model lesson in guided reading, co-plan with teachers, show teachers how to utilize data to inform guided reading instruction</p> <p>The 2010-2011 school year schedule will be modified so that all clusters and AIS providers will take their preps during 2nd period as to not interrupt literacy instruction. Monthly staff development meetings to be used to provide these services.</p> <p>A well defined professional development plan was developed for the 2009-2010 school year. It took in to account the schools areas of need as well as individual teacher needs. This plan will continue to be in effect for the 2010-2011 school year.</p> <p>Although it is understood that terms, such as aim, objective and focus, are interchangeable, we will adopt the term objective to be used school-wide.</p> <p>For the 2010-2011 school year, all English Language Learners will be assigned to the same class on the same grade so that the ESL teacher can effectively practice the push-in model for providing support</p> <p>Once a month, AIS providers will attend grade team meetings to share strategies and curriculum, answer questions</p>
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	<p>students' needs.</p> <p>Student progress should be monitored periodically to determine if a student continues to need AIS or can exit the program. It appeared that once students were identified for AIS instruction, they remained in the program until the end of the year.</p> <p>The administration needs to update regularly the list of students who need AIS services in literacy and math.</p> <p><u>Student Behavior, Discipline, Safety & Security</u> Adults need to be more conscious of modeling appropriate behaviors for students.</p> <p>Staff needs to adhere to the 2008-2009 Staff Handbook regarding "Student Passes/Hallway Procedures."</p> <p>For the safety and welfare of the entire school community, the administration needs to inform and reinforce with staff the procedures for enforcing the code of conduct and the Chancellor's Disciplinary Code.</p> <p>School suspension practices should be more consistent.</p> <p>The staff should address serious physical and verbal confrontation among students through a peer mediation and conflict resolution program enforcement of the disciplinary code.</p>	<p>classroom teachers may have</p> <p>Our current practice is to analyze the data of students receiving AIS instruction three times a year. Next year we will increase the number of times we look at data to once a month.</p> <p>We currently do this for literacy. In regards to math, we will need to research AIS math programs and identify the mathematical needs of our bottom-third students.</p> <p>Staff members will remind each other of appropriate behaviors</p> <p>Professional development opportunities will be offered to help teachers develop positive relationships with their students</p> <p>Administration will regularly refer to Staff Handbook for specific information, including hallway procedures</p> <p>Chancellor's Disciplinary Code will be reviewed and discussed with staff on an as-needed basis</p> <p>Although our numbers in suspensions have dramatically decreased, we will continue to follow NYC protocol in regards to suspensions</p> <p>Staff members will be trained in creating a peer mediation training conflict resolution for students</p>
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	<p>The administration should provide on-going professional development that supports effective teaching, classroom management skills, and planning engaging lessons.</p> <p><u>Parent and Community Involvement</u> As per recommendations included in the CEP, more outreach for grants and funding by community-based organizations for programs should be pursued.</p> <p>The administration should encourage the Parent-Coordinator and Parent Association president to utilize the school's parent room for meetings and parent workshops.</p> <p>The school should try to implement a Learning Leader Program to recruit and retain parents to volunteer in the school.</p> <p>Parent members of the School Leadership Team (SLT) should be welcomed and encouraged to participate in school activities in meaningful ways.</p> <p>Every effort should be made to ensure that the SLT is in compliance with Chancellor's Regulation A6755.</p> <p>Every effort should be made to ensure that the Parent Association is in compliance with Chancellor's Regulation A660.</p> <p><u>The School Building as an Environment Conducive to Teaching and Learning</u> The NYC Department of Education should work with</p>	<p>This professional development will occur on an as-needed basis with certain teachers. This may include coaching cycles, outside professional development opportunities and support from immediate supervisor</p> <p>We will research opportunities and establish a team of staff who are experienced in grant writing.</p> <p>This already occurs on a monthly basis.</p> <p>Advertise opportunities for parents to volunteer.</p> <p>Utilize events such as back to school night and parent teacher conferences to recruit parents</p> <p>During the School Leadership Team meetings, the team will regularly reference the Chancellor's Regulation to ensure compliance.</p> <p>During the Parent Association meetings, the team will regularly reference the Chancellor's Regulation to ensure compliance.</p> <p>The school and NYC Dept. of Ed will be in consultation to explain the feasibility of installing sound proofing partitions</p>
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	<p>the administration to have sound proofing partitions installed in all open learning areas. The administration of the two schools should work together to schedule use of the gymnasium for physical education by all classes.</p> <p>All communications posted on bulletin boards should be clear and self explanatory to the viewer.</p> <p>The school custodian engineer should explore effective and efficient ways to manage hear levels throughout the building to make it more comfortable for all occupants.</p> <p><u>Network & Department of Education Support for School Improvement Efforts</u> The NYC Department of Education should provide the school with funding to purchase furniture that is appropriately sized for students. Funding should also be provided to purchase sound proofing partitions to separate instructional areas.</p> <p>The administration of P.S. 230 should ask the NYC DOE Office of Curriculum and Professional Development to provide additional professional development to strengthen the school's balanced literacy program.</p> <p>Since P.S. 230 selected the Empowerment Network as the school's School Support Organization, the Empowerment Network should pair P.S. 230 with similar schools that have implemented and sustained successful literacy programs.</p>	<p>PS 230 along with IS 229 for the 09/10 school year has set up campus meeting times with both schools will meet to discuss building issues or common concerns</p> <p>For the 2009-2010 school year all information posed on school bulletin boards will be clear and self explanatory</p> <p>The school administration and custodial staff have been in consultation to better meet the schools needs in terms of making sure the air levels are comfortable for all occupants</p> <p>Administration will make contact with Department of Education staff members to find out steps to take to guarantee funding for such things as furniture and partitions.</p> <p>We will make contact with the office of curriculum development to set up professional development opportunities and additional materials and resources we can use to strengthen our literacy curriculum</p> <p>During our monthly network meetings, we make contact with numerous schools that serve the same population that we serve. In our meetings, we share and learn best practices in all content areas including literacy. We talk about professional development and data analysis that will push our work forward. Our network will continue to offer all schools in the network this opportunity.</p>
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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/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
PS 230 currently has 30 students living in temporary housing.

2. Please describe the services you are planning to provide to the STH population.
The services the school plans to provide to ensure homeless children and youth progress academically are as follows:
 1. Pay for emergency supplies such as uniforms, school supplies, books or even glasses.
 2. Transportation once the student is permanently housed
 3. Basic/emergency supplies
 4. Outreach efforts to identify the STH population and help them
 5. Extended library hours access school programs
 6. Counseling services
 7. Parental involvement
 8. Paying for the implementation of a research based program that benefit highly mobile students
 9. Intervention programs
 10. Data collection to assess the needs/progress of STH

Part B: FOR NON-TITLE I SCHOOLS

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

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 230 Dr Roland N. Patterson					
District:	9	DBN:	09X230	School		320900010230

DEMOGRAPHICS

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

Enrollment				Attendance - % of days students attended:			
<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	0	0	0		87.4	90.8	89.8
Kindergarten	69	73	68				
Grade 1	91	76	79	Student Stability - % of Enrollment:			
Grade 2	89	73	71	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	113	75	70		91.2	87.8	86.9
Grade 4	100	113	71				
Grade 5	0	0	111	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		79.3	99.1	97.6
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		4	14	10
Grade 12	0	0	0				
Ungraded	1	0	0	Recent Immigrants - Total Number:			
Total	463	410	470	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					2	3	1

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	36	30	42	Principal Suspensions	1	0	0
# in Collaborative Team Teaching (CTT) Classes	7	5	7	Superintendent Suspensions	8	6	8
Number all others	21	29	39				

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	26	7	TBD	Number of Teachers	48	45	43
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	9	6
# receiving ESL services only	48	74	TBD				
# ELLs with IEPs	8	18	TBD	Number of Educational Paraprofessionals	4	3	5

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	92.7
				% more than 2 years teaching in this school	68.8	60.0	69.8
				% more than 5 years teaching anywhere	47.9	44.4	58.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	63.0	67.0	81.4
American Indian or Alaska Native	0.2	0.5	1.9	% core classes taught by "highly qualified" teachers	97.4	100.0	92.5
Black or African American	51.4	52.9	46.2				
Hispanic or Latino	46.4	44.4	51.7				
Asian or Native Hawaiian/Other Pacific	0.4	0.2	0.0				
White	0.9	0.2	0.2				
Male	49.9	49.8	48.1				
Female	50.1	50.2	51.9				

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)	Yes	If yes,					EME
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

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

Individual Subject/Area AYP Outcomes:

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

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

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

American Indian or Alaska Native	-	-					
Black or African American	v	v					
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	vsh	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	C	Overall Evaluation:					NR
Overall Score:	36.1	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	2.1	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	23.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	5.8						

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

**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 HOT 104	District 09	School Number 230	School Name Roland N. Patterson
Principal Rowena Penn		Assistant Principal Edele Williams, Janet Hackshaw	
Coach Wanda Acevedo (Literacy)		Coach Joel Abelson (Math)	
Teacher/Subject Area Shira Wrightman (ESL)		Guidance Counselor Delilah Martinez	
Teacher/Subject Area		Parent	
Teacher/Subject Area		Parent Coordinator Mr. Huntley	
Related Service Provider Yvette Jenkins (speech)		Other	
Network Leader Bob Cohen		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	2	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	1	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	474	Total Number of ELLs	102	ELLs as Share of Total Student Population (%)	21.52%
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Part II: ELL Identification Process

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

- 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).
- 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.
- 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 [\[see tool kit\]](#).)
- 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. As parents or guardians of newly enrolled students enter the school they are greeted and guided through the registration process by the pupil accounts secretary and the ELL Coordinator. Parents complete registration forms with the assistance office staff. They are also required to complete a Home Language Identification Survey (HLIS) in order to determine the language spoken in the home. The Home Language Survey is filled out by the parent with the help of the ELL Coordinator. A student is considered to have a home language other than English when: one question (Part 1: questions 1-4) indicates that a student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent along with the student is interviewed by the ELL Coordinator. Interviews are conducted in a friendly manner with questions such as "what's your name?", "what is your favorite game?", and "what do you like to learn in school". If the student does not respond to the questions in English then all efforts are made to have child interviewed in his or her native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined. All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores must be administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogue: the ESL teacher (Ms. Wrightman) who is licensed in TESOL K-12. If students are classified as ELLs according to these documents and assessments, parents are sent an entitlement letter and invited to a parent orientation so that parents can choose the ELL program that they would their child to participate in. Each Spring students are evaluated through the administration of the NYSESLAT until they score receive a score of "Proficient". Data from the NYSESLAT is analyzed so that trends can be determined with regard to listening, speaking, reading and writing schools. Past NYSESLAT scores are used to evaluate and modify ESL programming so that student needs are met. The NYSESLAT is administered by ESL teacher (Ms. Wrightman) in conjunction with the classroom teachers who have ELLs in their classes. ELLs take this exam by grade level. Students are grouped with other ELLs in their grade or test band (K-1, 2-4) and assessed in either the library or the classroom. There are always two proctors administering the exam (both pedagogues). The speaking portion of the exam is administered to every student by the ESL teacher (Ms. Wrightman) on an individual basis. Students are pulled out of the exam to take the speaking test one by one. Special education students take all four portions of this exam in accordance with the modifications indicated on their IEPs. The team who analyzes the data from the NYSESLAT is composed of the ESL teacher, the Assistant Principal (Ms. Williams) and classroom teachers who teach ELLs. In order to master this exam, students are prepared for the NYSESLAT in a several ways:

1. NYSESLAT exam assimilation
2. Test sophistication training that are embedded in daily instructional practices
3. Title III Programming

2. Our school invites parents of ELL students to participate in orientations in order to increase their involvement and awareness in the academic activities of their children. ELL Parent Orientations are facilitated by the ESL teacher (Ms. Wrightman-licensed TESOL K-12). After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform them of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. We are sure to emphasize the specific differences between all three programs so that parents can make an informed choice. Question and answer sessions ensure that parents have a clear understanding of what Dual Language, TBE and ESL programs entail. Group orientations are offered on at least two different dates at different times in order to accommodate parents' busy schedules. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to one on one meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator in order to receive more information about ELL programs.

3. Entitlement letters are sent home by the ELL Coordinator with students to inform parents of decisions made based on the LAB-R testing results. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations so that they can be filled out on the spot.

Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. Orientation flyers, reminder flyers, and personalized notes are also sent home with students whose parents have missed an orientation. If parents do not return their Program Selection Forms, students are placed in the default program that is available at PS 230 based on the existing ELL population. Original Parent Survey and Selection forms are stored in students' cumulative records. Copies are also kept in a separate ELL Coordinator Binder. They are continuously reviewed based on newly admitted students in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create additional bilingual programs.

4. Once ELLs are identified, LAB-R scores and Spanish LAB scores (if applicable) are shared with and explained to the parents so that parents are able to make an educated decision as to whether they would prefer a bilingual or ESL program for their child. Parents view and read informational materials and are given the opportunity to engage in a dialogue with the ESL teacher and with school administration in order to choose the program that they see fit. Dual language, TBA and ESL programs are all discussed and explained to parents at the orientation or one on one meeting where parents fill out the Parent Survey and Program Selection form. If the program requested is not yet offered at P.S. 230 due to an inadequate number of parents requesting a bilingual program for their students, parents are given the resources they need to pursue a school transfer. When new Parent Survey and Program Selection forms are filled out, our school staff reviews our numbers of ELLs at each grade in order to determine whether it is appropriate to open a bilingual program. Our school has Spanish and French speaking staff members, so parents are usually able to engage in meaningful communication at the school. Translation services into other languages are pursued if necessary.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, the trend that has emerged in parent program choice shows a preference for ESL instruction. Parent Survey and Program Selection forms during the 2009-2010 school year indicated that 21 parents chose the ESL program model for their children. One parent requested a bilingual program but refused a transfer and kept their child in the ESL program at PS 230. This child tested proficient on the 2009-2010 NYSESLAT. Of the newly admitted students in 2010-2011, 22 of 27 parents have chosen the ESL program. 4 parents (all of kindergarteners) chose the TBE program model and one parent at the 2nd grade level has chosen the Dual Language program model. None of these parents have elected to pursue a transfer, but they will be notified if and when PS 230 reaches the mandated threshold to offer a bilingual program at that grade level. Parent choice is always honored, meaning that parents are always given a placement for their children at P.S. 230 in the program that they chose or they are provided with the contacts needed to pursue a transfer. It is our goal that all students are able to participate in the program that their parents choose at P.S. 230. This is why Parent Survey and Program Selection forms are constantly reviewed in order to ensure that our program offerings align with parent choice and city mandates. A record of parent choices according to Parent Survey and Selection forms is kept in an excel document by the ESL teacher in order to provide for efficient review of the existing parent choices and remain current on PS 230's obligation to provide the program model that parents choose. Copies of the forms are also kept in an ELL binder for easy access. Original forms are kept in students' cumulative records.

6. The program models offered at our school are aligned with parent requests as most parents in our school community have a tendency to request ESL programming. We also offer bilingual special education on the 5th grade level. Most parents that request bilingual program at grade levels where they are not yet available, reject a transfer option due to their desire to attend the neighborhood school. In these cases, the supports provided by the ESL program are thoroughly explained to parents so that they are fully aware of and satisfied with their choice to remain at our school. It is made clear to parents at the time of program choice, that should we reach the appropriate amount of students (15 at 2 consecutive grade levels), a bilingual program will be opened at PS 230.

Part III: ELL Demographics

A. ELL Programs

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

Check all that apply

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	102	Newcomers (ELLs receiving service 0-3 years)	80	Special Education	20
SIFE	3	ELLs receiving service 4-6 years	21	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	4	1	4	3	1	3				7
Dual Language										0
ESL	76	1	7	18		6	1			95
Total	80	2	11	21	1	9	1	0	0	102

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						7								7
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0

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
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	7	0	0	0	0	0	0	0	7

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Native American:	White (Non-Hispanic/Latino):
	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	15	13	8	15	14	25								90
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	5	2		2	2								12
TOTAL	16	18	10	15	16	27	0	102						

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. P.S. 230 has one 5th grade self-contained bilingual special education class. There is also one self-contained 3rd grade ESL class. The rest of the ELLs at our school (grades K, 1, 2, 4, 5) receive Push-In/Pull-Out ESL services. All advanced students receive 180 minute of ESL instruction per week and all beginner-intermediate students receive 360 minutes of ESL instruction per week regardless of the model of services that they receive. ESL Push-In services happen in one 5th grade classroom, one 4th grade classroom, and one first grade classroom. Push-In ESL periods involve a Co-Teaching model where the mainstream teacher and the ESL teacher collaborate in order to provide scaffolded, differentiated instruction. The two teachers plan together in order to ensure students needs are met and that lessons are adapted so that they reach our ELLs. Materials used in Push-In periods are the Write Source writing curriculum (which is adapted for use with ELLs by using graphic organizers, visuals, sentence stems and oral language building strategies). Reading A to Z resources are also used in Push-In periods where guided reading takes place. Graphic organizers and printable books from the website are supplemented with phonics and word study instruction. The rest of the ESL services are provided using a Pull-Out model where the ESL teacher is also in constant

communication with classroom teachers. ESL plans draw from ESL standards, ELA standards, NYSESLAT skill books, the Fountas and Pinnell benchmark assessment system, and other school curriculum resources. Instructional plans are constantly being adapted based on running record results and other assessment results. Thematic Units are created in order to engage ELLs in all four modalities and provide continuity between pull-out periods and provide opportunities for class projects. Also, the ESL teacher and other teachers of ELLs are currently in collaboration with an AUSSIE Technology consultant involved in the 21st Century Classroom project. Teachers incorporate technology into their lesson plans in order to engage students and students create their own technology projects to demonstrate learning. Some examples of these projects include classroom videos, mock public service announcement videos, student-created websites and podcasts. These materials provide students with opportunities to demonstrate learning in a creative, innovate way and also provide an alternative means of authentically assessing student achievement. Our technology consultant has also worked with technology teachers to bring more internet resources to our school. Resources that are used with ELLs include Tumblebooks and Achieve 3000.

a. 5th grade special education ELLs are largely members of the 5th grade self-contained special education class. The class is made up of students who have been receiving services for 0-5 years. They are provided with 180 minutes of NLA instruction, 360 minutes of ESL instruction per week. Newly Arrived students who are in their first year of service are members of a New Arrivals group 4 times a week for 45 minutes during extended time. This is not counted as part of their ESL services, it is a supplementary program in order to provide ELLs with a community in which to acclimate to the school environment and explore their native language-English transfer while learning letters, letter sounds and basic reading. ELLs in grades 3 are members of a self-contained ESL class. They receive 360 minutes of ESL services per week which is provided by their classroom teacher who is licensed in ESL. The members of this class have been receiving services from 0-4 years and range in proficiency level from beginner to advanced. The remaining students in grades K-5 receive services using the push-in/pull-out model. Beginner-Intermediate student are seen for 4 push-in periods of 45 minutes per week (for a total of 180 minutes), and all ESL students are seen for 4 pull-out periods of 45 minutes per week. This totals 360 total minutes for the beginners and intermediate students and 180 total minutes for the advanced students.

b. The 4th-5th grade bilingual special education class and the 3rd grade self-contained ESL class are heterogenous in terms of English language ability. Both classes serve students with an English proficiency range of beginner-advanced. Push-In instruction is delivered in one 1st grade and one 4th grade class. Instruction is adapted to reach students of heterogeneous English proficiency levels since they are all in the same class. Attempts are made to make Pull-Out groups more homogeneous than self-contained classes. Contiguous grade levels (K-1, 1-2, 4-5) are pulled out together in an effort to group students of similar proficiency levels. For example, there is a 4th and 5th grade group for advanced ELLs and a 4th and 5th grade group for beginner-intermediate ELLs. The K-1 and 1-2 groups contain students of all proficiency levels, but the advanced 1st graders are seen with the older group and the beginning 1st graders are seen with the kindergarten group.

2. Our TBE Special Education class is taught by a licensed bilingual educator who provides her students with all of the necessary ESL, ELA and NLA time. ELA is provided as a component of the balanced literacy block each morning for 45 minutes (totaling 225 minutes per week), while NLA and ESL time are scheduled for 45 minutes per day, four times per week (totaling 180 minutes of each component per week). ESL instruction is also incorporated into the content areas so that the remaining 180 minutes needed to give beginner and intermediate students a total of 360 minutes per week are provided as a component of social studies and science instruction. The 3rd grade self contained ESL class is taught by a licensed TESOL educator who provides her students with both ESL and ELA instruction. ELA is delivered as a component of the balanced literacy block each morning for 45 minutes (totaling 225 minutes per week), ESL instruction is slotted for four additional 45 minute periods per week, and the remaining 180 minutes of ESL instruction for beginning and intermediate students is incorporated into word study and social study instruction. Two periods of word study and two periods of social studies per week (four 45 minute periods total) make up the remaining 180 minutes of ESL. The remaining ELL population in grades K-5 receives ELA instruction from their classroom teachers and ESL instruction from the ESL teacher. Beginners and Intermediates receive 180 minutes of ESL instruction through four 45 minute push-in sessions of ESL per week and 180 additional minutes of ESL instruction during four 45 minute pull-out sessions each week. This totals 360 minutes of ESL instruction for beginner and intermediate students. Advanced students receive 180 minutes of ELA instruction during the balanced literacy block (reading, writing and word study) that is taught by their classroom teachers. They receive 180 minutes of ESL instruction during four 45 minute pull-out periods each week. In accordance with CR Part 154 which requires that ESL/ELA minutes be distributed into equal daily allotments, ESL time has been split into 45 minute periods over each day of the week.

3. In the ESL program model, content areas are taught by the classroom teacher entirely in English with ESL strategies. In the TBE program, content areas are delivered by the bilingual classroom teacher according to her discretion-either in Spanish or in English. ESL strategies are employed by instructors of ELLs during all content area instruction. Students in the ESL program receive content area instruction from their classroom teachers, who are given support in order to adapt and scaffold lessons for the ELLs in their classes. Math instruction occurs for 60 minutes daily for grades K-2 and for 75 minutes on grades 3-5 in mainstream classes. Literacy is embedded into all content areas. That is, all teachers are encouraged to add vocabulary and reading components into content lessons. The same mentality is reciprocal during our literacy block. Teachers incorporate non-fiction reading about science and social studies content into independent reading choices and read alouds. Teachers are encouraged to create both content and language objectives for each lesson in order to ensure that language

development is one of the goals of each lesson that is taught. Although instruction is entirely in English, the use of visuals, manipulatives and an emphasis on content vocabulary development are considered during the planning and delivery of lesson so that ELLs are better equipped to access classroom instruction when they do not have ESL support. We rely upon technology to provide ELLs with extra visual aids and sound effects to enhance learning and connect content to familiar situations and background knowledge so that ELLs can access new material. SMARTboards and document cameras provide opportunities for visual, auditory and kinesthetic learning within the content areas. Vocabulary instruction is inserted into every content area and language support tools such as sentence frames and an emphasis on accountable talk ensure that ELLs are supported when participating in content lessons. Pull-Out ESL instruction also incorporates important content themes from science, social studies, reading and writing into Thematic Units so that ELLs have additional opportunities to engage with content vocabulary and unfamiliar subject matter. Content areas in the TBE program are delivered in either English or Spanish according to the discretion of the teacher. When students become increasingly adept in English, content instruction the class moves toward less native language support. Additionally, bilingual instructional materials are provided to the TBE teacher.

Last year, our school placed a heavy focus on incorporating ELL strategies into our math block. We had an AUSSIE consultant who ran monthly professional development sessions and regularly engaged in one on one meetings with teachers and lesson modeling in order to ensure that math vocabulary and language development opportunities were explicitly incorporated into mathematics instruction. Teachers were able to observed videotaped lessons and reflect on guiding questions. This cycle of professional development was centered around the research based program outlined in, "Supporting English Language Learners in Math Class: A Multimedia Professional Learning Resource" produced by Math Solutions. Some of the most important strategies that teachers learned from this professional development opportunity were to utilize differentiated sentence frames in order to describe learning, to use math games that require children to explain the processes that they are using, and to differentiate center activities and student groups in order to account for language proficiency. Teachers incorporate all of these strategies and are constantly engaged in creating new center activities in order to provide opportunities for their ELLs to develop math vocabulary and academic language. Incorporating visuals into modeling and utilizing manipulatives in centers are other strategies that teachers use.

4. We differentiate instruction for our ELL students largely according to proficiency level but also according to ELL subgroups. For example, New Arrivals are given an extra period of ESL support during extended time called the New Arrivals group where they are given extended opportunities to experiment with oral language and engage in early literacy activities and vocabulary development. ELLs receiving 4-6 years of service and long term ELLs, on the other hand, are engaged in the same lessons as their mono-lingual peers, however these lessons are adapted to include language objectives and extra language support. For example, high-level vocabulary development is a focus for this longer term population, as is the ability to express ones self in writing. This means that pull-out groups that house large numbers of long term ELLs are centered more around the modality of writing (while constantly integrating the other three modalities) since this is the most problematic modality for that subgroup. SIFE students are valued for the knowledge and experience that they bring to our school, but strategies are in place in order to ensure that they are being supported so that they can achieve success in the academic environment. This includes extra opportunities to develop early literacy skills. ELLs identified as students with disabilities are also provided with the services mandated on their IEPs.

a. SIFE are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an effort to create connections between school material and the knowledge that our SIFE students do have are all means by which we scaffold content for our SIFE students' needs. Use of technology in the classroom through SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. SIFE are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material during the school day.

b. ELLs who are in the US for less than three years receive instruction from classroom teachers who incorporate ESL strategies in addition to receiving services from the ESL teacher. The focus for this subgroup is to develop academic language through the use of sentence frames and sentence stems both in speech and in writing. Graphic organizers are added to lessons so that students are able to associate specific language and organization with material that they are learning. Over the course of this 0-3 year period, students move from focusing on Tier 1 vocabulary development and basic phonics and reading comprehension, to a much higher level of academic language which constantly adds Tier 2 and Tier 3 words, and incorporates far more complex word study and reading comprehension skills. Students are supported throughout this period so that they can acquire BICs at first through interactions with their peers during group work and partner work and explicit vocabulary instruction by their teacher. It is our mission to keep pushing students so that classroom interactions are imparting CALP and students acquire this higher level academic language as soon as possible. Since ELA testing will occur for ELLs in the country for one year, test preparation will be one of the areas of focus for newcomers. ESL instruction will pull out objectives from past test materials in order to expedite the process of becoming familiar with the content that is on the ELA test. Also, every student in our school is a

member of a guided reading group that meets several times per week. Skills that are a focus of the ELA exam will be taught explicitly during guided reading time using authentic texts that meet students at their reading level. This will give students the opportunity to engage with ELA skills in a small-group environment where the output will not be multiple choice passages. Then, when students are confronted with passages they will be better equipped to analyze them having already become familiar with the same skills using lower level books and graphic organizers. A major focus of this year is also to help newcomers read on grade level-the major reason for the guided reading block. Many of our newcomers are not yet close to this level, but pushing their reading using independent, shared and guided reading will make them better able to handle the ELA test.

c. ELLs receiving service for 4 to 6 years are often experiencing difficulty specifically with those objectives that are tested on the NYSESLAT. Therefore, lesson objectives and content will be pulled from the kind of material that is usually tested on the NYSESLAT. School data, including past NYSESLAT scores, shows that additional emphasis should be placed on writing skills during ELL instruction. A data-driven approach will be used throughout the year in order to determine which content these ELLs need the most support with, and instruction will be tailored to these objectives. Additionally, special emphasis will be placed on developing these students' Cognitive Academic Language Proficiency (CALP), because students that have been in the country for 4-6 years have often made great strides with their Basic Interpersonal Communication Skills (BICS) which can be misleading when they are still not succeeding with academic English. Therefore, listening, speaking, reading, and writing about subject area content material will be a priority for these ELLs. Explicit vocabulary instruction will also be incorporated into every content area in order to ensure that students are increasing the sophistication of their academic language.

d. Long term ELLs at P.S. 230 are provided with NYSESLAT test sophistication materials throughout the year as the test itself is usually problematic for them. Long term ELLs at P.S. 230 are also encouraged to attend the ESL after school program since the program provides additional preparation for the NYSESLAT. These students are given many language enrichment tools such as sentence frames, sentence starters and vocabulary banks in order to ensure that they are developing their academic language in every opportunity. Since these students are often proficient in accomplishing basic communication and following most classroom tasks, the focus with this subgroup is to push students to use high-level academic language.

e. ELLs that have special needs are either part of the Push-In/Pull-Out instructional program or members of the 5th grade self-contained Special Education class. In the ESL program, the ELLs with special needs are at the beginner level so they will receive 360 minutes of combined Push-In/Pull-Out time per week. ELLs with special needs will be grouped with students on their grade level and with students at their proficiency level for ESL instructional time. ELL IEP's are always taken into account in order to ensure that instruction that is being provided is consistent with students' needs.

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

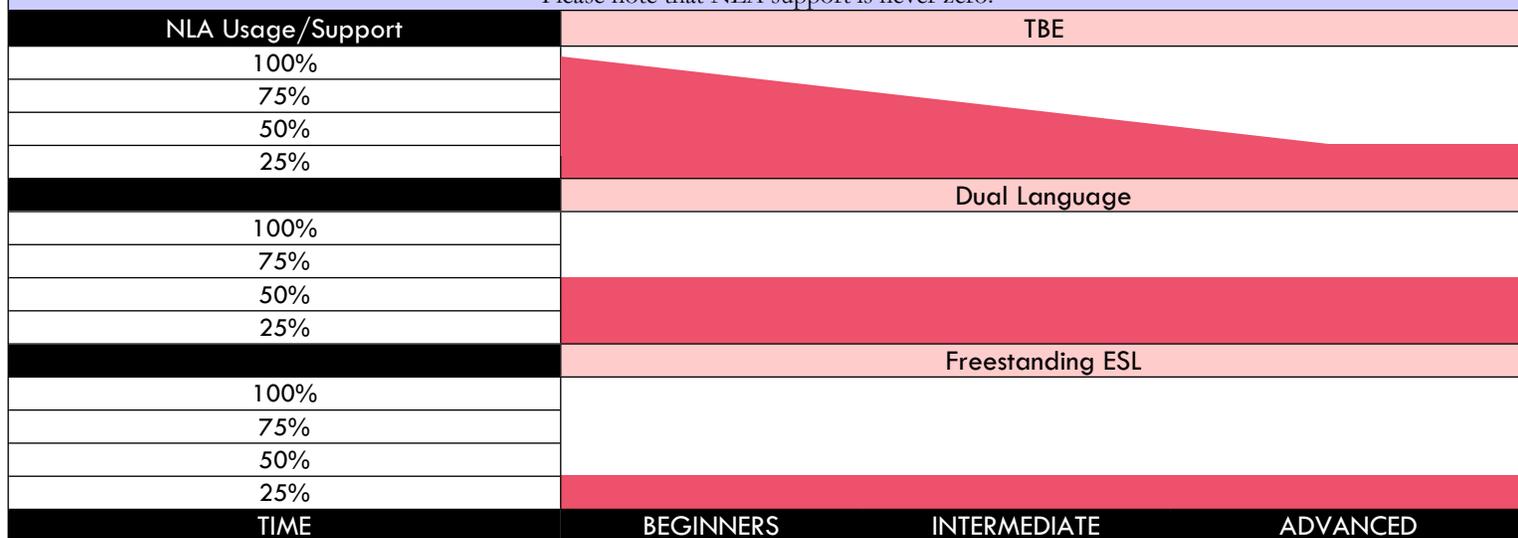
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



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. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have

demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are intermediate/advanced ELLs who are still reading far below grade level. Long term ELLs or ELLs receiving services for 4-6 years are often the recipients of AIS support if they are still reading far below grade level as they progress through the grades at PS 230. ELLs will be given extra math support in the ESL after school program. The focus of this support will be on math content vocabulary, approaching word problems and memorizing key math facts. The Flocabulary program called "Math Rap" is being used during this time since it allows students an opportunity to gain automaticity with multiplication and division facts that they are having trouble with through the use of music. We decided to use this program because 2010 ELA data and internal assessments have indicated that math word problems are a major barrier to success for our ELLs. All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development.

6. Transitional support for ELLs reaching proficiency on the NYSESLAT includes testing modifications designed to increase student opportunities for success during the shift into a monolingual program. They are also often placed in classes with other ELLs so that they can still benefit, if necessary, from some of the methods used by the ESL teacher during push-in time. Placing these students in classes with ELLs also ensures that they are receiving the benefits of the ESL strategies that are being incorporated by classroom teachers. Former ELLs are also candidates for academic intervention services and receive this additional support if they demonstrate a need for it.

7. One change for the upcoming school year is that the pull-out curriculum for ELLs will rely upon a large amount of project based learning. Units will be planned so that they are supporting themes and skills that are being emphasized in classrooms, but ELLs will have more opportunities for creative expression. A greater amount of technology is also being added to ESL instruction to help visual stimulations. While objectives are being pulled mostly from the ELA and ESL standards, thematic units which are centered around a content theme will provide students with key cultural knowledge and vocabulary which will prepare them for cultural references that they will encounter in reading passages on their exams. It will also give them greater access to content that they are learning in mainstream classes. Another new program is the "new arrivals group" which happens every day during extended time. This is a group reserved for students who are new to the country so that they can receive basic vocabulary and reading instruction in a homogeneous group. This is a time of the day where the focus is to build confidence, provide "survival English" skills so that they can function in their mainstream classrooms, and acclimate students to school-wide expectations. Meeting these students where their needs are allows us to ensure that they are building solid English foundational skills that will lead to success in the classroom.

8. This school year we are attempting to group students more homogeneously based on grade level and language proficiency level. In the past year there was a wide age range in groups that were receiving ESL services together. An improvement this year has been making sure that students are closer to each other in age and in language level (as much as possible in a school with a large ELL population). Also, the amount of AIS services being provided to ELLs is being evaluated very closely because we have found that ensuring that they can spend greater amounts of time in their classrooms has led to greater success. In other words, the amount of times per day that students are being pulled out of their classes is being minimized, while still ensuring that all ELLs are receiving supports that benefit them most.

9. ELLs have equal access to all school programs including after school. A special after school program for ELLs is offered in addition to the mainstream after school program which ELLs will be encouraged to attend. In this after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication. The school invites ELLs to participate in this program by sending an invitation home with students that is to be signed by the parents. Invitations are provided to all ELLs in grades 3-5 regardless of proficiency level or any other status. The ESL after school program is funded by Title III. The goal of the program is to supplement English Language Learning that occurs throughout the school day and raise the reading levels of our ELLs. ELLs are instructed in reading comprehension strategies in small groups. Strategies to focus on are pulled from multiple choice assessment results as well as running records. Students are instructed in a reading strategy where the teacher extensively models how to use that strategy in a text. Students then have opportunities to practice the strategy themselves either with printable books or reading passages. In addition to running records conducted by the classroom teachers and ESL teacher, we are also using "RALLY!" assessments in order to determine which reading strategies to focus on. RALLY! assessment data from the after school program is analyzed by the ESL teacher and the Assistant principal. Explicit vocabulary instruction is also provided through the Word Up program. This is a program created by Flocabulary which is intended to

provide multiple exposures to words that students encounter often in the ELA context and on exams. It is a research based program which is intended to increase the number of Tier 2 academic words that our students are familiar with. The program provides many different exposures to words: in context of a reading passage, matching activities and multiple choice activities. The ESL teacher supplements this program by adding visual sorts and oral vocabulary use activities as well as creating vocabulary games. The ELL after school program also includes math instruction which focuses on automatic math fact practice using music and solving word problems by breaking down math language and using visuals. The rationale behind the program is to provide our ELLs with additional opportunities for academic language development, explicit vocabulary instruction and support of classroom instruction that breaks down content vocabulary. The goal of our program is to focus on reading strategies and vocabulary that will help ELLs read on grade level and to increase performance on math assessments by providing additional opportunities to engage with word problems.

ELLs are also invited to participate in the mainstream afterschool program run by SCAN (5 days per week) as well as the SES after school program which occurs 3 days per week. Invitations to each of these programs were sent home to the entire school so all students, regardless of language background, were eligible to participate. Extra sign-up forms are also always available in the main office. This ensures that ELLs who arrive throughout the school year are also able to sign up and participate in any after school program of their choosing. There are several bilingual members of the SCAN and SES staff, so instructors are able to communicate with ELLs. ELLs also participate in every program available to students during the school day such as the Wingspan program which provides music and dance and visual arts experience to our students. ELLs, along with the rest of their peers.

10. Technology is a major tool in the ESL classroom. The smartboard is utilized often in order to provide extra visual aids and context for lessons using the internet. A listening center is also incorporated into ESL instructional time. Students are given opportunities to listen to books and complete activities related to unit themes. Materials are also taken from the website Reading A to Z so that students have a constant supply of unfamiliar authentic texts. Providing ELL reading groups with new books on virtually a daily basis ensures that they are exposed to a wide variety of genres, reading strategies and vocabulary. Manipulatives and real objects (especially during math and science) are a major tool in order to ensure that students can relate to the material kinesthetically and that content vocabulary is not preventing them from understanding entire concepts. In the after school program, we use the "Flocabulary" program in order to support ELL vocabulary development. It incorporates music, specifically hip hop, into explicit vocabulary and reading comprehension instruction. This program has been especially beneficial for Intermediate and Advanced ELLs. Also, bilingual dictionaries are always available to students in both Spanish and French, and native language supports are provided by the instructor for beginners when necessary. Bilingual word walls, charts and other materials (especially in the TBE class) are created and provided in order to assist beginning students.

11. Native language support for students in the ESL program is delivered through using a cognate word wall, bilingual alphabet charts, and culturally relevant texts that may incorporate foreign language words into mostly English writing so that students can connect to English books. Explicit use of the native language during instructional time only occurs when absolutely necessary within the framework of the ESL class, and usually with new-arrivals to the school in order to ease their early experiences at the school. In the TBE program model native language support is a prominent part of the classroom early in the year, and gets phased out slowly as students develop English skills.

12. ELL support is tailored so that it corresponds to ELL ages and grade levels. While proficiency level is a determinant of instructional time, grade level determines the kind of materials that students receive as one of the priorities of our program is to ensure that ELLs are able to access the same material as their peers after receiving ESL support. Also, the test preparation component of ESL services is tied to which tests students will be taking and therefore to their grade level.

13. Before the beginning of the school year, ELL parents are assisted through the registration process with staff that can address them in the native language so that students are ready with all the information and materials that they need to start school. Bilingual staff assists parents in becoming acquainted with necessary school supplies and the uniform policy as well as scheduling and tips for places to purchase all school materials. Newly arrived students are also welcomed into the school with a New Arrivals group which meets each morning. Students receive native language support and are part of an environment that fosters oral language development and early literacy skills.

14. P.S. 230 does not offer language electives at this time.

C. Schools with Dual Language Programs

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

Not Applicable

D. Professional Development and Support for School Staff

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

1. The professional development plan for ELL personnel will consist of "lunch and learn" sessions designed to familiarize teachers with the most current, research-based best practices. ELL teachers will also have opportunities to register for professional development opportunities outside of the school. They will come back and turn-key information so that the entire ELL community can benefit from these workshops. The entire staff of PS 230 receives professional development through a cycle of grade team meetings in which the focus is ELL strategies. Meeting topics include writing meaningful language objectives, explicit vocabulary instruction, using visuals to support content comprehension and integrating graphic organizers as a means of scaffolding lessons. Also, whole staff monthly professional development sessions are also used as forums to provide support on how to integrate ELL strategies into the content areas as well as academic language development. All personnel are part of this professional development plan. This includes administrators and classroom teachers who teach ELLs as well as other mainstream teachers. This combination of grade team meetings, lunch and learn sessions, and after school professional development sessions will result in the minimum of 7.5 hours of ELL PD.

2. Information is provided to staff so that they can assist students into applying to schools and programs that are best suited for their needs. A team is created that is composed of the bilingual guidance counselor and parent coordinator in order to support staff in conducting research and making recommendations about program options. The ELL coordinator and other bilingual staff are available to assist teachers in translating information about programs to parents and engaging in other necessary communication with parents.

3. The 7.5 hours of ELL training will be composed of a combination of "lunch and learn" sessions and whole staff professional development sessions. During lunch and learn and afternoon sessions, staff will explore topics such as using visuals to aid in ELL instruction, integrating student cultures into the classroom, and best ELL practices during content instruction.

E. Parental Involvement

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

1. Within the first few weeks of school, informational fairs are provided for parents. Parents have the opportunity to obtain information on student curriculum, class rubrics, and free after school programs. Additional conferences are held for ELL parents, which include an informational video from the Office of English Language Learners. Parents also attend informational sessions pertaining to their children's academics which occur throughout the school year. Some parents also attend a three day training program through Learning Leaders to better assist students in need. During parent-teacher conferences parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers and the ESL teacher. Bilingual school aids are on hand to assist with translation when needed. Report cards and other important materials are also available in Spanish (the dominant language group in our school). ELL parent involvement in orientation activities, conferences and all other correspondence is generally very low. Therefore, this school year we have a phonecall initiative to contact ELL parents by phone in order to insure they are aware of important obligations and opportunities. Phonecalls are made by a Spanish speaker. Our school has Spanish speaking and French speaking staff so translation services in those languages are used when necessary. Bilingual informational materials from the EPIC kit are used when parents speak a language other than English, and if translation services into other languages are necessary they are pursued.

2. Agencies such as “Dress for Success” and Learning Leaders collaborate with P.S. 230 to assist parents with job interviews and training parents to effectively work with children inside the school. P.S. 230 also collaborates with Bronx Community College, Scanny and Mount Hope in order to meet parent needs.

3. The school evaluates parent needs based on parent surveys that are reviewed by the school leadership team in order to come up with effective, targeted actions. Parents are also encouraged to be in constant communication with teachers and with the Parent Coordinator so that their needs are prioritized within the school. The Parent Coordinator engages in many forms of outreach which are intended to help parents become more aware of school programs, extra-curricular programs and more general community programs that are available to students and families. The Parent Coordinator provides this information during orientations and meetings at school that parents are invited to or by sending correspondence home. All forms of correspondence are available in Spanish (the dominant second language group at our school) and bilingual staff assists in outreach.

4. Parental involvement activities are based on feedback from parent surveys and one on one conversations. New programs are added based on requests. For example, in advance of the adult ESL workshops which PS 230 will be providing this year, parents will be polled for specific content that they would like to learn. The parent coordinator assists with parent correspondence in many ways. When parents would like to pursue a school transfer, when they have questions about programming, or when they need to be contacted for other reasons the parent coordinator assists in coordinating meetings with the necessary staff. The parent coordinator also evaluates the needs of parents by engaging in one on one meetings with them whenever they have concerns.

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)	9	10	4	3	3	8								37
Intermediate(I)		4	2	10	3	8								27
Advanced (A)	7	4	4	2	10	11								38
Total	16	18	10	15	16	27	0	0	0	0	0	0	0	102

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2	1	8		3				14
4	6	2	13		10				31
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2	1	10	1	6	1	1		22
8									0
NYSAA Bilingual Spe Ed									0

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

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

work on early literacy, or they are part of the 5th grade class that receives an ESL Push-In each morning during guided reading. Also, 8 or our 18 1st grade ELLs are reading on a Fountas and Pinnel Level A. This has resulted in a decision to create an ESL Push-In period for the 1st grade ELL class where the ESL teacher places heavy focus on letter sounds and sight words. Additionally, of the 16 Kindergarten students who entered school this year, DIBELS data showed that 8 have entered school without any ability to recognize letters or identify letter sounds. This has allowed both mainstream teachers and the ESL teacher to cater to those basic needs and make sure to differentiate for those learners.

2. Our school's LAB-R and NYSESLAT data reveals that we have large beginner, intermediate and advanced populations. However, our Intermediate population is about ten students smaller than either the beginner or advanced groups. Kindergarten LAB-R scores showed that a this group of ELLs who is new to our school is fairly evenly split between students who have an advanced English background and students who are just beginning. This means that ESL instruction must cater to both of these groups. Our biggest beginner populations are at grades K,1 and 5. This is a result of the large amounts of newcomers that enter in our younger grades. The large amount of beginning 5th graders is a result of a small influx of students who are new to the country that have entered our school at that grade level. It is also a result of our high concentration of special education ELLs on the 5th grade. Our biggest advanced populations are on grades 4 and 5. This is because these upper grades are where students have had the most years of ESL services. Many of these students are functioning near grade level in terms of their English abilities, but have not yet been able to test proficient on the NYSESLAT. A major focus with these groups will be working on skills that are tested on the NYSESLAT with an emphasis on writing skills and grammar. Our largest ELL population is in the 5th grade. Several of these students are also nearing long term ELL status. We are going to work closely with students on this grade level in order to ensure that they receive the necessary support in preparing for the next test band of the NYSESLAT and in order to try and move those who have passed the newcomer range out of the ESL program if they are ready.

3. Patterns across the NYSESLAT modalities are being weighed heavily when making instructional decisions. These trends will continue to be referred to throughout the school year. The vast majority of our ELLs across all grade levels (K-5) tested either advanced or proficient on the Listening/Speaking portion of the NYSESLAT. This means that they were well prepared for this section of the exam last year and that we will employ many of the same strategies that we used. We will continue to place a heavy emphasis on accountable talk in order to ensure that our ELLs are practicing their speaking skills in meaningful ways. Analyzing the results of the NYSESLAT by modality showed that are students' reading and writing skills are far weaker than their listening and speaking skills. This means that reading and writing will be the focus of our ESL instruction this year. Further analysis of raw scores shows that writing is the weakest modality for most of our ELLs (especially the long term ELLs). Therefore, writing will be the priority of the ESL program this year. Writing extended responses to prompts, creative writing assignments as well as grammar are being integrated into the mainstream classroom and into the ESL classroom with scaffolds in order to support our ELL students. Another trend was that many of this year's first graders (last year's kindergarteners) tested beginner on the NYSESLAT. Their lowest scores were in reading and writing. This means that students on this grade level will be given extra support during guided reading, reading and writing lessons. ESL Push-In time in the 1st grade is occurring during the reading block. One more trend is that most 4th graders tested advanced on the reading and writing portion of the NYSESLAT last year, when they were in third grade. This tells us that we must focus on polishing our students' reading comprehension, writing and grammar skills so that they are able to move from advanced to proficient. On the third grade, one trend that we have noticed is that all but one of our 3rd graders tested either beginner or intermediate on the reading/writing portion of the NYSESLAT. The small number of advanced students can be partially attributed to the large change in the format of the K-1 and 2-4 test, but this tells us that we must prepare our current second graders for the specific skills that will be tested on the NYSESLAT this spring. It also tells us that scaffolded reading/writing instruction is crucial at the third grade level since the NYSESLAT has showed us that that is where our students need support.

4. a. There was not an observable trend among students who took last year's state tests in their native language vs. those who tested in English.

b. Our school gave the ELL Periodic Assessment last Spring and we intend to administer it this Spring as well. The results of the test were extremely useful in determining exactly which performance indicators our students were struggling with. We were able to use the results of last Spring's assessment to focus our instruction on specific reading comprehension objectives such as inferencing as well as specific writing objectives which included many grammar points that our students scored low on. We incorporated extra instruction on these topics into classroom instruction time, ESL Pull-Out time and into the ESL after school program. One major change that school leadership and teachers made after analyzing the ELL Periodic Assessment data has been to incorporate a grammar mini-lesson into our daily writing block. This ensures that our students are receiving explicit grammar and writing mechanics instruction every day of the year. Another change that we made was after noticing that ELLs were struggling most in writing conventions and higher order reading comprehension skills such as making inferences. This allowed us to create activities that focus on being able to identify and correct grammatical mistakes in writing pieces in order to help students answer multiple choice questions about writing conventions. We are also focusing on developing reading comprehension skills by using authentic texts. For example, during guided reading, teachers have opportunities to explicitly instruct students in the reading strategies that they demonstrate weakness in (e.g. making inferences, linking cause and effect, determining the meaning of vocabulary from context).

c. The Periodic Assessment Data is analyzed school wide and in terms of the ELL population. Gauging the performance of our ELLs on the

Periodic Assessment allows us to focus both our ESL instruction and the classroom reading instruction in the classes that house the most ELLs on objectives that are indicated as well points on the Periodic Assessment. Periodic Assessments have shown that our ELLs are struggling with reading comprehensions largely because, as a whole, this population is reading significantly below grade level. As a result, the guided reading block has ELLs grouped together according to reading level. Phonics objectives and comprehension objectives are woven together in order to move our students forward in terms of decoding and comprehension ability. The Math Periodic Assessment is provided in the native language when applicable. This allows us to assess mathematics ability more accurately instead of comprehension of the questions in English. Periodic Assessment data has shown word problems to be an area of weakness for our ELLs. Our school engaged in a professional development series in order to support math language development for ELLs, and the emphasis of math themed grade team meetings continues to build on developing the language of math.

5. Not applicable.

6. We evaluate the success of our program for ELLs in terms of how well our students are able to participate, interact and be acclimated into their mainstream classes. This is measured in terms of ELL success on teacher made assessments, school wide assessments and quality of work produced in class. Another major way that we measure the success of our program is state tests. The NYSESLAT is our major indicator of annual growth in our students. We look at scores in all modalities in order to see where our program has been able to move students forward. We also depend on ELA results in order to gauge our ELLs' language abilities relative to their native English speaking peers.

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.

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		