



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 230X DR. ROLAND N. PATTERSON

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 09X230

PRINCIPAL: ROWENA PENN **EMAIL:** RPENNJA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MRS. DOLORES ESPOSITO

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
Rowena Penn	*Principal or Designee	
Aileen Harris-Edwards	*UFT Chapter Leader or Designee	
	*PA/PTA President or Designated Co-President	
Kathleen Grant	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	
	Member/	

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

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

By June 2012, 35% of students will demonstrate proficiency in English Language Arts as measured by the NYS exam.

Comprehensive needs assessment

The table below shows the percentage of students performing at proficiency for the past three years. As you can see from the table below, we have increased the overall percentage of students performing at proficiency by 3.4%. Unfortunately, we have not made adequate yearly progress in these recent years.

Years	Grade 3	Grade 4	Grade 5	Overall
2009	25.0%	21.0%	N/A	23.0%
2010	25.4%	21.0%	N/A	22.7%
2011	25.3%	28.0%	23.0%	25.3%

The table below identifies the percentage of students reading at or above expected levels for the Fall 2011. The chart below shows that many of our students are reading at proficiency based on the Fountas and Pinnell Benchmark Assessment; however, we do not see the same results on the NYS ELA exam.

Grade	Reading at Proficiency Fall 2011
1	47%
2	37%
3	50%
4	47%
5	21%

Instructional strategies/activities

- The Treasures Reading Program, which is the school's core reading program, will be used for reading instruction. Treasures is a scientifically research-based literacy program that addresses all five areas of reading: phonemic awareness, phonics, vocabulary, comprehension and fluency, as well as, writing and grammar.
- Along with the Treasures Reading Program we also have arranged professional development sessions with their educational consultants to strengthen teachers' practices with regard to reading instruction through the use of the Treasures Reading Program.

- Teachers are offered per session opportunities to plan literacy instruction as a team. This time will be spent using resources provided to plan strategic and effective literacy lessons that meet the needs of all students. Planning will include whole group and small group reading instruction, writing, grammar and phonics/spelling. The goal of this planning is for teachers to learn and share best practices with each other and to ensure that all classes are engaged in meaningful instruction.
- We will utilize the RtI model for identifying students who are struggling and providing them with interventions that will support the students in achieving proficiency by the end of the year.
- Teachers will engage in coaching cycles with the literacy coach and reading consultants to improve teaching practices and strategies.
- Literacy assessment data will be analyzed and used to differentiate instruction for all students. This work will be done during grade team meetings.
- Each child will engage in a daily, uninterrupted instructional 2 hour Literacy block.
- Every classroom teacher will receive the support of a second teacher for 25 minutes daily. This will ensure that those teachers are providing appropriate small group instruction.
- AUSSIE technology consultant will work with teachers to create project-based learning activities and create engaging, interactive lessons. Teachers and students will create and maintain class websites so that parents and other school community members can log on to see each child's virtual classrooms.

Strategies to increase parental involvement

P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing. The top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In the current year, outreach of this type has resulted in notable improvement in attendance, on some days there are over 90% of students in attendance.

The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities.

The guidance staff (2 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, SCAN New York which include a parent outreach component.

The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

Parent/Family Room

The parent/family room will be located on the first floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

Strategies for attracting Highly Qualified Teachers (HQT)

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

systematized so that teachers understand the link between the quality of their work and student achievement. End of the year conferences will focus on student achievement results.

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

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

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

Service and program coordination

- The school has a partnership with (SCAN) Supportive Children's Advocacy Network, which includes an Afterschool homework help program for students in grades K-5, four days a week.
- The school provides skill reinforcement through an extended day for students at risk for not making academic progress in all grades.
- The school offers an Afterschool Title III program for students who are ELLs and SIFE on Monday's and Fridays.
- In collaboration with Aussie, the school provides professional development for Technology, on CCLS.

Budget and resources alignment

Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless; TL, Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

By June 2012, 38% of students will demonstrate proficiency in Mathematics as measured by the NYS exam.

Comprehensive needs assessment

The table below shows the percentage of students performing at proficiency for the past three years. As you can see from the table below, we have increased the overall percentage of students performing at proficiency by 4.5%. Unfortunately, we did not make adequate yearly progress in 2011.

Years	Grade 3	Grade 4	Grade 5	Overall
2009	38.0%	20.0%	NA	28.7%
2010	38.4%	20.25	NA	27.5%
2011	37.0%	35%	22.0%	31.0%

Instructional strategies/activities

- Provide math supportive instruction through Labs Sites built into teacher schedules.
- Provide project-based learning in math that addresses real-life challenges through hands-on learning, and encourages higher-order thinking skills, problem solving, and application of math concepts and skills.
- PD in teaching the reading and writing skills required in mathematics.
- Structure math grouping to provide enhanced opportunities for acceleration of all students
- Utilize Acuity assessments to target skills acquisition needs of individual students and underperforming student groups.
- Facilitate the administration and evaluation of Acuity math assessments by math teaching staff to provide specific and meaningful data targeted to instruction occurring in leveled math groups.
- Funds will be used to establish a comprehensive, individualized math professional development series with an Aussie Consultant.
- Funds will be used to establish a study group to roll out Common Core Standards.
- EDM math program will be aligned with the Common Core Standards.
- Extended Day/ SES After school program for math enrichment activities and projects.
- Use inquiry team and other per-session funding for common planning and data analysis.
- Provide professional development in differentiation strategies in the mathematics classroom.

Strategies to increase parental involvement

P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing. The top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In the current year, outreach of this type has resulted in notable improvement in attendance, on some days there are over 90% of students in attendance.

The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities.

The guidance staff (2 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, SCAN New York which include a parent outreach component.

The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

Parent/Family Room

The parent/family room will be located on the first floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

Strategies for attracting Highly Qualified Teachers (HQT)

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

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

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

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

Service and program coordination

- In collaboration with Aussie, the school provides professional development for math and science teachers on CCLS.
- The school has a partnership with SCAN Supportive Children’s Advocacy Network, which includes an afterschool homework help program for students in grades K-5, four days a week.
- The School provides skill reinforcement through an extended day for students at risk for not making academic progress in all grades.
- The school offers an after school Title III program for students who are ELLs and SIFE on Monday and Friday.
- In collaboration with Aussie, the school provides professional development for Technology, on CCLS.

Budget and resources alignment

Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless; TL, Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

By June 2012, PS 230 staff will participate in the school's Data Team Initiative, which allows staff to engage in a continuous cycle of inquiry focusing on their lowest third.

Comprehensive needs assessment

In analyzing the effectiveness of the protocols we had in place with regard to initiating special education evaluations, we realized that we can strengthen these protocols by implementing Data Team meetings. Previously, students were recommended for evaluation by one or two teachers based on the criteria of either having had multiple retentions or low performance on state exams. Therefore, a need arose for us, as a school community, to collaborate with each other in a more organized fashion to develop a strategic plan that meets the diverse needs of each of our students before initiating evaluations.

Below is a table that shows our school's initial referral rates compared to that of the city for the past two years. It is evident that we have a higher than average referral rate.

Initial Special Education Referral Rate	2009-2010		2010-2011	
	PS 230	All Public Schools	PS 230	All Public Schools
	6.6%	2.6%	6.7%	1.9%

Instructional strategies/activities

- With the implementation of the Data Team meeting, these staff members engage in the process of looking closely at each individual student's needs based on all forms of assessment data at both the school and state levels. Common benchmark assessments are administered to determine skill levels of every student.
- Identify lowest performing students on each grade.
- Meet with all support staff, including classroom teachers, administration, coaches, guidance counselors, AIS providers, related service providers, family workers, etc to discuss in depth each of the lowest performing students. During these meetings we will be able to discuss all we know of the child and the services the child has received up to date and brainstorm the best strategies to put in place for each individual student. These data meetings will occur twice yearly.
- Teacher team meetings, which will be held on Thursday afternoons, will focus on the sharing and monitoring the progress of these students.
- Each teacher team will use the collaborative inquiry process to best support those students in their lowest third.

Strategies to increase parental involvement

P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing. The top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In the current year, outreach of this type has resulted in notable improvement in attendance, on some days there are over 90% of students in attendance.

The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities.

The guidance staff (2 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, SCAN New York which include a parent outreach component.

The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

Parent/Family Room

The parent/family room will be located on the first floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

Strategies for attracting Highly Qualified Teachers (HQT)

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

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

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

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

Service and program coordination

Budget and resources alignment

Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless; TL, Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

By June 2012, 85% of teachers will move at least one level in Domain 3 of the Charlotte Danielson rubric.

Comprehensive needs assessment

- Results of instructional rounds conducted by Administration on a bi-weekly basis show that student engagement is low during instruction.
- Feedback from formal and informal observations shows that teachers are not effectively communicating with students so that students are receiving clear directions, purposeful instruction and actionable feedback.

Instructional strategies/activities

- Domain 3 of the Danielson framework will serve as the focus for teacher development. Administration will facilitate staff professional development sessions based on the domains of the Danielson rubric.
- During the monthly staff PD sessions, teachers will engage in protocols and learning activities to gain a deep understanding of the characteristics of a “distinguished” teacher based on Danielson’s rubric.
- Administration will utilize a new formal/informal observation tool based on domain 3 of the Danielson framework to give teachers feedback.
- All feedback that the teachers receive will be based on the four domains for teacher responsibility.
- Coaching cycles or teacher improvement plans will also be based on the Danielson rubric.
- Administration will use Danielson’s wording to articulate clear expectations for teacher practice.

Strategies to increase parental involvement

P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing. The top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In the current year, outreach of this type has resulted in notable improvement in attendance, on some days there are over 90% of students in attendance.

The school utilizes an automated phone dialing system to make calls to students’ homes regarding attendance and school activities.

The guidance staff (2 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, SCAN New York which include a parent outreach component.

The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

Parent/Family Room

The parent/family room will be located on the first floor. The Parent Association will utilize the room. The room is equipped with a telephone for outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

Strategies for attracting Highly Qualified Teachers (HQT)

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

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

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

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

Service and program coordination

- The school is a member of National Council of Teachers of English which provides workshops and webinars on Danielson's Framework of Teaching for all faculty members.
- Administration and coaches attend workshops provided by the Network on effective, formative observations.

Budget and resources alignment

Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless; TL, Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

80% of students will effectively use evidence to write opinions and arguments based on informational text read as demonstrated by performance on the literacy performance task aligned to the NYCDOE instructional expectations.

Comprehensive needs assessment

- In analyzing our students' results of the 2011 NYS ELA exam, we saw that our students performed poorly in the short and extended response questions of the test. Only 17% of the students who took the 2011 NYS ELA earned a perfect score on the extended response question.

Instructional strategies/activities

- Re-introduce staff to the Common Core Standards in teacher teams and whole group sessions so that they understand the language and the mandates of the new standards.
- Teachers will develop collaborative lessons that show students how to write opinions and arguments in response to informational text.
- Staff will engage in PD around how to assess student work and plan lessons in writing opinions and arguments in response to informational text.
- Planning sessions to adjust what and how we teach so that our students show progress in writing opinions and arguments in response to informational text.

Strategies to increase parental involvement

P.S. 230x has created systems for positive and consistent communication with parents. The program for family outreach will be coordinated with the Office of Parent Engagement parent outreach resources and staffing. The top priority for family outreach will involve increasing attendance and reducing lateness across all grades. The Family Worker and a funded School Aide will coordinate the outreach effort for attendance improvement. In the current year, outreach of this type has resulted in notable improvement in attendance, on some days there are over 90% of students in attendance.

The school utilizes an automated phone dialing system to make calls to students' homes regarding attendance and school activities.

The guidance staff (2 members) will also be part of the parent outreach program. Their efforts will include high school articulation, social services referrals, and counseling. The school will continue to partner with CBOs, namely, SCAN New York which include a parent outreach component.

The Parent Coordinator assigned to the school will also help to meet the needs of non-English speaking parents and caregivers.

Parent/Family Room

The parent/family room will be located on the first floor. The Parent Association will utilize the room. The room is equipped with a telephone for

outgoing calls within the Bronx. The school will make every effort to provide improved equipment and supplies in order to support parent outreach activities.

Strategies for attracting Highly Qualified Teachers (HQT)

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

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

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

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

Service and program coordination

- The school has a partnership with SCAN Supportive Children's Advocacy Network, which includes an afterschool homework help program for students in grades K-5, four days a week as well as Supplemental Educational Services three times a week.
- The School provides skill reinforcement through an extended day for students at risk for not making academic progress in all grades.
- The school offers an after school Title III program for students who are ELLs and SIFE on Monday's and Friday's.

In collaboration with Aussie, the school provides professional development for Technology, on CCLS.

Budget and resources alignment

Resources employed: Title 1 Corrective 91; TL CF Inquiry Team; TL FSF Hold Harmless; TL Fair Student Funding; TL Children First Funding; Contract for Excellence; TL IEP Teacher]

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.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	21	15	N/A	N/A	1	0	0	0
1	19	15	N/A	N/A	2	0	0	0
2	16	15	N/A	N/A	1	0	1	0
3	15	15	N/A	N/A	0	0	1	0
4	15	15			0	0	1	0
5	15	15			0	0	0	0
6								
7								
8								
9								
10								
11								
12								

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
<p>ELA</p>	<p>Burst Reading – intensive instruction in alphabet recognition, phonemic awareness and decoding. To be delivered to a small group of students in need of those skills Guided Reading (push-in, small group during the school day) Title III After School Program (small group, after school) –Provides additional literacy and mathematics support to students recently transitioning into a mono-lingual setting. Program takes place after school. SES After School Program (small group, after school)-Provides additional support in ELA for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provided enrichment opportunities. Voyager Passport- Small group instruction using various strategies and skills to enhance reading fluency, phonemic awareness and reading comprehension. Wilson Reading System – intensive instruction in alphabet recognition, phonemic awareness and decoding. To be delivered to a small group of students in need of those skills Guided Reading (push-in, small group during the school day)</p>
<p>Mathematics</p>	<p>SES After School Program (small group, after school) Provides additional support in mathematics for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provides enrichment opportunities. Rally Strand by Strand Small group three to five times a week during school hours Nov to May.</p>
<p>Science</p>	<p>None</p>
<p>Social Studies</p>	<p>None</p>

At-risk Services provided by the Guidance Counselor	Guidance Counselor services for mandated population in addition to the students referred at risk, as well as a Social Work Intern from Columbia University.
At-risk Services provided by the School Psychologist	None
At-risk Services provided by the Social Worker	None
At-risk Health-related Services	None

**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.

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 1st 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 1st 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.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 09X230 **School Name:** Dr. Roland N. Patterson

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: Improvement Year 1 Improvement Year 2 Corrective Action Year 1 Corrective Action Year 2
 Restructuring Year 1 Restructuring Year 2 Restructuring Advanced

Category: Basic Focused Comprehensive

Intervention: School Quality Review (SQR) External School Curriculum Audit (ESCA)
 Joint Intervention Team visit (JIT) Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

PS 230 has been identified in the following areas 3-8 All SWD, Black Hispanic LEP ED. The school findings in these areas around the specific academic issues that caused the school to be identified are as follows:

ELA – All students

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

The findings from the SQR that the school under went for the 2010-2011 school year were as follows:

Develop teachers' understanding and use of data to effectively differentiate instruction that targets individual student needs.

- Teachers are engaging in data conversations; however there is not yet a deep understanding of how to utilize the information effectively to target individual needs. Consequently, there are limited entry points for students to access the content based on their individual language needs, learning styles and skill level.
- In several lessons, teachers varied the tasks for students. However, since data is not deeply analyzed, instruction and student work lack focus and rigor, and do not consistently engage students at their instructional levels.
- Align assessments to the curriculum effectively to improve instructional planning that raises student achievement levels.
- Teachers meet regularly with colleagues to plan, review data and student work, but they do not yet target specific learning needs for individual students or sub groups in a formalized manner. The information does not lead to targeting student needs or tracking progress efficiently. Conversations about students are not yet captured systematically by subgroups resulting in limited changes in instructional strategies to meet student needs.

- The school uses data to identify which students need additional support. However, there is not a formal process for establishing strategies or skills for individual students or subgroups. As a result, there are limited opportunities to use data effectively in order to improve teacher practice and student learning. Consequently, there is an uneven differentiation of instructional strategies across grades and classrooms.
- Utilize a common observational tool to provide consistent and targeted feedback to staff resulting in improved teacher pedagogy.
- The leadership provides feedback to staff. However, there is not a common, research based framework that is used to evaluate teacher practice. Therefore, teachers do not receive strategic and actionable feedback that supports a cohesive instructional vision for improvement.
- School leaders provide a variety of supports for teachers. However, there is not sufficient coordination and monitoring to ensure cohesiveness of practices aligned to the needs of specific teachers. As a result, teacher pedagogy and content knowledge still lack depth across classrooms.

Expand the work of the inquiry team to support the coherence of school wide practices to improve student learning.

- Although many teachers are involved in team meetings, the core collaborative inquiry team has not established norms for communicating the work with the rest of the school, thus limiting opportunities for teachers to share their findings across grades to support a school wide focus. Therefore, the school's inquiry approach is inconsistent and effective use of data is uneven throughout the school. As a result, there is still limited student improvement as evident in the recent progress report.
- Some teachers review data and student work during the grade meetings. During the teacher meetings, some of the grades use protocols to determine proficient student writing samples. However, they do not use exemplars or anchor papers aligned to standards in order to assess the quality of the writing. As a result, student work lacks academic rigor.

Improve strategic monitoring by setting interim benchmarks to periodically evaluate students' progress towards goals.

- The administration is beginning to develop systems to track student progress such as the monthly running records in every class. However, this information and other formative assessments are not clearly triangulated to determine individual, class, or subgroup progress limiting the ability to set data based goals for improvement with interim checkpoints. Student growth is not monitored cohesively and the school is unable to effectively determine progress. Teams of teachers are developing systems to organize data sources. However, this information has neither been triangulated nor clearly understood by teachers. Therefore, they are not able to effectively adjust or improve instructional practices.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

ELA- subgroups

African American-

- This year we purchased the Treasures Reading Program. This reading program is a comprehensive, research-based reading program that has a wealth of high quality literature to engage all learners. Explicit instruction and ample practice will ensure students' growth in all areas of reading, including phonemic awareness, phonics, comprehension, fluency and vocabulary. The schools reading block is 120 minutes in duration, and it consists of both read and writing. Writing instruction addresses each of the writing traits, and grammar and spelling.
- In addition to whole group instruction, each student also engages in small group instruction with leveled texts that are at appropriate reading levels for the student. During small group instruction, each classroom has two teachers to facilitate small group work and center activities so that all students are engaged in meaningful learning experiences that target deficient areas in reading.
- As an intervention, we use Burst:Reading. Burst:Reading helps teachers continuously synchronize reading intervention with students' changing needs. The technology analyzes thousands of data points to group students

with similar needs and aligns instruction to those needs every 10 days for a complete solution to early literacy intervention. Burst:Reading provides clear analysis and recommendations for high-quality reading instruction designed to develop skills with increasing difficulty until students master them. This makes it easier for teachers to differentiate instruction that builds a foundation for students to read with comprehension. Teachers deliver this differentiated instruction in 30-minute interactive lessons that keep students engaged, inspired, and ready to learn.

- Literacy Coach working with teachers on differentiation and data analysis. All classroom teachers will engage in professional development activities to strengthen their skills in using assessment data to inform their instruction and use their knowledge of their students, including their learning style preferences, to develop engaging and meaningful lessons.

Hispanic (All the above)

- ELL students will have the opportunity to participate in an afterschool program specifically designed to support their needs. The students use the IReady reading program which is an interactive program that motivates students while giving them the one-on-one support they need to move up to grade level. Most lessons feature a predictable structure, including instruction, practice and a quiz. The program addresses phonological awareness, phonics, high-frequency words, vocabulary and comprehension.

Students with disabilities- (All of the above)

- Students are mainstreamed into general education classes as a way to best support their learning academically and socially. Struggling students still receive instruction in the Wilson Reading Program that is aimed to strengthen students' ability to read and decode texts.

Economically disadvantaged- (All of the above)

Part B: For Title I SINI Schools Only

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

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

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

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

Currently we have three new teachers, one of whom we are proud to say was a paraprofessional here at the school for six years before obtaining his teaching credentials. For these teachers, we will be utilizing the suggested mentoring protocol available on the New York City Department of Education website. The plan consists of the new teacher identifying strengths and weaknesses in his or her instructional practices. The mentor then develops professional goals to work towards throughout the year. The mentor will be responsible for providing assistance in achieving the established goal or goals. The designated mentors are the literacy Coach, Math Coach, and an F-Status retired principal.

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

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

Parent Notification Requirements

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

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

Step 2: Parent notification letters will be dissemination to parents via student backpacks, **no later than January 31, 2012.**

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

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

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

**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 Corinne RelloAnselmi/Bob Cohen	District 09	Borough Bronx	School Number 230
School Name Dr. Roland Patterson			

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

Principal Rowena Penn	Assistant Principal Edele Williams
Coach Wanda Acevedo (Literacy)	Coach Yolanda Payne (Math)
ESL Teacher Berverly Guity, Olinka Crusoe	Guidance Counselor Delilah Martinez
Teacher/Subject Area E. Rodriguez	Parent type here
Teacher/Subject Area type here	Parent Coordinator Mr. Irving Huntley
Related Service Provider Yvette Jenkins (Speech)	Other type here
Network Leader Bob Cohen	Other type here

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	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	1		

D. School Demographics

Total number of students in school	427	Total Number of ELLs	87	ELLs as share of total student population (%)	20.37%
------------------------------------	------------	----------------------	-----------	---	---------------

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. 

Paste response to questions 1-6 here

As parents or guardians of newly enrolled students enter the school they are greeted and guided through the registration process by the pupil accounting secretary and the ELL Coordinator. Parents complete registration forms with the assistance office staff. They are also required to complete a Home Language Identification Survey (HLIS) in order to determine the language spoken in the home. The Home Language Survey is filled out by the parent with the help of the ELL Coordinator. A student is considered to have a home language other than English when: one question (Part 1: questions 1-4) indicates that a student uses a language other than English and two questions (Part 1: questions 5-8) indicate that the student uses a language other than English. As they complete the form, the parent along with the student is interviewed by the ELL Coordinator or a license pedagogue in their native language. If the interview and HLIS indicate that the student is coming from a language background other than English, he or she is administered the Language Assessment Battery-Revised (LAB-R). The LAB-R is administered to students within the first ten days of enrollment. It is administered once in a child's educational career-only upon initial enrollment. Based on the student's performance on the test, his or her entitlement to English language development support services is determined.

All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogue: the ESL teacher (who is fluent in spanish) who is licensed in TESOL K-12. If students are classified as ELLs according to these ATS reports (RNMR, RLER) and assessments, parents are sent an entitlement letter and invited to a parent orientation so that parents can choose the ELL program that they would like their child to participate in. Each Spring students are evaluated through the administration of the NYSESLAT until they receive a score of "Proficient". Data from the NYSESLAT is analyzed so that trends can be determined with regard to listening, speaking, reading and writing schools. Past NYSESLAT scores are used to evaluate and modify ESL programming so that student needs are met. The NYSESLAT is administered by the ESL teacher in conjunction with the classroom teachers who have ELLs in their classes. ELLs take this exam by grade level. Students are grouped with other ELLs in their grade or test band (K-1, 2-5) and assessed in either the library or the classroom. There are always two proctors administering the exam (both pedagogues). The speaking portion of the exam is administered to every student by the ESL teacher on an individual basis. Students are pulled out of the exam to take the speaking test one by one. Special education students take all four portions of this exam in accordance with the modifications indicated on their IEPs. The team who analyzes the data from the NYSESLAT is composed of the ESL teacher, the Assistant Principal (Ms. Williams) and classroom teachers who teach ELLs. In order to master this exam, students are prepared for the NYSESLAT in a several ways:

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

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

3. Entitlement letters are sent home by the ELL Coordinator to inform parents of decisions made based on the LAB-R testing results. Entitlement letters are either given to parents if they are picking their children up from school or sent home in students' backpacks. Parent Survey and Selection forms are sent home with entitlement letters and the date of the orientation or meeting is indicated on the form. Parent Survey and Selection forms are also distributed at orientations so that they can be filled out on the spot. Follow-up phone calls are made to encourage those unable to attend orientations to return their Program Selection Forms. Orientation flyers, reminder flyers, and personalized notes are also sent home with students whose parents have missed an orientation. If parents do not return their Program Selection Forms, we will consult with the ELL Coordinator to determine if a bilingual program that is available at PS 230 based on the existing ELL population. Original Parent Survey and Selection forms are also kept in a separate binder for each grade level (K-12) in order to ensure that our school is providing adequate program options to parents based on parent choice and the mandated 15 students in two consecutive grades in order to create additional bilingual programs.

This school serves the following grades (includes ELLs and EPs)
 K 1 2 3 4 5
 6 7 8 9 10 11 12
 Check all that apply

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

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

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

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

Transitional bilingual education program	Yes●	No✳	If yes, indicate language(s):
Dual language program	Yes●	No✳	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	To t #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Self-Contained	0	0	0	1	0	0								1
Push-In	1	1	1	0	1	1								5
Total	1	1	1	1	1	1	0	0	0	0	0	0	0	6

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	89	Newcomers (ELLs receiving service 0-3 years)	71
Special Education	4		

Number of ELLs by Subgroups					
SIFE	0	ELLs receiving service 4-6 years	16	Long-Term (completed 6 years)	2

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. ①

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	71	0		16			2			89
Total	71	0	0	16	0	0	2	0	0	89

Number of ELLs in a TBE program who are in alternate placement: 1

C. Home Language Breakdown and ELL Programs

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

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

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	15	14	9	12	14								82
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Other		2	3	1		1								7
TOTAL	18	17	17	10	12	15	0	89						

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

Paste response to questions 1-7 here

1. There is also one self-contained 3rd grade ESL class. The rest of the ELLs at our school (grades K, 1, 2, 4, 5) receive Push-In/Pull-Out ESL services. All advanced students receive 180 minute of ESL instruction per week and all beginner-intermediate students receive 360 minutes of ESL instruction per week regardless of the model of services that they receive. Push-In ESL periods involve a Co-Teaching model where the mainstream teacher and the ESL teacher collaborate in order to provide scaffolded, differentiated instruction. The two teachers plan together in order to ensure students needs are met and that lessons are adapted so that they reach our ELLs. Also, the ESL teacher and other teachers of ELLs were in collaboration with an AUSSIE Technology consultant involved in the 21st Century Classroom project during the 2010-2011 school year. Teachers now incorporate technology into their lesson plans in order to engage students and students create their own technology projects to demonstrate learning. Some examples of these projects include classroom videos, mock public service announcement videos, student-created websites and podcasts. These materials provide students with opportunities to demonstrate learning in a creative, innovate way and also provide an alternative means of authentically assessing student achievement. Our technology consultant has also worked with technology teachers to bring more internet resources to our school. Resources that are used with ELLs include Tumblebooks and I-Ready. Our school website has also become a resource for ELL teachers to share SMARTboard lessons that include visuals and other ELL scaffolds.

Additionally, in the 2011-2012 School Year, our school is employing the Treasures curriculum for the first time. One of the reasons that this curriculum was chosen is because it includes meaningful ELL supports. The program provides explicit instruction in all four English

A. Programming and Scheduling Information

modalities: listening, speaking, reading and writing. Class discussion and structured partner talk are highly scaffolded components of this program and projectable resources provide visual supports that are particularly helpful for ELLs. This curriculum is being utilized school-wide (K-5) with the hopes that students will be supported throughout their entire elementary school experience. This curriculum also provides valuable resources and methods of adapting content so that while in mainstream classes ELLs will still have access to content that is being taught. Treasure Chest, which is a component of the Treasures curriculum, provides wide variety of scaffolding options which will be particularly beneficial for our ELLs. This new curriculum is aligned with the common core standards and it encourages teachers to focus on consistent assessment practices in order to group students and plan for future instruction. Additionally, the curriculum caters to various learning styles in order to try and reach all students. Different kinds of visuals such as pictures, projectable materials, cards and posters cater to visual learners while the incorporation of music caters to auditory learners. Explicit grammar instruction embedded in authentic contexts is also part of our new curriculum. This program provides a wealth of information for teachers about which errors to anticipate and account for among English Language Learners by incorporating elements of cross-lingual transfer theory into the teacher's manual. A phonics transfer chart and a grammar transfer chart make this information easily accessible for teachers, and the program also provides options for sentence frames in order to provide structured speaking practice.

a. Newly Arrived students who are in their first year of service are members of a New Arrivals group that meets 4 times a week for 45 minutes during extended time. This is not counted as part of their ESL services, it is a supplementary program in order to provide ELLs with a community in which to acclimate to the school environment and explore their native language-English transfer while learning letters, letter sounds and basic reading. ELLs in grade 3 are members of a self-contained ESL class. They receive 360 minutes of ESL services per week which is provided by their classroom teacher who is licensed in ESL. The members of this class have been receiving services from 0-4 years and range in proficiency level from beginner to advanced. The remaining students in grades K-5 receive services using the push-in model. Beginner-Intermediate student on grades K and 4 are seen for 5 push-in periods of 45 minutes per week (for a total of 360 minutes), and grades 5 ESL students are seen for 5 pull-in periods of 45 minutes per week. This totals 225 total minutes. All K-5 Advance students are seen for 4 push-in periods of 45 minutes 180 total minutes.

b. During push-in periods, instruction is adapted to reach students of heterogeneous English proficiency levels since they are all in the same class.

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

3. In the ESL program model, content areas are taught by the classroom teacher entirely in English with ESL strategies. ESL strategies are employed by instructors of ELLs during all content area instruction. Students in the ESL program receive content area instruction from their classroom teachers, who are given support in order to adapt and scaffold lessons for the ELLs in their classes. Math instruction occurs for 60 minutes daily for grades K-2 and for 75 minutes on grades 3-5 in mainstream classes. Literacy is embedded into all content areas. That is, all teachers are encouraged to add vocabulary and reading components into content lessons. The same mentality is reciprocal during our literacy block. Teachers incorporate non-fiction reading about science and social studies content into independent reading choices and read alouds. Teachers are encouraged to create both content and language objectives for each lesson in order to ensure that language development is one of the goals of each lesson that is taught. During the 2010-2011 school year, our entire staff received professional development on writing language objectives. This was a school wide initiative intended to make teachers more mindful of the academic language that our students must permeate the teaching and learning that occurs at our school. It was also intended to help mainstream teachers support their ELLs and be more mindful of ELLs during their planning. Although instruction in mainstream classrooms is entirely in English, the use of visuals, manipulatives and an emphasis on content vocabulary development are considered

A. Programming and Scheduling Information

during the planning and delivery of lesson so that ELLs are better equipped to access classroom instruction when they do not have ESL support. We rely upon technology to provide ELLs with extra visual aids and sound effects to enhance learning and connect content to familiar situations and background knowledge so that ELLs can access new material. SMARTboards and document cameras provide opportunities for visual, auditory and kinesthetic learning within the content areas. Vocabulary instruction is inserted into every content area and language support tools such as sentence frames and an emphasis on accountable talk ensure that ELLs are supported when participating in content lessons. Pull-Out ESL instruction also incorporates important content themes from science, social studies, reading and writing into Thematic Units so that ELLs have additional opportunities to engage with content vocabulary and unfamiliar subject matter.

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

4. We do not currently provide a dual language program. Therefore, ELLs are not usually assessed in their native language. However, translations copies of the math and science NYS exams are available for students use if necessary. If we have any new entrants who are identified as Spanish speaking, the LAB is administered in order to determine language dominance and programs to better support student learning.

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

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)		
a. SIFE are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an emphasis on accountable talk, are used to support the learning of SIFE students. SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. SIFE are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material and differentiated instruction.			
b. ELLs who are in the 1-3 year period are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an emphasis on accountable talk, are used to support the learning of ELLs. SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. ELLs are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material and differentiated instruction.			
c. ELLs who are in the 4-6 year period are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an emphasis on accountable talk, are used to support the learning of ELLs. SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. ELLs are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material and differentiated instruction.			
d. ELLs who are in the 7-9 year period are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an emphasis on accountable talk, are used to support the learning of ELLs. SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. ELLs are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material and differentiated instruction.			
e. ELLs who are in the 10-12 year period are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an emphasis on accountable talk, are used to support the learning of ELLs. SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. ELLs are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material and differentiated instruction.			
f. ELLs who are in the 13-15 year period are given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an emphasis on accountable talk, are used to support the learning of ELLs. SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. ELLs are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material and differentiated instruction.			
to receiving services from the ESL teacher. The focus for this subgroup is to develop academic language through the use of sentence frames and sentence stems both in speech and in writing. Graphic organizers are added to lessons so that students are able to associate specific language and organization with material that they are learning. Over the course of this 0-3 year period, students move from focusing on Tier 1 vocabulary development and basic sentence structures to more complex sentence structures and academic language.			
	BEGINNERS	INTERMEDIATE	ADVANCED

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

A. Programming and Scheduling Information

which constantly adds Tier 2 and Tier 3 words, and incorporates far more complex word study and reading comprehension skills. Students are supported throughout this period so that they can acquire BICs at first through interactions with their peers during group work and

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?

Paste response to questions 8-17 here

8. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are intermediate/advanced ELLs who are still reading far below grade level. Long term ELLs or ELLs receiving services for 4-6 years are often the recipients of AIS support if they are still reading far below grade level as they progress through the grades at PS 230. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra math support in the ESL after school program. The focus of this support will be on math content vocabulary, approaching word problems and memorizing key math facts. The Flocabulary program called "Math Rap" is being used during this time since it allows students an opportunity to gain automaticity with multiplication and division facts that they are having trouble with through the use of music. We decided to use this program because 2011 math data and internal assessments have indicated that math word problems are a major barrier to success for our ELLs. All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hands on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

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

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

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?

Paste response to questions 8-17 here

8. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are intermediate/advanced ELLs who are still reading far below grade level. Long term ELLs or ELLs receiving services for 4-6 years are often the recipients of AIS support if they are still reading far below grade level as they progress through the grades at PS 230. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra math support in the ESL after school program. The focus of this support will be on math content vocabulary, approaching word problems and memorizing key math facts. The Flocabulary program called "Math Rap" is being used during this time since it allows students an opportunity to gain automaticity with multiplication and division facts that they are having trouble with through the use of music. We decided to use this program because 2011 math data and internal assessments have indicated that math word problems are a major barrier to success for our ELLs. All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hands on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

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

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

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?

Paste response to questions 8-17 here

8. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are intermediate/advanced ELLs who are still reading far below grade level. Long term ELLs or ELLs receiving services for 4-6 years are often the recipients of AIS support if they are still reading far below grade level as they progress through the grades at PS 230. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra math support in the ESL after school program. The focus of this support will be on math content vocabulary, approaching word problems and memorizing key math facts. The Flocabulary program called "Math Rap" is being used during this time since it allows students an opportunity to gain automaticity with multiplication and division facts that they are having trouble with through the use of music. We decided to use this program because 2011 math data and internal assessments have indicated that math word problems are a major barrier to success for our ELLs. All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hands on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

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

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

Courses Taught in Languages Other than English

NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class

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

PS 230 does not currently have a Dual Language Program

Math:

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.

Paste response to questions 1-3 here

1. PS 230 provides a variety of professional development for the entire school community throughout the school year. The school's professional development plan for ELL personnel consists of "lunch and learn" sessions designed to familiarize all staff with the most current, research-based best practices. ELL teachers will also have opportunities to register for professional development opportunities outside of the school. They will come back and turn-key information so that the entire ELL community can benefit from these workshops. The entire staff of PS 230 receives professional development through a cycle of grade team meetings in which the focus is ELL strategies. Meeting topics include writing meaningful language objectives, explicit vocabulary instruction, using visuals to support content comprehension and integrating graphic organizers as a means of scaffolding lessons. Also, whole staff monthly professional development sessions are also used as forums to provide support on how to integrate ELL strategies into the content areas as well as academic language development. All personnel are part of this professional development plan. This includes administrators and classroom teachers who teach ELLs as well as other mainstream teachers. This combination of grade team meetings, lunch and learn sessions, and after school professional development sessions will result in the minimum of 7.5 hours of ELL PD. The dates listed so far are 9/22, 10/13, and 11/10. Further dates will be revised after December. All documents to support our school's professional development plan are kept in a binder in the Assistant Principal's office.

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

1. Within the first few weeks of school, informational fairs are provided for parents. Parents have the opportunity to obtain information on student curriculum, class rubrics, and free after school programs. Additional conferences are held for ELL parents, which include information provided from the Office of English Language Learners. Parents attend these informational sessions to discuss

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?

Paste response to questions 1-4 here

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

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

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

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

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?

Paste response to questions 1-4 here

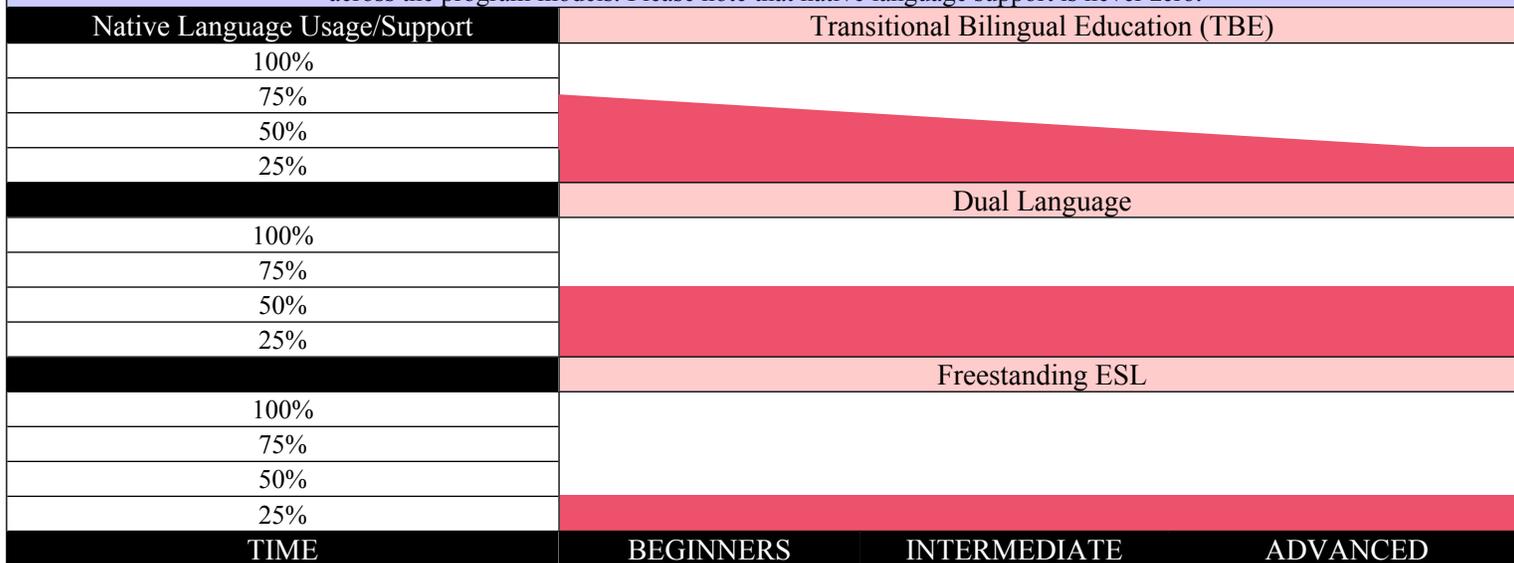
1. Within the first few weeks of school, informational fairs are provided for parents. Parents have the opportunity to obtain information on student curriculum, class rubrics, and free after school programs. Additional conferences are held for ELL parents, which include an informational video from the Office of English Language Learners. Parents also attend informational sessions pertaining to their childrens' academics which occur throughout the school year. Some parents also attend a three day training program through Learning Leaders to better assist students in need. During parent-teacher conferences parents have the opportunity to meet and discuss student progress with classroom teachers, related service providers and the ESL teacher. Bilingual school aids are on hand to assist with translation when needed. Report cards and other important materials are also available in Spanish (the dominant language group in our school). ELL parent involvement in orientation activities, conferences and all other correspondence is generally very low. Therefore, this school year we have a phonecall initiative to contact ELL parents by phone in order to insure they are aware of important obligations and opportunities. Phonecalls are made by a Spanish speaker. Our school has Spanish speaking and French speaking staff so translation services in those two languages are used when necessary. Bilingual informational materials from the EPIC kit are used when parents speak a language other than English, and if translation services into other languages are necessary they are pursued.
2. Agencies such as "Dress for Success" and Learning Leaders collaborate with P.S. 230 to assist parents with job interviews and training parents to effectively work with children inside the school. P.S. 230 also collaborates with Bronx Community College, Scanny and Mount Hope in order to meet parent needs.
3. The school evaluates parent needs based on parent surveys that are reviewed by the school leadership team in order to come up with effective, targeted actions. Parents are also encouraged to be in constant communication with teachers and with the Parent Coordinator so that their needs are prioritized within the school. The Parent Coordinator engages in many forms of outreach which are intended to help parents become more aware of school programs, extra-curricular programs and more general community programs that are available to students and families. The Parent Coordinator provides this information during orientations and meetings at school that parents are invited to or by sending correspondence home. All forms of correspondence are available in Spanish (the dominant second language group at our school) and bilingual staff assists in outreach.
4. Parental involvement activities are based on feedback from parent surveys and one on one conversations. New programs are added based on requests. For example, in advance of the adult ESL workshops which PS 230 will be providing this year, parents will be polled for specific content that they would like to learn. The parent coordinator assists with parent correspondence in many ways. When parents would like to pursue a school transfer, when they have questions about programming, or when they need to be contacted for other reasons the parent coordinator assists in coordinating meetings with the necessary staff. The parent coordinator also evaluates the needs of parents by engaging in one on one meetings with them whenever they have concerns.

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

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

Native Language 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

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?

Paste response to questions 8-17 here

8. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are

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?

Paste response to questions 8-17 here

8. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are intermediate/advanced ELLs who are still reading far below grade level. Long term ELLs or ELLs receiving services for 4-6 years are often the recipients of AIS support if they are still reading far below grade level as they progress through the grades at PS 230. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra math support in the ESL after school program. The focus of this support will be on math content vocabulary, approaching word problems and memorizing key math facts. The Flocabulary program called "Math Rap" is being used during this time since it allows students an opportunity to gain automaticity with multiplication and division facts that they are having trouble with through the use of music. We decided to use this program because 2011 math data and internal assessments have indicated that math word problems are a major barrier to success for our ELLs. All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hands on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

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

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

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?

Paste response to questions 8-17 here

8. The intervention services offered at P.S. 230 are centered around literacy. Programs include Voyager Passport, Foundations and Wilson Reading System. The Wilson reading program is available to special education students who are still struggling with basic decoding skills and would benefit through the use of a multisensory approach. Wilson reading is provided only to Special Education ELLs who have demonstrated a need for a heavy focus on decoding and are reading several levels below their grade level. Both general education and special education ELL students are eligible to receive support services, but the ELLs that are often targeted for these services are intermediate/advanced ELLs who are still reading far below grade level. Long term ELLs or ELLs receiving services for 4-6 years are often the recipients of AIS support if they are still reading far below grade level as they progress through the grades at PS 230. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra math support in the ESL after school program. The focus of this support will be on math content vocabulary, approaching word problems and memorizing key math facts. The Flocabulary program called "Math Rap" is being used during this time since it allows students an opportunity to gain automaticity with multiplication and division facts that they are having trouble with through the use of music. We decided to use this program because 2011 math data and internal assessments have indicated that math word problems are a major barrier to success for our ELLs. All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hands on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

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

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

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

PS 230 does not currently have a Dual Language Program

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.

Paste response to questions 1-3 here

1. PS 230 provides a variety of professional development for the entire school community throughout the school year. The school's professional development plan for ELL personnel consists of "lunch and learn" sessions designed to familiarize all staff with the most current, research-based best practices. ELL teachers will also have opportunities to register for professional development opportunities outside of the school. They will come back and turn-key information so that the entire ELL community can benefit from these workshops. The entire staff of PS 230 receives professional development through a cycle of grade team meetings in which the focus is ELL strategies. Meeting topics include writing meaningful language objectives, explicit vocabulary instruction, using visuals to support content comprehension and integrating graphic organizers as a means of scaffolding lessons. Also, whole staff monthly professional development sessions are also used as forums to provide support on how to integrate ELL strategies into the content areas as well as academic language development. All personnel are part of this professional development plan. This includes administrators and classroom teachers who teach ELLs as well as other mainstream teachers. This combination of grade team meetings, lunch and learn sessions, and after school professional development sessions will result in the minimum of 7.5 hours of ELL PD. The dates listed so far are 9/22, 10/13, and 11/10. Further dates will be revised after December. All documents to support our school's professional development plan are kept in a binder in the Assistant Principal's office.

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

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

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.

Paste response to questions 1-3 here

1. PS 230 provides a variety of professional development for the entire school community throughout the school year. The school's professional development plan for ELL personnel consists of "lunch and learn" sessions designed to familiarize all staff with the most current, research-based best practices. ELL teachers will also have opportunities to register for professional development opportunities outside of the school. They will come back and turn-key information so that the entire ELL community can benefit from these workshops. The entire staff of PS 230 receives professional development through a cycle of grade team meetings in which the focus is ELL strategies. Meeting topics include writing meaningful language objectives, explicit vocabulary instruction, using visuals to support content comprehension and integrating graphic organizers as a means of scaffolding lessons. Also, whole staff monthly professional development sessions are also used as forums to provide support on how to integrate ELL strategies into the content areas as well as academic language development. All personnel are part of this professional development plan. This includes administrators and classroom teachers who teach ELLs as well as other mainstream teachers. This combination of grade team meetings, lunch and learn sessions, and after school professional development sessions will result in the minimum of 7.5 hours of ELL PD. The dates listed so far are 9/22, 10/13, and 11/10. Further dates will be revised after December. All documents to support our school's professional development plan are kept in a binder in the Assistant Principal's office.

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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?

Paste response to questions 1-4 here

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

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

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

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

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?

Paste response to questions 1-4 here

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

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

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	11	4	3	5	6								32
Intermediate(I)	0	3	2	4	2	3								14
Advanced (A)	14	3	7	3	7									34
Total	17	17	13	10	14	9	0	0	0	0	0	0	0	80

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	1	0	1	2	1	0							
	I	6	2	1	1	4	7							
	A	5	9	2	7	2	7							
	P	3	9	7	6	12	12							
READING/ WRITING	B	9	5	2	4	4	8							
	I	5	1	4	5	6	6							
	A	1	6	3	5	6	10							
	P	0	8	2	2	3	3							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	7	6	1	0	14
4	14	3	2	0	19
5	19	19	4	0	42
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	3	2	3	1	5	2	0	0	16
4	3	3	8	1	1	0	0	0	16

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	7	5	10	5	2	0	0	0	29
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	3	1	7	1	2	0	0	0	14
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.

Paste response to questions 1-6

1. At PS 230, we use DIBELS and Fountas and Pinnel running records. Teacher created, letter recognition and sight words assessments are also used. This data has shown that most ELLs that enter our school (kindergarten and any grade thereafter) usually come in without an early literacy background. For this reason we provide our students with extra phonics and words study instruction in order to increase their letter recognition, sight word recognition etc. For example of the 4th and 5th graders that have entered our school at some point during the 2010-2011 school year or so far during the 2011-2012 school year, 2 are reported to be NR (None Reader) using Fountas and Pinnel, 1 students is at level B, 1 student is at level D, 2 students are at level F, 1 at level I and one at level R. Most of these students are members of the new arrivals group that meets every morning to work on early literacy. All of these students receive ESL Push-In services through out the day, respectively, to receive additional services with letter recognition and phonics instruction to name a few. Our data also reveals that 8 of our 18 1st grade ELLs are reading on a Fountas and Pinnel Level A. These students recieve ESL Push-In instruction where the teacher places heavy focus on letter sounds and sight words.

Additionally, of the 17 Kindergarten students who entered school this year, DIBELS data showed that 4 have entered school without any ability to recognize letters or identify letter sounds. This has allowed both mainstream teachers and the ESL teacher to cater to those basic needs and make sure to differentiate for those learners.

2. Our school's LAB-R and NYSESLAT data reveals that we have large beginner, intermediate and advanced populations. However, our Intermediate population is about twenty students smaller than either the beginner our advanced groups. Kindergarten LAB-R scores showed that this group of ELLs has a greater proportion of students at the advance level; 5 students are beginners and 13 are advaced. Kindergarten is our largest population of advanced ELLs. Our largest beginner populations is the 1st grade with 12 beginner studetns. This is a result of the large amounts of newcomers that enter in our younger grades. Our second largest advanced populations is 5th grade. This is because these upper grades are where students have had the most years of ESL services. Many of these students are functioning near grade level in terms of their English abilities, but have not yet been able to test proficient on the NYSESLAT. A major focus with these groups will be working on skills that are tested on the NYSESLAT with an emphasis on writing skills and grammar. Several of these students have long term ELL status. We are going to work closely with students on this grade level in order to ensure that they recieve the necessary support in preparing for the next test band of the NYSESLAT and in order to try and move those who have passed the newcomer range out of the ESL program if they are ready.

3. Patterns across the NYSESLAT modalities are being weighed heavily when making instructional decisions. These trends will continue to be referred to throughout the school year. The vast majority of our ELLs across all grade levels (K-5) tested either advanced or proficient on the Listening/Speaking portion of the NYSESLAT. This means that they were well prepared for this section of the exam last year and that

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: 230x

School DBN: 09x230

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rowena Penn	Principal		11/18/11
Edele Williams	Assistant Principal		11/18/11
Irving Huntley	Parent Coordinator		11/18/11
Beverly Guity	ESL Teacher		11/18/11
	Parent		11/18/11
	Teacher/Subject Area		11/18/11
	Teacher/Subject Area		11/18/11
Wanda Acevedo	Coach		11/18/11
Yolanda Payne	Coach		11/18/11
Delilah Martinez	Guidance Counselor		11/18/11
Bob Cohen	Network Leader		11/18/11
Yolinka Crusoe	Other		11/18/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 09x230 **School Name:** Dr. Roland N. Patterson

Cluster: 1 **Network:** 104

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

Part A: Needs Assessment Findings

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

Upon registration all parents/guardian fill out a Home Language Identification Survey(HLIS) in order to determine the primary language spoken at home. On the form parents also indicate what language they would like to receive written information from the school, and in what language they would prefer to communicate orally with school staff. Once the HLIS are collected the language information(OTELE code) is inputted in ATS by the school's Pupil Accounting Secretary. The school uses question numbers 1 and 2 in Part 3 of the HLIS, and the Home Language Aggregated Report (RHLA) to track the home language. The report indicate that majority (69%) of our parents' home language is English. 30% of our parents speak Spanish and 1% of our parents speak an African dialect. If parent indicate a language other than English qualified school personnel assist parents/guardians in filling out this document accurately. All written communication documents from the school are sent to all parents in both English and parent native language. The school utilizes the Language Interpretation Services (LIS) to translate documents in the parent's native language and NYC Department Education translation and interpretation hotline services to translate during Parent Teacher Conferences. In addition school staff are also readily available to provide written and oral translation services for parents/guardians.

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

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

Part B: Strategies and Activities

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

School-wide notifications and letters are sent on double-sided sheets at all times; one side written in English and the other in the parent's native language. Appropriate school signage and forms in the language required are posted around the school likewise side-by-side in both in English and the various native languages. Also, parents who speak a language other than English are provided with a translated Bill of Parents Rights and Responsibility. The translation services for such documents are provided in-house by school staff when necessary.

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.

In addition to notifications that are sent home and signage posted throughout the school, the staff informs parents of interpretation services when necessary. Several of our staff members are bilingual in English, Spanish and French. They are readily available to communicate directly with parents/guardians. Our bilingual staff members are also available to provide oral interpretation services between monolingual staff members and parents/guardians. The school also contracts out the services from LIS Language Interpretation services for large scale events such as workshops and Parent Teacher conferences where we need a large number of interpreters.

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>.

In order to fulfill the Chancellor's regulation regarding parental notification and interpretation services, all Department of Education forms and letters are available in both English and parent's native languages simultaneously at all times at our school. For example, registration documents, report cards, school notices, etc. are all examples of these aforementioned. As well, teachers are advised to provide all written and oral communications to parents/guardians in English and their native language when necessary. Teachers are also informed of in-house translation services available to parents if needed. All school staff are well aware of the Chancellor's Regulation which establishes the procedures for ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. All staff are aware of the regulations and understand that they may not utilize minors to provide translation services.

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: PS 230X	DBN: 09X230
Cluster Leader: Corinne Rello Anselmi	Network Leader: Bob Cohen
This school is (check one): ✱conceptually consolidated (skip part E below) ●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): ●Before school ✱After school ●Saturday academy ●Other:
Total # of ELLs to be served: 45 Grades to be served by this program (check all that apply): ●K ●1 ●2 ✱3 ✱4 ✱5 ●6 ●7 ●8 ●9 ●10 ●11 ●12
Total # of teachers in this program: 4 # of certified ESL/Bilingual teachers: 4 # of content area teachers:

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:

P.S. 230's Title III program consists of a 1 days per week ESL after school program. Grades 3-5 each will receive one 2 hour session every Mondays beginning at 3:20-5:20pm. The after school program will serve 45 ELLs who have signed up to participate in the program. Instruction will be delivered in English using ELL strategies and methodologies, with Native Language support. The four instructors are certified in either Bilingual/Bilingual Special Education, or TESOL. The program will run from November 29, 2011 through May 21, 2012. The purpose of this program is to help ELLs become more proficient in the English language, with a focus on English literacy. Based upon previous years' NYSESLAT scores, most students are struggling with the reading and writing modalities. This after school program is designed to address these specific needs. Students will be assessed according to ESL standards in order to determine progress and inform instruction for the duration of the program. The instructional program for grades 3-5 we will utilize is the i-Ready Reading Program. The teacher will plan reading comprehension activities and utilize program in order to provide individualized, engaging, and systematic instruction.

The i-ready Instruction Reading program is a supplemental program intended to target the English Language modalities most in need of improvement among the P.S. 230's population. It focuses on the five pillars of reading phonemic awareness, phonics, vocabulary, sight words, and reading comprehension. In addition teachers will plan writing activities to support students in the areas they struggle with the most.

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 that addresses specific ELL skills and strategies is provided during the school day at grade team meetings monthly. Also, a team of teachers works with a variety of consultant (Aussie, Office of ELLS), and attend workshops on a monthly basis for a two hour session to learn about strategies specifically geared towards making teaching ELLS more engaging with using technology. The target audience for these team meetings is ESL and bilingual teachers as well as classroom teachers with a high concentration of ELLs. A professional development series will also take place after school to

Part C: Professional Development

provide support to teachers who service ELLs. These professional development opportunities are made available to all teachers. These workshops will be facilitated by school staff, Network staff, and outside consultants. The schedule for these workshops are as follows:

ELL Afterschool Title III Professional Development

Time: 3pm -4:30pm

February 2, 2012:

Data Analysis and Implications for Teaching

March 1, 2012:

Language Focus Lessons (Supporting English Vocabulary and Structure Acquisition)

April 4, 2012*

Getting Ready for the NYSESLAT

May 3, 2012

Scaffolding the Scaffold

June 7, 2012

Small Group and Partner Interactions (Interactions to Enhance Instruction)

ELL Inquiry Meeting/Professional Development

Time: 2:20pm-3pm

February 9, 2012:

Technology use and the Everyday Curriculum

February 27, 2012

Planning and Preparation to Differentiate for Your ELL's

March 1, 2012:

Reporting Back/Verbal Practice and Curriculum Connection

March 15, 2012:

Total Physical Response /Integrating Movement into Language Acquisition

March 29, 2012:

Part C: Professional Development

Manipulatives / Using Objects to Connect Concepts

May 3, 2012:

Visual Scaffolding/Providing Language Support Through Visual Aids

May 17, 2012:

Scaffolding English Writing/Matching Instruction to Language Development

May 31, 2012:

Planning and Preparation/ Demonstrating Knowledge of Students

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 Workshops: To be used to involve and inform parents about ELA state exam, Mathematics state exams, and NYSESLAT. There will be 5 workshops, 2 hours each offered by Literacy coach, Math coach and the ESL certified teacher. Refreshments and materials will be included. In addition, approximately 20 parents of the ELLs and Immigrant students will receive instruction in Basic English and Contextual Literacy. The classes will be provided by a licensed ESL teacher every Tuesday from 3:30-5:30 beginning November 2011-May 2012.

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"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff 		

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.
and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		