



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



# 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

**SCHOOL NAME :** DORIS L. COHEN

**DBN:** 15K230

**PRINCIPAL:** SHARON FIDEN

**EMAIL:** SFIDEN@SCHOOLS.NYC.GOV

**SUPERINTENDENT:** ANITA SKOP

**SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE**

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

**Directions:**

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk\*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Sharon Fiden	*Principal or Designee	
Mira Rubens	*UFT Chapter Leader or Designee	
Dalila Badre-Hume	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
	CBO Representative, if applicable	
Freya Grice/Joanna Palumbo	Member/Assistant Principals	
Robyn Waters	Member/Teacher	
Kathleen Warren	Member/Parent	
Megan Mardiney	Member/Parent	
Meema Spadola	Member/Teacher	
	Member/Parent	
	Member/Parent	



## **DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION**

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

### **HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?**

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

## ANNUAL GOAL #1 AND ACTION PLAN

### **Annual Goal #1**

- By June 2012, students grades 3-5 will demonstrate proficiency toward achieving state standards as measured by a 2% increase in students scoring at Levels 3 & 4 on the NYS ELA

### **Comprehensive needs assessment**

- Student-level data analysis indicated that stamina and fluency were issues hindering progress for many students on last year's ELA exam
- Teachers uncovered and parents reported that students were not reading for extended periods of time at home and parents asked for additional strategies to help their children become stronger readers
- Our Quality Review indicated that we should strengthen the link between daily ongoing assessment and instruction.

### **Instructional strategies/activities**

- School wide Reading Initiative: First Period across the Upper School will be devoted to Independent Reading. During this time teachers will conduct 1:1 reading conferences which result in a goal oriented focus for each student and/or small group strategy lessons. Conferences and strategy lessons will be aligned to the Teachers College units of student and the Common Core Standards.
- Teacher will assess reading logs vs. cumulative page goals to analyze reading rate, genre diversity and checking for sufficient reading at home
- Class Reading Level Profiles are submitted to administration regularly to monitor progress and identify students who have reached a plateau and need additional support to improve
- Students will evaluate their own progress using self-assessments
- PD and grade meeting planning for small group strategy lessons and/or guided reading based upon Richard Allington's: What Really Matters in Response to Intervention
- This is on-going for the 2011-2012 school year

### **Strategies to increase parental involvement**

- School wide mandate that Grades 2-5 will begin the day with independent reading (45 min)
- In partnership with the SLT and PTA, parents attend events during school time such as, Parents as Learning Partners, Toddler Literacy program (35 families), after school/Saturday events such as Reading Marathons, Book Fair, Shared Reading Events, etc.
- Parent workshops will include topics such as, How Students Learn to Read, Primary Reading Strategies to practice at home, Reading in the Upper Levels, Genre Reading.

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All our teachers are highly qualified

### **Service and program coordination**

- In partnership with Food Services, our PTA and SLT are supporting a healthy eating initiative. The goal is for all students to start the day with a healthy breakfast which is provided at school.
- New York Cares programs support our content goals

### **Budget and resources alignment**

- Literacy Coach: TL FSF, Assistant Principals: TS FSF/TITLE I SWP, Principal: TL FSF, Literacy Consultants: TITLE I SWP, SETSS: TL IEP TCHR/TL FSF, ESL Teachers: TL FSF/TL FSF LEGACY TCHR SUPPLEMENT, Classroom Teachers: TL FSF, Translations: TITLE I TRANSLATION SWP/TL TRANSLATION SERVICES

## ANNUAL GOAL #2 AND ACTION PLAN

### **Annual Goal #2:**

By June 2012, students in grade 4 will demonstrate progress toward achieving state standards as measured by a 2% growth in students scoring at Levels 3 & 4 on the NYS Math as compared to the NYS Math 2010 3<sup>rd</sup> Grade

### **Comprehensive needs assessment**

- Our needs assessment indicated that most students who did not achieve standards struggled with multi-step problems.

### **Instructional strategies/activities**

- Mathematics Co-Grade Leader Implementation: we have put in place a structure of co-grade leaders in mathematics including active participation in Mathematics Learning Communities (2 teachers in every grade have been identified to assume these roles)
- A full schedule of learning community inter-visitations across all member schools has already been established with our math consultants (Metamorphosis - formerly Math-in-the-City Consultants with whom we have been working with over the past 4 years)
- The Mathematics Co-Grade Leaders and Mathematics consultants unpack Everyday Math and TERC units to ensure the lessons meet Common Core Standards
- Differentiated "Just-Right" math games have been created and assembled for grades K & 1 so that students at all times are critically thinking within their mathematical zone of proximal development.
- Small groups of students in grades 2 - 5 have been identified and will attend extended day sessions devoted to strengthening their mathematical literacy through string work, strategies for multistep word problems and math games.

### **Strategies to increase parental involvement**

- Workshops in partnership with the SLT and PTA, parent events during school time such as, Parents as Learning Partners and after school/Saturday events such as Family Math and Science days wherein student and parents work together to develop strategies for problem solving

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All our teachers are highly qualified

### **Service and program coordination**

- In partnership with Food Services, our PTA and SLT are supporting a healthy eating initiative. The goal is for all students to start the day with a healthy breakfast which is provided at school.
- New York Cares programs support our content goals

### **Budget and resources alignment**

- Math Consultants: TITLE I SWP/SCHOOL SUPPORT SUPPLEMENT, OTPS: TL FSF, Assistant Principals: TL FSF/TITLE I SWP, Principal: TL FSF Subs for Professional Development/Inquiry Teams: TITLE I SWP, Translations: TITLE I TRANSLATION SWP/TL TRANSLATION SERVICES

## ANNUAL GOAL #3 AND ACTION PLAN

### **Annual Goal #3**

By June 2012, we will increase the percentage of English Language Learners scoring in the 75<sup>th</sup> growth percentile or higher in the NYS ELA exam by 2% in order to narrow the gap between the top 40% cut off and PS 230 as indicated in the "Closing the Achievement Gap Statistics" on our 2011 progress report.

### **Comprehensive needs assessment**

- Student-level data analysis indicated that stamina and fluency were issues hindering progress for many English Language Learners on last year's ELA exam
- Teachers uncovered and parents reported that students were not reading for extended periods of time at home

### **Instructional strategies/activities**

- Push-in model of literacy support whereby ELL teachers are in the classroom during reading workshop to maximize 1:1 reading conferences which result in a goal oriented focus for each student and/or small group strategy lessons. Conferences and strategy lessons will be aligned to the Teachers College units of student and the Common Core Standards.
- Small groups of students in grades 2 - 5 have been identified and will attend extended day sessions devoted to Foundations and Wilson interventions.
- Special Education consultant has been hired to work in classrooms with self-contained and ICT teachers to facilitate differentiated planning and target specific reading strategies for ELLs
- Classroom teachers will be trained in providing appropriate scaffolds to support ELL students.
- PD: After-school mini-institute and collaboration with our Network ESL Specialist, Foundations and Wilson training will be extended to more teachers

### **Strategies to increase parental involvement**

- Workshops in partnership with the SLT and PTA, parent events during school time such as, Parents as Learning Partners and after school/Saturday events such as Reading Marathons, Book Fair, Shared Reading Events, etc.
- Title III after school programs to support literacy at home

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All our teachers are highly qualified

### **Service and program coordination**

- In partnership with Food Services, our PTA and SLT are supporting a healthy eating initiative. The goal is for all students to start the day with a healthy breakfast which is provided at school.
- New York Cares programs support our content goals

### **Budget and resources alignment**

- Special Ed Consultants: TL FSF, Assistant Principals: TL FSF/TITLE I SWP, Principal: TL FSF, Subs for Curriculum and Staff Development Curriculum/Inquiry Teams: TITLE I SWP, ESL Teachers: TL FSF/TL FSF LEGACY TCHR SUPPLEMENT, Classroom Teachers: TL FSF Translations: TITLE I TRANSLATION SWP/TL TRANSLATION SERVICES

## ANNUAL GOAL #4 AND ACTION PLAN

### **Annual Goal #4**

By June 2012, we will increase the percentage of English Language Learners scoring in the 75<sup>th</sup> growth percentile or higher on the NYS Mathematics exam by 3%, in order to narrow the gap between the top 40% cut off and PS 230 as indicated in the "Closing the Achievement Gap Statistics" on our 2011 progress report.

### **Comprehensive needs assessment**

- Our ELL students struggled with multi-step problems on the NYS Mathematics Exam
- Our ELL Students struggled with the reading of problems
- Our ELL students struggled with writing their strategies, even when they had successfully solved the problem

### **Instructional strategies/activities**

- Small groups of ELL students in grades 2-5 have been identified and will attend extended day sessions devoted to strengthening their mathematical literacy through string work, strategies for multi-step word problems and math games which supplement/support Everyday Math and TERC units and are aligned to the Common Core Standards.
- Special Education consultant has been hired to work in classrooms with self-contained and ICT teachers to facilitate differentiated planning and strategies to include best practices in Mathematics instruction (modeling, representation, etc.) and talk
- Push-in model of math support whereby ELL teachers and math consultant are in the classroom during math workshop to scaffold mathematics instruction: including academic language and appropriate modeling and representation

### **Strategies to increase parental involvement**

- Workshops in partnership with the SLT and PTA, parent events during school time such as, Parents as Learning Partners and after school/Saturday events such as Family Math and Science days wherein students and parents work together to develop strategies for problem solving

### **Strategies for attracting Highly Qualified Teachers (HQT)**

- All our teachers are highly qualified.

### **Service and program coordination**

- In partnership with Food Services, our PTA and SLT are supporting a healthy eating initiative. The goal is for all students to start the day with a healthy breakfast which is provided at school.
- New York Cares programs support our content goals

### **Budget and resources alignment**

- Special Ed Consultants: Math Consultants: TITLE I SWP/SCHOOL SUPPORT SUPPLEMENT, OTPS: TL FSF, Assistant Principals: TL FSF/TITLE I SWP, Principal: TL FSF Subs for Curriculum Development/Inquiry Teams: TITLE I SWP, Translations: TITLE I TRANSLATION SWP/TL TRANSLATION SERVICES

### ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	44	9	N/A	N/A	2		6	
<b>1</b>	100	15	N/A	N/A	3	1		7
<b>2</b>	46	46	N/A	N/A	1			
<b>3</b>	76	76	N/A	N/A	2			
<b>4</b>	45	45	68	20	2			14
<b>5</b>	35	35	10	25	3			3
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<b>ELA</b>	During the school day: Support for Words Their Way, TC Literacy Curriculum, Foundations, Wilson, Language Acquisition via Push-in model/one-to-one and/or small group instruction Extended day (before school): Foundations (Double-dose), Wilson, Words Their Way, Reading conferences via 1:1 and/or small group instruction Targeted Saturday Test Prep: small group instruction
<b>Mathematics</b>	During the school day: Support development of math concepts with a focus on numeracy and computation using Context for Learning/Number Strings via push-in model/1:1 and/or small group instruction Extended day (before school): Context for Learning/Number Strings 1:1 and/or small group instruction Targeted Saturday Test Prep: small group instruction
<b>Science</b>	Extended day (before school): FOSS small group instruction/academic vocabulary development Gr.4 to be started in January
<b>Social Studies</b>	"Fascinating Words" curriculum component involving explicit instruction in content vocabulary and content language objectives. After-School Title III programs with content goals
<b>At-risk Services provided by the Guidance Counselor</b>	School counselor works with students individually and in small groups. Lunch groups are conducted to allow at risk students the chance to socialize with peers. Supervises Peer Mediators program designed to help students mediate disputes between classmates.
<b>At-risk Services provided by the School Psychologist</b>	Social psychologists meet with students individually. They meet with students in need of emotional support and those struggling socially. In addition, as part of the school based support team they follow up on teacher referrals, test students and conduct EPC's.
<b>At-risk Services provided by the Social Worker</b>	Social workers meet with students individually or in small groups. They meet with students in need of emotional support and those struggling socially. In addition, as part of the school based support team they follow up on teacher referrals, test students and conduct EPC's.
<b>At-risk Health-related Services</b>	School nurses meet with students to implement the OAS program which helps identified students manage their asthma and the HOP program which helps identified students better manage their nutritional intake and exercise for overall better health.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING  
THE PARENT INVOLVEMENT POLICY (PIP)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

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**PARENT INVOLVEMENT POLICY (PIP) TEMPLATE**

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

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

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

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

### ***SCHOOL-PARENT COMPACT***

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

*Provide parents reasonable access to staff by:*

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

### **III. Student Responsibilities:**

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

## Part I: School ELL Profile

### A. School Information [?](#)

Cluster Leader/Network Leader <b>Corrine Rello/Allison Sheen</b>	District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>230</b>
School Name <b>Doris Cohen</b>			

### B. Language Allocation Policy Team Composition [?](#)

Principal <b>Sharon Fiden</b>	Assistant Principal <b>F.Grice/J.Palumbo</b>
Coach <b>Kathleen Drain</b>	Coach <b>type here</b>
ESL Teacher <b>D. Carlesi/ A. DiScipio</b>	Guidance Counselor <b>Anselm Scrubb</b>
Teacher/Subject Area	Parent <b>Ana Caballero</b>
Teacher/Subject Area	Parent Coordinator <b>Nadine Myer</b>
Related Service Provider <b>O'Hara/Blum/Carr</b>	Other <b>type here</b>
Network Leader <b>Alison Sheehan</b>	Other <b>type here</b>

### C. 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	<b>14</b>	Number of certified bilingual teachers	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>
Number of content area teachers with bilingual extensions	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>	Number of teachers of ELLs without ESL/bilingual certification	<b>0</b>
Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>		

### D. School Demographics

Total number of students in school	<b>1235</b>	Total Number of ELLs	<b>445</b>	ELLs as share of total student population (%)	<b>36.03%</b>
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## Part II: ELL Identification Process

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

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

1. During enrollment, trained pedagogues meet with parents and the child to make an initial determination of the child's home language. All new admits to the NYC public school system are identified by the Pupil Accountability Secretary at the time of registration. They are then given the HLIS which they complete in their own language to determine the child's language proficiency and literacy background. Our licensed ESL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Shannon Ryan, Rachel Weinstein, Madeleine Mydlo, Lisa Gibbs, Adriana DiScipio and our literacy coach, Kathleen Drain) interview parents and children, then assist parents with the Home Language Identification Survey (HLIS) during the intake process. For those parents who need native language support, we have bilingual staff members assist the parents in completing the HLIS in their home language and to answer any questions they may have. Once the licensed pedagogues collect the HLIS from parents and determine that a language other than English is the child's home language, the child is administered the Language Assessment Battery-Revised (LAB-R) to identify whether the child is an English language learner or is English proficient. The LAB-R is administered by Diane Carlesi (ESL teacher), Donna Shulman (ESL teacher), Teresa Flaherty (ESL teacher), Maria Heyer (ESL teacher), Shannon Ryan (ESL teacher), Rachel Weinstein (ESL teacher), Madeleine Mydlo (ESL teacher), Lisa Gibbs (ESL teacher) and Adriana DiScipio (ESL teacher). Those children that score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students whose home language is Spanish and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance and native language literacy. The Spanish LAB-R is administered by a bilingual ESL Teacher, Ms. DiScipio. All eligible students are given the LAB-R (and Spanish LAB-R) within 10 school days of admission. This multi-step process ensures the appropriate identification, eligibility, and placement for ELLs and determines the model for the delivery of educational services. Parents of newly admitted students into our school system play an active role in the decision making process. In addition, returning ELLs are identified as per the NYSESLAT scores from the prior year. Students who are not yet proficient are distributed heterogeneously in classes across the grade. We create spread sheets that itemize data according to the four modalities and use this data to design instructional models and support. To ensure that all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT), we use the ATS report called the RLAT and the RLER along with our spread sheets. We also create a detailed schedule for each component of the NYSESLAT exam and check off sheets for each of the modalities (reading, writing, listening and speaking). We have this process in place to ensure that all students are administered every component. Our licensed ESL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Shannon Ryan, Rachel Weinstein, Madeleine Mydlo, Lisa Gibbs and Adriana DiScipio) and our literacy coach, Kathleen Drain administer the NYSESLAT.

2. In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities during the Parent Orientation Meeting before they make a decision. Parents have the opportunity to view a parent information DVD where program placement options (Transitional Bilingual Education, Dual Language and Freestanding ESL) are presented with clarity and objectivity in the parents' native language. Our ESL licensed teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Shannon Ryan, Rachel Weinstein, Madeleine Mydlo, Lisa Gibbs and Adriana DiScipio) explain the various programs and answer any questions. We also have bilingual staff members available to assist parents and to answer any questions they may have. Languages include Spanish (Adriana DiScipio, ESL teacher, Gladys Delgado and Estrella Garcia,

Educational Assistants), Bengali (Mita Chakraborty, Educational Assistant), Chinese ( Shu-Hwa Luong, School Aide) and Urdu (Rafia Qureshi, Educational Assistant). In addition, parent brochures are disseminated in home languages to enrich the understanding of each available program. This year we will provide research on the effectiveness of the three programs to further inform parents. Parents participate in this parent orientation within the first ten days of their child's enrollment. We document each parents choice in a spread sheet. In the event that a Dual Language or TBE program becomes available at PS 230, we will refer to our list and notify those parents. We are prepared to inform parents through letters and/or phone calls in their native language.

3. After the LAB-R is hand scored by our licensed ESL teachers(Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Shannon Ryan, Rachel Weinstein, Madeleine Mydlo, Lisa Gibbs and Adriana DiScipio) a spread sheet is created with the names of all eligible students. Using this spread sheet, parents receive an ELL services entitlement letter. All of the above mentioned teachers are responsible for maintaining, collecting , and storing entitlement letters, parent selection and parent survey forms. The original letter is sent home in English and in the family's native language. We make copies to be placed in each student's ELL file. The letter notifies parents of their children's eligibility for services and of the date, time, etc. of the Parent Orientation Meeting. At the Parent Orientation, we explain the various programs for ELLs. Parents can opt for ESL, Transitional Bilingual or Dual Language. We also make copies of the Parent Survey and Program Selection forms. The original is placed in the student's cumulative record file and a copy of placed in the student's ELL file. We document the choices with the understanding that we may be required to modify our program depending on the majority of parents' choices. We ensure that all Parent Survey and Program Selection forms are returned by contacting any parent who did not attend the Parent Orientation meeting and meet with that parent individually.

4. For parents who have opted for their children to be placed in an ESL program, placement letters indicating the ESL placement are distributed in English and in the native language. So far, all the parents who chose Dual language or TBE on the program selection form, have opted to keep their children at PS 230 in ESL. If a Dual language or TBE program does become available, parents will be contacted in their native language. Parents who have chosen either Transitional Bilingual or Dual Language are also given ESL placement letters in English and in their native language. These parents have been informed in their native language about their right to place their children in a school that offers the program of their choice, however, they choose to keep their children in P.S. 230. Copies are made of these letters and they are put in each child's individual ELL folder by the licensed ESL teachers. ELL students files are kept in a locked file cabinet in an administrative office. ELLs are placed in the appropriate program within ten days of enrollment. For students who are enrolled throughout the year, we have an intake team consisting of ELL teachers who manage the intake process and provide parent orientations during the school year. Continued entitlement letters are distributed in English and in the home language to students who continue to require ELL services according to their NYSESLAT scores. Copies are made of these letters and they are included in each child's ELL folder.

5. Parents at PS 230 have overwhelmingly indicated a preference for their children to be part of the general education classroom. They have opted for their children to be in ESL programs based on the program selection form rather than self-contained and/or bilingual/Dual language programs. Using the program selection form, we keep a record of how many parents opt for each program and if we have enough parents opting for a particular program across two grades, we understand that we are required to create that program. The few who opt for bilingual or dual language programs are referred to the parent coordinator for more information. However, parents consistently choose to keep their child at our school in ESL. Over the past two years, the trend has been the following: more parents have chosen TBE than dual language. However, the number of parents who chose TBE not yet exceeded ten. Therefore, based on parents' preferences, we offer a freestanding ESL program for our English language learners. ESL teachers compile and archive the surveys for documentation and accountability. These documents are stored in a locked cabinet in a administrative office.

6. We currently offer a free standing ESL program based on current parent choices. The majority of our parents request that their child be placed in an ESL program. This is how our program model is aligned with parent requests.

## Part III: ELL Demographics

### A. ELL Programs

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

Page 18  K  1  2  3  4  5  
 6  7  8  9  10  11  12

**This school offers (check all that apply):**

Transitional bilingual education program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="radio"/>	No <input checked="" type="radio"/>	If yes, indicate language(s):

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. Departmentalized schools (e.g., high school) may use the self-contained row.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>						0								0
<b>Push-In</b>	10	8	8	7	8	5								46
<b>Total</b>	10	8	8	7	8	5	0	0	0	0	0	0	0	46

**B. ELL Years of Service and Programs**

Number of ELLs by Subgroups					
All ELLs	445	Newcomers (ELLs receiving service 0-3 years)	367	Special Education	104
SIFE	3	ELLs receiving service 4-6 years	75	Long-Term (completed 6 years)	3

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	367	3	79	75	0	30	3	0	1	445
<b>Total</b>	<b>367</b>	<b>3</b>	<b>79</b>	<b>75</b>	<b>0</b>	<b>30</b>	<b>3</b>	<b>0</b>	<b>1</b>	<b>445</b>

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	28	44	24	27	28	15								166
Chinese	16	7	10	7	4	4								48
Russian		1	1	1		1								4
Bengali	0	0	0	0	0	0								0
Urdu		0	0	0	0									0
Arabic	0	0	0	0	0	0								0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		0												0
Albanian						0								0
Yiddish														0
Other	0	0	0		0	0								0
<b>TOTAL</b>	<b>44</b>	<b>52</b>	<b>35</b>	<b>35</b>	<b>32</b>	<b>20</b>	<b>0</b>	<b>218</b>						

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

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	28	44	24	27	28	15								166
Chinese	16	7	10	7	4	4								48
Russian		1	1	1		1								4
Bengali	32	29	32	28	27	13								161
Urdu	2	2	1	1	1									7
Arabic	7	9	10	6	7	3								42
Haitian														0
French														0
Korean														0
Punjabi														0
Polish		2												2
Albanian						1								1
Other	1	1	1		2	1								6
<b>TOTAL</b>	<b>86</b>	<b>95</b>	<b>79</b>	<b>70</b>	<b>69</b>	<b>38</b>	<b>0</b>	<b>437</b>						

## 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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

## A. Programming and Scheduling Information

7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

### 1. Organization Model

Our ELL population is continuously increasing and makes up approximately 36% of the total population. We have an average of seven to ten classes per grade with our ELL students distributed among all classes to ensure heterogeneous grouping and prevent tracking. However, some classrooms have grouping by proficiency to ensure that all students receive their mandated minutes of service. This is essential in order to maintain the effectiveness of our push-in model because it allows for ESL teachers to work in classrooms with more frequency and it allows for teachers to plan together .

Because of the size of our student population, the school occupies two buildings: the lower school houses Pre K, Kindergarten and first grade, and the upper school houses grades two through five. The buildings are in close proximity to one another and each building has a cafeteria, gymnasium and an auditorium/assembly space. We offer ESL services to entitled general and special education ELL students. In order to meet the needs of our students, we use both the push-in and pull-out models of instruction. For our Newcomer English Language Learners, we use the pull-out model providing focused, individualized instruction for an extended period of time in the mornings. Throughout the rest of the instructional day, we employ both the push-in model, which allows for literacy and content grade-level support for all ELLs within the classroom setting and the pull out model for small-group instruction when appropriate.

PS 230 implements a Freestanding English as a Second Language (ESL) Program. The primary goal is to support students' learning with researched-based ESL strategies in order to achieve English Language proficiency within three years and provide students with the skills needed to perform at city and state grade levels in all subject areas. In our Freestanding ESL component we service students, from grades K-5. They range from beginner to advanced proficiency levels. Students in freestanding ESL programs are distributed uniformly across the grades and receive all instruction in English with native language support. NYSESLAT scores and the LAB-R results determine how many units of ESL instruction each student receives services according to his or her English proficiency. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. Beginners and Intermediate students receive 360 minutes of ESL services per week. Advanced students receive 180 minutes of ESL services per week. As stated previously, we use both a push-in and pull-out model of instruction. Pull-out is better suited for Beginner and Intermediate ELLs who require more individualized instruction outside of their classroom. Subsequently, additional support is provided during push-in periods for all Beginner and Intermediate ELLs. Advanced students receive services through both the push-in and pull out models. In grades 2-5 ESL teachers pull out advanced student groups for literacy blocks and word study. They also participate in co-teaching models within the classroom with small groups of ELLs.

### 2. Instructional Minutes and Proficiency

PS 230 has nine licensed ESL teachers, and five additional classroom teachers who have and ESL extension license. Our ESL, mainstream and content area teachers are teachers who are committed to providing academic support using ESL methodology and instructional strategies that make content comprehensible and enable students to succeed. Furthermore, we are encouraging more classroom teachers to pursue the ESL extension license in order to expand our ESL certified staff in the coming year and support the growing population of ELLs. Our ESL teachers are distributed across the grades as follows: five teachers service grades K and 1 and four teachers service grades 2, 3, 4 and 5. The ELL student population is distributed across the grades as follows: Grade K consists of 86 students, grade 1 consists of

## A. Programming and Scheduling Information

95, second grade has 82, and third grade has 70, fourth has 69 and fifth consists of 38 students. Total, 442. All of the ELLs participate in freestanding ESL programs based on the Teachers College curriculum, supplemented with modifications and scaffolds using ESL methodology. Our special education ELLs are served as per the IEP. According to our schedules, all classes receive 360 minutes per week for Beginner and Intermediate ELLs and 180 minutes per week for Advanced ELLs. We were able to meet the required minutes by grouping some of our kindergarten and grades 4 and 5 classes with Advanced ELL students. Also, we have 5 additional certified ESL teachers (four classroom and one SETSS) who help us ensure that our ELLs are receiving their mandated minutes.

### 3. Content

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. In order to support language and content learning (Social Studies, Math and Science), we utilize the following practices:

- Provide academic content-area instruction in English using ESL methodology and instructional strategies.
- Provide age-appropriate and culturally sensitive materials that draw on students' strengths and background knowledge.
- Provide grade appropriate high-interest/low-readability texts for struggling readers.
- Utilizing Native Language support to make content comprehensible. In certain classes, this is accomplished with collaboration between our bilingual educational assistants and the ESL teachers. In the upper grades, students use resources in their native language. Examples include, bilingual books, content area glossaries and visual dictionaries. Instructional supports include, think alouds, assessments and materials translated by bilingual school aides, paras and teachers.
- Collaborative planning between ESL and content area teachers for each unit of study.
- Incorporate researched-based ESL methodologies including Scaffolding Modeling, Bridging, Schema Building, Contextualization, Text Representation, Graphic Organizers and Metacognition and other strategic supports that enable students to succeed academically.
- Grouping students for small and individual group instruction according to their needs, conferencing with students in and out of class, informal assessments, reading research conferences and running records.
- Formation of independent and differentiated small groups selected by analyzing performance data to focus on literacy and academic language instruction.
- Intensive, contextualized vocabulary/word study that supports conceptual understanding of challenging content through engaging classroom activities.
- Participation in our Title III after-school programs: Language Learner Literacy Enrichment Program (K & 1), Literacy through Inquiry-Based Research and Project-Based Learning (5th grade), Literacy Class including NYSESLAT Test Preparation (K - 5), ELL Newcomer Literacy Immersion and Newcomer Content Vocabulary Program.
- Targeted intervention for ELA, Math and other content areas
- Mainstream and ESL teachers collaborate to support the learning needs of ELLs by establishing both content and language goals and modifying content instruction to help them understand grade-level content. ESL and Classroom teachers support content areas in the following ways:
  - For Social Studies and Science, teachers monitor the understanding of linguistically challenging material and scaffold instruction with visual aids such as maps, atlases, graphic organizers, glossaries and picture cards to increase comprehension. They also collaborate to organize trips that support thematic units of study. All teachers (classroom, content and ESL) attend.
  - For Mathematics, teachers use manipulatives and varied models, such as open number lines, arrays, etc. to represent difficult word problems visually, tackle challenging math vocabulary using concept circles, semantic maps, glossaries and word sorts to preview vocabulary. For the past few years we have been implementing the Metamorphoses (formerly Math in the City) Curriculum which provides contextualized instruction with realistic situations as the starting point of math investigations. Learners are invited to "mathematize" initially in their own informal ways. Teachers are taught to look for important mathematical moments and scaffold conversations that lead to solutions. Teachers participate in learning communities with teachers from other schools. We participate in learning communities, deeply looking at "big ideas" in mathematics. Staff developers continue to work with us. Metamorphoses embraces a social model of learning giving ELLs opportunities to develop expressive language when talking about mathematical concepts. Teachers also have students create personalized math vocabulary and bilingual dictionaries.

### 4. Native Language Evaluation

We do not have a formalized assessment for native languages (except for the LAB-R in Spanish). However, we use bilingual teachers and/or school personnel to conduct informal evaluations of students. This process, along with the parent/student interview, gives us an

## A. Programming and Scheduling Information

overview of the students' literacy.

### 5. Differentiation for ELL subgroups

Plan for students reaching proficiency on the NYSESLAT

Students who are former ELLs receive additional support in the classroom from ESL teachers who push in. At the beginning of the year the ESL staff compile and analyze assessment data on former ELLs to determine areas of need. Occasionally, former ELLs may be included with ELLs during small group instruction.

### Plan for Newcomers

When a new student is registered in our school, we provide several supports to facilitate their transition. Firstly, we provide opportunities for newly enrolled ELLs to participate in activities before the beginning of the school year. During the summer, our parent coordinator organizes emergent literacy activities with the local public library. Families are encouraged to attend the activities and learn about the free resources available. Once the school year begins, newcomers are immersed in a language rich environment with several supports. In grades K and 1 they primarily remain in the classroom since the proficiency levels are more homogeneous. In grades 2 through 5, newcomers attend a modified pull-out program. It begins during our extended morning at 8:03 and depending on the need of individually students, may continue through first period (9:00) am. Upon arrival at our school we conduct an informal student interview/orientation and sometimes pair the newcomer with a student of similar language/cultural background for a given period of time. We also provide a Newcomer Kit for teachers so that our newcomers will have appropriate activities to do during classroom time as they are learning English. These activities include both independent and collaborative work and are matched as closely as possible to the subject matter being taught at the time. Classrooms are supplied with bilingual libraries including some audio recordings of picture books used for content area units of study. We also maintain ongoing home-school communication. When a new student is registered in our school, we provide the following resources to facilitate the transition:

- Parent orientation and newcomer student orientation.
- Encourage student to participate in the Saturday Programs and After School activities.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)	Dual Language	Freestanding ESL
being taught at the time	100%	100%	100%
• Bilingual libraries and audio recordings of picture books used for content area units of study.	75%	75%	75%
• New ESL software, 50% as Imagine Learning and access to language learning websites for newcomers.	50%	50%	50%
• Grade and age-appropriate instructional support	25%	25%	25%
• Native language support in math, science and social studies to develop content goals and language goals in preparation for the state exams.	100%	100%	100%
• Differentiation of instruction in all areas.: ESL teachers provide differentiated instruction throughout the day. Modified	75%	75%	75%
• Participation in the Saturday enrichment programs.	100%	100%	100%
content areas.	75%	75%	75%
	50%	50%	50%
	25%	25%	25%
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>

TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

- Differentiation of instruction in all areas: In addition to regular ESL mandated periods, ESL teachers check in with SIFE students individually for the first period of the day to address specific needs in the classroom.
- Implementation of a newcomer kit with activities aligned to the grade curriculum. This is currently in revision. The kit will have

## B. Programming and Scheduling Information--Continued

8. 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.

9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT

## A Programming and Scheduling Information

## B. Programming and Scheduling Information--Continued

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

### 8. Intervention Programs

We have a wide variety of targeted intervention programs for our ELLs in ELA, Math and the other content areas. All our intervention programs are offered in English. Some native language support is used depending upon availability of school personnel. Many of our ELL students attend our extended day program. In this intervention, a large amount of the instruction targets literacy and content area reading and writing. There may be individual reading conferences, as well as guided reading group instruction. In some instances, students are working in small writing groups. Another intervention that is used in both the lower and upper grades are the Foundations and Wilson comprehensive language arts programs. There are groups working on math intervention, such as building math vocabulary through the use of personal/bilingual glossaries and the use of manipulatives. Throughout the day, teachers also meet with small groups of ELLs to develop specialized math reading strategies. During the extended day program, there are also ELL students targeted to receive speech intervention services. In addition we provide intervention services to our ELLs through our SETSS teachers. Our SETSS teachers use a range of materials to meet the needs of their students, such as modified texts, multimedia resources, graphic organizers and charts with visuals. They often provide mini-workshops for small groups. These interventions are used for our newcomers, our SIFE students and our long term ELLs, as well as, students who have 4-6 years of service. The only additional modification is the native language support for our newcomers. In our self contained special education classes and in our ICT classes, some of the students receive intervention in either Spanish or Chinese through their bilingual para.

### 9. Plan for students reaching proficiency on the NYSESLAT

Students who are former ELLs receive additional support in the classroom from both ELL teachers and SETSS teachers. At the beginning of the year the ESL staff compile and analyze assessment data on former ELLs to determine areas of need. Teachers continue to provide support in the classroom for former ELLs. They are often included with ELLs during small group instruction. Former ELLs receive testing accommodations on all standardized assessments.

### 10. New Programs and Improvements/Supplementary Programs

Given our diverse and large population of ELLs, we provide a variety of programs that support our ELL students and families during in-school and after-school programs. A new program that we are planning to offer is an after-school informational session for parents on how to help their children with their homework. The literacy coach works directly with classroom teachers and our ELL staff to support our ELL students in the classroom. Our Title III funding is used to fund additional enrichment programs (See Title III narrative for more detail). Our programs include: An Inquiry-Based Research after-school Program, NYSESLAT Prep for grades 1-5, a Newcomer Content Literacy Enrichment program and a Grade K and 1 Enrichment Program. We have added a new writing component to our Grade 1 Enrichment after-school program. This year we have also begun to bring our Beginner First Grade ELL students on trips. In addition, we are participating in Arts Connection for the second year, which is under a federal grant that specifically targets ELL students. Students who participated in supplemental programs showed growth. First grade Beginner ELLs improved in speaking, moving to Intermediate or Advanced. In the upper grades, ELLs who participated in after-school literacy programs also made gains in proficiency. Some became proficient in the NYSESLAT.

### 11. Discontinued Programs

In the past we have offered an after school-wide enrichment program (SEM) which has been interest-based and included activities designed around content and language goals. Due to budgetary constraints, we were forced to cancel the programming this year. We will also continue an ELA Saturday Test Preparation program.

## B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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### 12. Equal access to all programs

### C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

### Courses Taught in Languages Other than English

#### 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.

Professional development

1. Professional development is provided by school staff, support personnel, our CFN 102 specialists and outside professional consultants. Participants include common branch teachers, ESL teachers and Coordinators, special education teachers, paraprofessional, the guidance counselor, school psychologists, social workers, occupational and physical therapists, speech therapists, school secretaries, the parent coordinator, assistant principals and the principal. In the past years, we have made a significant investment in professional development. These include attendance at the ELL Literacy Leadership Group in 2007-2008, Bank Street College Seminars, numerous workshops and study groups centered on the work of Pauline Gibbons, Mary Cappellini, Isabel Beck, et al., Yvonne and David Freeman. A number of teachers have attended conferences and professional development workshops including the QTEL Institute, TESOL and NYSTESOL . Furthermore, we will continue to procure the services of outside literacy consultants. This year Dorothy Barnhouse will continue to provide professional development in reading in grades 2 to 5. Leah Mermelstein will continue to work with second and third grade teachers in scaffolding writing. Also our classroom teachers participate in Metamorphosis a math curriculum based on investigations. This year Metamorphosis will host a series of workshops with Rick Kitchen, a math specialist in the field of second language acquisition. He will focus on ELLs and the development of language in mathematics. The most compelling and meaningful professional development however, has been in-house among our inquiry teams. In 2012, our certified ESL staff and common branch teachers will participate in a series of institutes (facilitated by our network ELL specialist) that focuses on intervention for ELL-SWD with regard to the push-in model. The institutes will emphasize supporting students in reading and writing in ELA, social studies, science and math. Continuous learning is part of the PS 230 culture. This applies to students and to staff. Therefore we are always looking for professional development opportunities both in school and out of school. Our network, CFN 102 has a professional development series handbook which outlines all the PDs available for the year. Our in-house professional development this year includes:

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

2. We will continue to foster collaboration among ESL teachers, general and special education teachers and other staff in order to provide staff with the support needed to assist ELLs as they transition from one school level to another. Our guidance counselor, Anselm Scrubb, participates in professional development with Zuri Jackson-Woods, the Borough Enrollment Director in order to assist ELLs as they transition to middle school. The guidance counselor and the parent coordinator also receive resources and support from our network specialists, Maria Della Ragione and Enrique Garcia. In turn, Mr. Scrubb meets with 5<sup>th</sup> grade teachers during weekly grade meetings to turn key important information. In addition, the parent coordinator, Nadine Myers-Guilloteau, collaborates with the school leadership team and the guidance counselor to provide staff with support in order to assist ELLs with the transition to middle schools. For example, grade 5

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3. We have several systems in place that provide for the required 7.5 hours of ELL training for all staff. ESL teachers attend weekly grade-level meetings (extended 65-minute periods) to share best practices for ELLs. Many of our ELL teachers attend citywide workshops sponsored by the DOE and/or other academic institutions. Furthermore, our educational consultants, Leah Mermelstein and Dorothy Barnhouse will continue to provide reading and writing workshops that address the needs of our ELLs. We will continue to collaborate with our network leaders and specialists to stay informed about the latest ELL research and trends. Inquiry team meetings also provide opportunities for all non-ESL teachers to receive training. They may occur after school initially. Later, participating teachers can turnkey the information on a larger scale during school-wide professional development days. Records for the 7.5 hours of ELL training as per Jose P. are maintained by the school secretary, Elizabeth Witten, and are stored in the main office files.

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

### 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. Parental Involvement

1. At PS 230, we understand that parent involvement is critical to student success. ELL parents are encouraged to be actively involved in the life of our school. During the school year, parents attend curricular meetings and workshops on instructional issues, such as assessments, instructional standards, promotional policies, and strategies for them to support children's academic progress. This year we will provide a series of workshops for parents on understanding reading levels and choosing appropriate books. We will also use our Title III funds to establish an after-school informational session for parents on how to help children with their homework. Translators will be available at all meetings to assist parents and answer any questions. Some materials are translated when possible.

2. We have several partnerships with other agencies and community-based organizations which provide workshops or services to ELL parents. We also will maintain partnerships with several public and private agencies that encourage interactive family literacy opportunities. These include the Brooklyn Public Library, Arts Connection, Brooklyn Children's Theater, and the Brooklyn Conservatory of Music. These include: the Brooklyn Public Library which provides a system for reserving books ahead of time for our students and families; Saturday Science and Art, which involves interactive, content-based literacy activities with families.

3. Ongoing, effective communication with parents is our number one priority. We strive to continually evaluate the needs of parents. After examining the feedback from our last quality review and learning environment surveys, we have established goals this year that will create and maintain reciprocal and ongoing communication with students and families regarding learning needs and outcomes. We will continue to encourage parents to use our school website sponsored by e-chalk regularly. Postings will include suggestions on ways to support children's learning at home as well as through access to community resources, trips, educational media, etc. Also parents are kept informed about important dates and school documents. We have both formal and informal systems in place for communicating with parents. Parents are free to stop in to visit the parent coordinator to voice concerns. We conduct a parent communication survey to get feedback on past workshops, suggestions for future ones and accessibility to e-chalk and ARIS. There are several other forums for parents to share their concerns, for example any of our school wide events (PTA meetings, Parent Teacher Conferences, book fairs, school fairs, Gallery Night, movie night, Kensington community meetings, etc.) which are opportunities for the parent coordinator, administration and staff to be visible and accessible to parents. Translators are provided as needed. We use the feedback from our formal and informal surveys to plan for parent involvement activities and strive to revise them as the population evolves.

4. We will continue to have interpreters available for curriculum meetings and Parent/Teacher Conferences. We also receive parent feedback during School Leadership Team Meetings, through our parent liaisons and Title 1 programs. The PS 230 Administration and the PTA work collaboratively to plan events and to set policies that help to make families feel like a contributing and active part of the school community.

#### Translation and Interpretation Services:

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

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including publishing parties, science expos, art celebrations featuring both visual and performing arts programs. At these events, the school and community can come together to recognize student achievements in arts and academics. Our monthly Parent Newsletter on e-chalk includes a letter from administration, a monthly lunch menu (as requested by parents) and a monthly calendar of events/important dates and grade specific curriculum information.

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

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

**B. Programming and Scheduling Information--Continued**

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17. What language electives are offered to ELLs?

**8. Intervention Programs**

We have a wide variety of targeted intervention programs for our ELLs in ELA, Math and the other content areas. All our intervention programs are offered in English. Some native language support is used depending upon availability of school personnel. Many of our ELL students attend our extended day program. In this intervention, a large amount of the instruction targets literacy and content area reading and writing. There may be individual reading conferences, as well as guided reading group instruction. In some instances, students are working in small writing groups. Another intervention that is used in both the lower and upper grades are the Foundations and Wilson comprehensive language arts programs. There are groups working on math intervention, such as building math vocabulary through the use of personal/bilingual glossaries and the use of manipulatives. Throughout the day, teachers also meet with small groups of ELLs to

## B. Programming and Scheduling Information--Continued

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

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### 9. Plan for students reaching proficiency on the NYSESLAT

Students who are former ELLs receive additional support in the classroom from both ELL teachers and SETSS teachers. At the beginning of the year the ESL staff compile and analyze assessment data on former ELLs to determine areas of need. Teachers continue to provide support in the classroom for former ELLs. They are often included with ELLs during small group instruction. Former ELLs receive testing accommodations on all standardized assessments.

### 10. New Programs and Improvements/Supplementary Programs

Given our diverse and large population of ELLs, we provide a variety of programs that support our ELL students and families during in-school and after-school programs. A new program that we are planning to offer is an after-school informational session for parents on how to help their children with their homework. The literacy coach works directly with classroom teachers and our ELL staff to support our ELL students in the classroom. Our Title III funding is used to fund additional enrichment programs (See Title III narrative for more detail). Our programs include: An Inquiry-Based Research after-school Program, NYSESLAT Prep for grades 1-5, a Newcomer Content Literacy Enrichment program and a Grade K and 1 Enrichment Program. We have added a new writing component to our Grade 1 Enrichment after-school program. This year we have also begun to bring our Beginner First Grade ELL students on trips. In addition, we are participating in Arts Connection for the second year, which is under a federal grant that specifically targets ELL students. Students who participated in supplemental programs showed growth. First grade Beginner ELLs improved in speaking, moving to Intermediate or Advanced. In the upper grades, ELLs who participated in after-school literacy programs also made gains in proficiency. Some became proficient in the NYSESLAT.

### 11. Discontinued Programs

In the past we have offered an after school-wide enrichment program (SEM) which has been interest-based and included activities designed around content and language goals. Due to budgetary constraints, we were forced to cancel the programming this year. We will also continue an ELA Saturday Test Preparation program.

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### 12. Equal access to all programs

## Additional Information

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

Paste additional information here

## C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

## D. Professional Development and Support for School Staff

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

Professional development

1. Professional development is provided by school staff, support personnel, our CFN 102 specialists and outside professional consultants. Participants include common branch teachers, ESL teachers and Coordinators, special education teachers, paraprofessional, the guidance counselor, school psychologists, social workers, occupational and physical therapists, speech therapists, school secretaries, the parent coordinator, assistant principals and the principal. In the past years, we have made a significant investment in professional development. These include attendance at the ELL Literacy Leadership Group in 2007-2008, Bank Street College Seminars, numerous workshops and study groups centered on the work of Pauline Gibbons, Mary Cappellini, Isabel Beck, et al., Yvonne and David Freeman. A number of teachers have attended conferences and professional development workshops including the QTEL Institute, TESOL and NYSTESOL. Furthermore, we will continue to procure the services of outside literacy consultants. This year Dorothy Barnhouse will continue to provide professional development in reading in grades 2 to 5. Leah Mermelstein will continue to work with second and third grade teachers in scaffolding writing. Also our classroom teachers participate in Metamorphosis a math curriculum based on investigations. This year Metamorphosis will host a series of workshops with Rick Kitchen, a math specialist in the field of second language acquisition. He will focus on ELLs and the development of language in mathematics. The most compelling and meaningful professional development however, has been in-house among our inquiry teams. In 2012, our certified ESL staff and common branch teachers will participate in a series of institutes (facilitated by our network ELL specialist) that focuses on intervention for ELL-SWD with regard to the push-in model. The institutes will emphasize supporting students in reading and writing in ELA, social studies, science and math. Continuous learning is part of the PS 230 culture. This applies to students and to staff. Therefore we are always looking for professional development opportunities both in school and out of school. Our network, CFN 102 has a professional development series handbook which outlines all the PDs available for the year. Our in-house professional development this year includes:

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

2. We will continue to foster collaboration among ESL teachers, general and special education teachers and other staff in order to provide staff with the support needed to assist ELLs as they transition from one school level to another. Our guidance counselor, Anselm Scrubb, participates in professional development with Zuri Jackson-Woods, the Borough Enrollment Director in order to assist ELLs as they transition to middle school. The guidance counselor and the parent coordinator also receive resources and support from our network specialists, Maria Della Ragione and Enrique Garcia. In turn, Mr. Scrubb meets with 5<sup>th</sup> grade teachers during weekly grade meetings to turn key important information. In addition, the parent coordinator, Nadine Myers-Guilloteau, collaborates with the school leadership team and the guidance counselor to provide staff with support in order to assist ELLs with the transition to middle schools. For example, grade 5 ELL and former ELL students are provided with a daily planner to help them develop organizational skills necessary for middle school. For other grade transitions, ESL teachers and the testing coordinator work with classroom teachers to decipher NYSESLAT results in anticipation of student needs in the coming academic year. They also use periodic assessments to assess students mid-year in order to target specific modalities.

3. We have several systems in place that provide for the required 7.5 hours of ELL training for all staff. ESL teachers attend weekly grade-level meetings (extended 65-minute periods) to share best practices for ELLs. Many of our ELL teachers attend citywide workshops sponsored by the DOE and/or other academic institutions. Furthermore, our educational consultants, Leah Mermelstein and Dorothy Barnhouse will continue to provide reading and writing workshops that address the needs of our ELLs. We will continue to collaborate with our network leaders and specialists to stay informed about the latest ELL research and trends. Inquiry team meetings also provide opportunities for all non-ESL teachers to receive training. They may occur after school initially. Later, participating teachers can turnkey the information on a larger scale during school-wide professional development days. Records for the 7.5 hours of ELL training as per Jose P. are maintained by the school secretary, Elizabeth Witten, and are stored in the main office files.

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## 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. Parental Involvement

1. At PS 230, we understand that parent involvement is critical to student success. ELL parents are encouraged to be actively involved in the life of our school. During the school year, parents attend curricular meetings and workshops on instructional issues, such as assessments, instructional standards, promotional policies, and strategies for them to support children's academic progress. This year we will provide a series of workshops for parents on understanding reading levels and choosing appropriate books. We will also use our Title III funds to establish an after-school informational session for parents on how to help children with their homework. Translators will be available at all meetings to assist parents and answer any questions. Some materials are translated when possible.

2. We have several partnerships with other agencies and community-based organizations which provide workshops or services to ELL parents. We also will maintain partnerships with several public and private agencies that encourage interactive family literacy opportunities. These include the Brooklyn Public Library, Arts Connection, Brooklyn Children's Theater, and the Brooklyn Conservatory of Music. These include: the Brooklyn Public Library which provides a system for reserving books ahead of time for our students and families; Saturday Science and Art, which involves interactive, content-based literacy activities with families.

3. Ongoing, effective communication with parents is our number one priority. We strive to continually evaluate the needs of parents. After examining the feedback from our last quality review and learning environment surveys, we have established goals this year that will create and maintain reciprocal and ongoing communication with students and families regarding learning needs and outcomes. We will continue to encourage parents to use our school website sponsored by e-chalk regularly. Postings will include suggestions on ways to support children's learning at home as well as through access to community resources, trips, educational media, etc. Also parents are kept informed about important dates and school documents. We have both formal and informal systems in place for communicating with parents. Parents are free to stop in to visit the parent coordinator to voice concerns. We conduct a parent communication survey to get feedback on past workshops, suggestions for future ones and accessibility to e-chalk and ARIS. There are several other forums for parents to share their concerns, for example any of our school wide events (PTA meetings, Parent Teacher Conferences, book fairs, school fairs, Gallery Night, movie night, Kensington community meetings, etc.) which are opportunities for the parent coordinator, administration and staff to be visible and accessible to parents. Translators are provided as needed. We use the feedback from our formal and informal surveys to plan for parent involvement activities and strive to revise them as the population evolves.

4. We will continue to have interpreters available for curriculum meetings and Parent/Teacher Conferences. We also receive parent feedback during School Leadership Team Meetings, through our parent liaisons and Title 1 programs. The PS 230 Administration and the PTA work collaboratively to plan events and to set policies that help to make families feel like a contributing and active part of the school community.

#### Translation and Interpretation Services:

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

Family Celebrations: Throughout the year, parents come to the school to take part in community celebrations, including publishing parties, science expos, art celebrations featuring both visual and performing arts programs. At these events, the school and community can come together to recognize student achievements in arts and academics. Our monthly Parent Newsletter on e-chalk includes a letter from administration, a monthly lunch menu (as requested by parents) and a monthly calendar of events/important dates and grade specific curriculum information.

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# 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)	38	44	5	11	5	6								109
Intermediate(I)	7	36	23	32	19	7								124
Advanced (A)	41	15	50	28	45	27								206
Total	86	95	78	71	69	40	0	0	0	0	0	0	0	439

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	5	1	1	0	1							
	I	0	26	7	9	5	4							
	A	1	43	52	34	41	21							
	P	0	15	17	24	22	12							
READING/ WRITING	B	1	39	5	8	4	4							
	I	1	35	20	32	18	7							
	A	0	9	33	25	42	26							
	P	0	6	19	3	4	1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	24	28	10	0	62
5	6	23	1	0	30
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	21		33		10				64

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	3		27	1	4	2	0		37
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	8	1	14		13	2			38
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
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

- 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.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
  - 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?
  - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
  - How are the English Proficient students (EPs) assessed in the second (target) language?
  - What is the level of language proficiency in the second (target) language for EPs?
  - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

### 1. Early Literacy

PS 230 uses both formative and interim assessments to assess early literacy skills of our ELLs which include the following: TCRWP Running Records, Spelling and High Frequency Word inventories including concepts of print, letter identification, letter sounds progression, and phonemic awareness. This data will help us inform our school's instructional plan to target areas of need for individual students as well as design and plan for small group instruction. We also assess our ELLs with the comprehensive language arts program, Wilson and Foundations pre and post unit assessments. Many of our beginner ELLs need to develop phonemic awareness in order to gain fluency in reading. This is especially true among our upper grade SIFE students who have limited letter/sound knowledge.

### 2. Patterns

What is revealed by patterns across proficiency levels is that approximately half of our LAB-R tested students in kindergarten are entitled to 360 minutes of ESL services per week and the other half are entitled to 180 minutes of ESL services. In first grade approximately 85% of our LAB-R tested students are entitled to 360 minutes per week, while 15% are entitled to 180 minutes of ESL services.

### 3. NYSESLAT Data

The NYSESLAT data shows that ELLs are making incremental gains on the assessment by moving towards the next proficiency level. ELLs who are in the beginning level are primarily newcomers, followed by special needs students. After the ESL teachers, testing coordinator and administration review the NYSESLAT data, the patterns indicated the following:

- Of the four proficiency skills analyzed, the majority of our ELLs excelled at Listening/Speaking in all grade levels.
- Advanced and Intermediate students performed better than Beginner students in Listening and Speaking.
- Reading and writing skills were less proficient and reveal the most prevalent area where students struggle and are unable to meet the proficiency level. This is especially true among our Beginner and Intermediate ELL students, who were unable to meet proficiency levels.
- In second grade the majority of our students scored Advanced on the Spring 2011 NYSESLAT. Approximately the same number of students in the Advanced category scored Advanced in Reading/Writing and Proficient in Listening/Speaking, or scored Proficient in Reading/Writing and Advanced in Listening/Speaking. Far fewer students scored in the Intermediate level. However, those who did, scored Advanced in Listening/Speaking and Intermediate in Reading/Writing. There are relatively few students at the Beginner level. Many students at the Beginner level scored Beginner in Reading/Writing, and either Advanced or Intermediate on Listening/Speaking.
- In the fifth grade, most of the students who were Advanced, stayed Advanced. These students are proficient in Listening/Speaking, but they are still Advanced in Reading/Writing. A good number of Intermediate students became Advanced.
- The majority of our Long Term ELLs stayed at the Advanced level.

## Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

**School Name:** PS 230

**School DBN:** 15K230

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sharon Fiden	Principal		10/31/11
F. Grice/J. Palumbo	Assistant Principal		10/31/11
Nadine Myer	Parent Coordinator		10/31/11
A.DiScipio/D.Carlesi	ESL Teacher		10/31/11
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Kathleen Drain	Coach		10/31/11
	Coach		1/1/01
Anselm Scrub	Guidance Counselor		10/31/11
Alison Sheehan	Network Leader		10/31/11
	Other		1/1/01

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

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

**DBN:** 15K230      **School Name:** Doris L. Cohen

**Cluster:** Corrine Rello      **Network:** CFN 102

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

**Part A: Needs Assessment Findings**

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

We use the race and ethnic report on ATS (RHLA) which was derived from the home language surveys (HLIS). We also utilize data from attendance at PTA meetings, parent-teacher conferences, and all school sponsored parent events. Translation documents, attendance documents, surveys and other interpretation documents are stored in an administrative office. The original HLIS are kept in the individual student's cumulative record folder, locked in the classroom. Copies of the HLIS are kept in a locked file cabinet in the ESL administrative office. All students have an emergency card with vital information, including the preferred language of family members listed. This kept on file in the main office.

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

Translation and oral needs findings indicate that although we have over 25 languages and dialects, our major language needs are for Bengali, Spanish, Chinese, Arabic and English. Arabic speakers, 48; Bengali, 310; Chinese, 92; Russian, 15; Spanish, 278; Urdu, 15; all others, 26. These findings are reported at our SLT meetings, our PTA meetings and grade level meetings. We provide translations and interpretation services based on the number of parents who indicated a need for an interpreter on their parent appointment request sheet for parent-teacher conferences. In addition, our monthly parent newsletter alerts our community to the availability of translation and interpretation assistance here at PS 230.

## Part B: Strategies and Activities

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

All communications to families sent by either the school or the PTA are translated in Bengali, Spanish, Chinese, Arabic, Urdu and Hindi. Our Parent Coordinator is responsible for arranging translation of all documents in coordination with a designated school aide. These include the parent's Bill of Rights, informational signs and event announcements. We are currently developing a plan for translating safety plan procedures. We have identified translators in each language from within our community and we also use the DOE translation service. Notices to be translated are ready prior to distribution to allow for translation time. In addition, our website is maintained through ECHALK which uses Google translation.

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

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

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

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



## 2011-12 Comprehensive Education Plan (CEP): Appendix 8

### Title III Supplemental Program for ELLs

**Directions:** Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: <a href="#">PS 230</a>	DBN: <a href="#">15K230</a>
Cluster Leader: Corrine Rello Anselmi	Network Leader: <a href="#">Alison Shehan</a>
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: <a href="#">445</a>
Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 20 # of certified ESL/Bilingual teachers: 10 # of content area teachers: 10

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

### 1.ESL/ELA After School Literacy Program through Inquiry-Based Research and Project-based Learning

Purpose and rationale:

Students will conduct inquiry-based research projects around essential questions on a topic of interest. They will learn how to appropriately use library resources such as books, reference materials, periodicals and the internet to conduct their investigations. Teachers will instruct students how to navigate the different tools and sift for important and useful information. Students will become proficient in strategies for investigations while monitoring the tools and the learning processes necessary for successful research. They will complete and present a digital project including a bibliography at the end of the cycle. The projects may be a PowerPoint presentation, a webquest, a blog, a glogster or a website. The program will equip our ELL students with the research tools and language models necessary to conduct research projects using a variety of sources. By choosing student-centered topics, they will draw upon their own interests and background knowledge to pose essential questions in a content area. An important language goal is for the students to learn the appropriate academic and technical vocabulary inherent in content areas including familiarity with the structures and organization of non-fiction texts. In this way our program will promote the acceleration of academic English and ELL achievement in the content areas. Students will also strengthen their reading and writing skills. As part of the ELL focus on theme-based learning, students will use multiple strategies to improve comprehension skills. They will learn how to organize information by importance, pose open-ended questions and interpret information using various note-taking strategies. Students will also learn to synthesize information that supports their arguments with the appropriate sentence and text structure.

Target group: The target group is 25 Long Term Ells in grade 5 who are advanced, but have not reached proficiency in Reading and Writing on the NYSESLAT,

Schedule and duration: Wednesday, 3:15-4:45 (5:15 teachers), for 11 sessions from November 30-February 17 (2012). Dates: November 30, December 7, 14, 21; January 4, 11, 18, 25 and February 1, 8 and 15.

Language of Instruction: English

Teachers and qualifications: 3 certified teachers will conduct the classes: 2 ESL and 1 content area teacher using a co-teaching model. They will have planning/PD time for 1 hour every two weeks.

Materials: index cards, post it notes, folders, paper, books, software.

### 2.ESL Literacy class, including NYSESLAT Preparation

Purpose and rationale:

The purpose of the ESL Literacy class/NYSESLAT prep program is familiarizing students with the format of the test by providing explicit instruction of key test-taking strategies. Upon analysis of our ELL

## **Part B: Direct Instruction Supplemental Program Information**

data, we have identified ELL students who are nearly proficient in either reading or writing. We have determined that these students would benefit from repeated exposure to the test format and tasks before the test. The rationale for this program is that students will learn the expectations for performing well on each task. Our licensed ESL teachers will work closely with ELLs in grades 1-5 on writing conventions and maintaining relevance on the writing tasks. In addition, teachers will review key vocabulary words that might impede understanding of the directions.

Subgroups: Advanced ELLs with advanced overall proficiency and who have reached proficiency in all but one modality. There will be five targeted groups: Grades 1, 2, 3, 4, 5.

Schedule and duration: Twice a week for 2 weeks, 3:15-4:45 (5:15 for teachers). Tuesday and Thursday, April 24 and 26; May 1 and May 3.

Language of Instruction: English

Teachers and qualifications:

Grade 1: 1 ESL and 1 classroom teacher

Grade 2: 1 ESL and 1 classroom teacher

Grade 3: 1 ESL and 1 classroom teacher

Grade 4: 1 ESL and 1 classroom teacher

Grade 5: 1 ESL and 1 classroom teacher

Materials: Materials used, will include Empire NYSESLAT test prep materials from Continental Press: Empire State NYSESLAT (Annotated Teacher's Edition, Student Book and Audio CD) and Getting Ready for the NYSESLAT.

### 3. Two-Four Year ELL Content Area Literacy:

The goal of the Content Literacy after-school class is to expand vocabulary knowledge through creative activities that allow students to actively think about word meanings in context. The purpose and rationale of this program is for ELLs to extend their understanding of math concepts and math content vocabulary within the framework of the NYS Math Assessment. Teachers will apply practical strategies for vocabulary development by exploring the rich information about math content words in order to enhance students' overall comprehension. An important focus is for students to demonstrate the connections and relationships between many of the math words and to be able to apply them to a variety of word problems. The program targets vocabulary knowledge with grade appropriate math concepts in preparation for the NYS math test. Teachers will guide students in selecting explicit words that will be on the math test. Then students develop student-friendly explanations through meaningful learning activities and design concrete ways to illustrate the terms.

Subgroups: Three groups of beginner and Intermediate ELLs in grades 3, 4 and 5.

Schedule and duration: 1 time a week, Thursday, 3:15-4:45 (5:15 for teachers), for 6 sessions from March 1- April 5. Dates: March 1, 8, 15, 22, 29 and April 5.

Language of Instruction: English

Teachers and qualifications: 3 licensed math specialists and 3 licensed ESL teachers using a co-teaching model.

Materials: Chart paper, markers, notebooks, math manipulatives, index cards, post-it notes.

## Part B: Direct Instruction Supplemental Program Information

### 4. Title III First Grade English Language Learner Enrichment (Expressive Language Emersion) Program Description and Rationale:

The First Grade ELL Enrichment Program will have as its focus increasing automaticity in reading and speaking by providing three specific experiences:

•Choral Speaking: Using both new and familiar poems, rhymes and song lyrics, as well as short text expository pieces read aloud by the teacher or on tape, the teachers will model fluent English speaking with an emphasis on pronunciation, phrasing, pacing and speaking in complete sentences and longer sentences. The children will practice speaking with the model, then in small groups at the pace of the recording, and then independently. The text support will always be displayed, and the children will have copies in folders for practice. Individual sentences will be available on sentence strips for tactile one-to-one matching. Fluency will be monitored as children are encouraged to speak at the pace of the group.

•Reader Theater: Having practiced choral speaking in small groups, the children will work in a small “cast” of approximately 6 students, to learn the parts and speak the individual roles in Readers’ Theater versions of classroom stories.

•Vocabulary Enrichment: Based on classroom teachers’ assessments, there are vocabulary deficits in the target group for content area language. Words required for full comprehension in Math, Social Studies, Science and Art need to be introduced, practiced and mastered. A multisensory approach will be used, involving visual and tactile support, as well as physical involvement in the learning of verbs and adverbs, in conjunction with flash cards and sentence strip banks using the words in context.

•Writing: Students will create a story based on their experiences in the after school program. They will orally practice telling the story as a group and in partnerships. Once students have internalized the story, they will write it.

Subgroups: First Grade ELLs who were categorized as “Beginners” on the NYSESLAT or who scored as beginners when they arrived this year and took the Lab-R.

Schedule and duration: Twice a week, Monday and Wednesdays, 3:15-4:45 (5:15 for teachers) from December 5-February 15. Dates: December 5, 7, 12, 14; January 4, 9, 11, 18, 23, 25, 30; February 1, 6, 8, 13, 15.

Language of Instruction: English

Teachers and qualifications: Four licensed ESL teachers and four licensed primary grade teachers working in a co-teaching model.

Materials: Markers, charts, sentence strips, folders, Readers’ Theater Scripts.

### 5. ELA and Math Preparation for ELLs:

Purpose and rationale:

The main goal of the ELA and Math Preparation for ELLs program is to familiarize students with the format of the tests and reinforce test-taking strategies. Teachers will model effective strategies that our ELLs are known to struggle with, within the context of the tests. Students will become conscious of how to figure out why their responses are accurate or not and what they can do ensure they do not misread questions. In this way, students will develop metacognitive awareness of their own test-taking strategies and can use what they know about themselves as learners to be successful.

## Part B: Direct Instruction Supplemental Program Information

Our ELLs will be exposed to the format of the test while learning effective reading strategies simultaneously. ELL students will be grouped homogenously, depending on their individual needs and so will benefit from differentiation of test-taking skills. For the math segment, we will review content vocabulary and work with subgroups of ELLs on specific strategies such as: restating the directions and questions in their own words, drawing pictures to represent their strategy, rechecking answers to see if their response matches the task.

Time and duration: 11 Saturdays from January 7 to March 31; 8:00-11:00 AM. Dates: January 7, 21, 28; February 4 and 11; March 3, 10, 17, 24, 31

Teachers and qualifications: Five licensed ESL teachers and five common branch teachers using a co-teaching model.

Target group: The target group is 4-6 year ELL students, long term ELLs, ELLs with IEPs and some former ELLs who tested out of the NYSESLAT last year.

Materials: Appropriate test-prep materials including teacher-created short texts, questions, graphic organizers and supplementary materials to help make the texts comprehensible.

## Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

Professional Development

ELL Focused Teacher Institutes:

Purpose and rationale:

The purpose of the teacher institutes is to train teachers in effective strategies for differentiating instruction in the classroom for ELLs and ELLs with IEPs. Under the guidance of CFN Network support specialists, ESL teachers, Special Education and mainstream teachers will review the current research on differentiation and collaboration in the classroom setting for literacy and math. Participants will create an action plan for their class/assigned students and subject area.

The purpose of the teacher mini-institute is to share effective ESL strategies for classroom teachers that target specific subgroups of ELLs. These institutes will be facilitated by ESL teachers.

Subgroups: Four to six year ELLs and long term ELLs who have not met proficiency in writing, beginner ELLs in grade K-2 who have not made any gains in proficiency after receiving one year of ESL services and ELLs with IEPs.

Schedule and duration: There will be two teacher institutes which run for two sessions from 3:15-5:15.

### Part C: Professional Development

Date TBD.

Teachers and qualifications: ESL teachers, mainstream teachers, content specialists, Special Education teachers, administrators and school support personnel.

Materials: Materials purchased for the study group include recently published texts on differentiation and subgroups of ELLs. Titles TBD.

### Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

Parent and Child Literacy Program:

Rationale:

Parents are their child's first teacher. The rationale for this program is to guide parents to better understand the academic needs of their children. Parents will participate in weekly teacher-guided activities that model ways they can support their children's reading at home regardless of their English proficiency. These activities will also include strategies for helping children complete their homework.

Subgroups: All ELLs and parents/primary care givers of ELLs in grades K-5.

Schedule and Duration:

Two sessions in January and February. Dates TBD.

Language of Instruction: English with translators available.

Teachers and Qualifications:

2 ESL and 2 common branch teachers.

Materials:

Picture and chapter books at various levels, paper for handouts.

### Part E: Budget

**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		