



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: DORIS L. COHEN
DBN (i.e. 01M001): 15K230
Principal: SHARON FIDEN
Principal Email: SFIDEN@SCHOOLS.NYC.GOV
Superintendent: ANITA SKOP
Network Leader: ALISON SHEEHAN

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Sharon Fiden	*Principal or Designee	
Melissa Gorman	*UFT Chapter Leader or Designee	
Laurie Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Liav Shapiro	Member/ Teacher	
Lauren Oneill	Member/ Teacher	
Hibah Thabeteh	Member/ Teacher	
Jiin Wen	Member/ Parent	
Karen Begnini	Member/ Parent	
Alice Ann Gentry Zaslavsky	Member/ Parent	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

All Reward, Recognition, In Good Standing and Local Assistance Plan (LAP) schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative 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 and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed
School Leadership Team Signature Page
Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
▪ Annual Goal
▪ Comprehensive Needs Assessment
▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
▪ Budget & Resource Alignment section (indicating all funding sources)
Academic Intervention Services (AIS)
Title I Plan (Only for schools receiving Title I funding)
Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of our Pre-K-5 teachers will plan and teach lessons and units that integrate the literacy common core instructional shifts.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our 2012-2013 Progress Report indicates the following:

- 39.3% of our students met proficiency levels as measured by the 2013 NYS ELA exam
- 0% of our students in self-contained classroom settings met proficiency levels as measured by the 2013 NYS ELA exam
- 2.6% of our students in integrated co-teaching classroom settings met proficiency levels as measured by the 2013 NYS ELA exam
- 12.5% of our students receiving special education teacher support services met proficiency levels as measured by the 2013 NYS ELA exam

Our 2011-2012 NYS Report Card indicates the following:

- 54% of our third graders met proficiency levels as measured by the 2012 NYS ELA exam
- In 2012, 0% of 4th graders identified as a student with a disability earned a level 4 on the NYS ELA exam, which is a drop from the the 5% in 2011

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – All teachers will participate in professional development opportunities aimed at supporting teachers to understand the instructional shifts and plan lessons and units that integrate the literacy common core instructional shifts.

1. Activity – All teachers will engage in professional development sessions with Educational Consultants to gain a better understanding of the instructional shifts.
2. Activity – All teachers will engage in planning sessions with colleagues and Educational Consultants to create or revise curriculum maps and unit plans that include more units of study focusing on informational texts, more opportunities for students to engage in conversations about texts, and a greater focus on academic vocabulary.
3. Activity – A minimum of three classroom observations to observe literacy teaching practices that are aligned to the instructional shifts for the Common Core.

B. Key personnel and other resources used to implement each strategy/activity

1. Administrators will arrange for Educational Consultants in literacy to facilitate professional development sessions for teachers. Administrators will also actively participate in those sessions to further support teachers.
2. Literacy coach will support teachers with developing content knowledge and planning coherent and rigorous learning experiences. ESL providers will participate in common planning sessions with teachers to support them in creating language objectives focused on academic vocabulary.
3. Administrators will collaborate to effectively conduct observation cycles for each teacher. Each observation cycle will include observation of teacher moves, taking low inference notes, analyzing transcript to identify effective and ineffective practices, and providing teachers with quality feedback to best support teacher growth.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. PS 230 students will engage in more informational reading and writing throughout the school day in literacy and other content areas and students will have more opportunities to engage in genuine discussions with peers.
2. By the end of the 2013-2014 school year, all Pre-k-5 teachers will have a literacy curriculum map, unit and lesson plans that integrate the common core shifts.
3. 50% of teachers will increase their HEDI ratings by one level from the first observation to the second observation.

D. Timeline for implementation and completion including start and end dates

1. All teachers will participate in a professional development session in the Fall 2013 to gain knowledge and understanding of the instructional shifts.
2. Beginning September 2013 and ending in June 2014, all teachers will have been observed a minimum of three times in the area of literacy to assess teachers' pedagogy as it relates to the literacy instructional shifts.
3. Beginning September 2013 and ending in June 2014, all teachers will have received quality feedback to help improve teachers' pedagogy as it relates to the literacy instructional shifts.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Literacy leaders meet will meet with consultants.
 - a) Meetings will occur bi-monthly during regularly scheduled teacher team meetings.
 - b) During extended pd meetings, per diem rate for teachers will be used to provide coverage for teachers attending professional development sessions.
 - c) Teacher leaders will turnkey this information to their grade level during grade level planning sessions and mini-institutes
2. Revise curriculum maps:
 - a. Per session for teachers to engage in revision of units and curriculum maps.
 - b. Consultancy fee for Educational Consultant to facilitate professional development with teacher leaders.
 - c. Meetings with consultants will happen monthly to use revise curriculum.
 - d. Grade level teams will meet weekly to use this information to revise curriculum maps.
3. Observations:
 - a. Access to Advance
 - b. Scheduling time to input and follow-up with teachers.
 - c. Targeted schedule to ensure that each teacher receives at least 3 focused literacy observations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- In partnership with the SLT and PTA, parents attend events during school time such as, Parents as Learning Partners, Literacy workshops and after school and Saturday events such as, Reading Marathons, Book Fair, Shared Reading Events, etc.
- Parent workshops will include topics such as, How Students Learn to Read, Primary Reading Strategies to Practice at Home, Reading in Upper Levels, Genre Reading

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	x	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of our Pre-K-5 teachers will plan and teach lessons and units that integrate the mathematics common core instructional shifts.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Our 2012-2013 Progress Report indicates the following:

- 35.6% of our students met proficiency levels as measured by the 2013 NYS math Exam
- 0% of our students in self-contained classroom settings met proficiency levels as measured by the 2013 NYS math exam
- 5.3% of our students in integrated co-teaching classroom settings met proficiency levels as measured by the 2013 NYS math exam
- 6.3% of our students receiving special education teacher support services met proficiency levels as measures by the 2013 NYS math exam

Our 2011-2012 NYS Report Card indicates the following:

- 20% of our students with disabilities in the fifth grade met proficiency levels as measured by the 2012 NYS math exam
- 35% of our students with limited English proficiency in the third grade met proficiency levels as measured by the 2012 NYS math exam

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

Strategy – All teachers will participate in professional development opportunities aimed at supporting teachers to understand the instructional shifts and plan and teach lessons and units that integrate the mathematics common core instructional shifts

<ol style="list-style-type: none"> 1. Activity – All teachers will engage in professional development sessions with Educational Consultants to gain a better understanding of the instructional shifts. 2. Activity – All teachers will engage in planning sessions with colleagues and Educational Consultants to create or revise curriculum maps and unit plans that include a deeper focus on essential concepts of mathematics for the grade level and more opportunities for students to apply math skills and knowledge to real-life situational problems. 3. Activity – A minimum of three classroom observations to observe math teaching practices.
B. Key personnel and other resources used to implement each strategy/activity
<ol style="list-style-type: none"> 1. Administrators will arrange for Educational Consultants in math to facilitate professional development sessions for teachers. Administrators will also actively participate in those sessions to further support teachers. 2. Math Learning Community Leaders will facilitate teacher team meetings and planning sessions to support teachers in revising curriculum maps and unit plans. 3. Administrators will collaborate to effectively conduct the observation cycle for each teacher in mathematics. Each observation cycle will include observation of teacher moves, taking low inference notes, analyzing transcript to identify effective and ineffective practices, and providing teachers with quality feedback to best support teacher growth.
C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
<ol style="list-style-type: none"> 1. PS 230 students will engage in more informational reading and writing throughout the school day in mathematics and other content areas and students will have more opportunities to engage in genuine discussions with peers. 2. By the end of the 2013-2014 school year, all Pre-k-5 teachers will have a math curriculum map, unit and lesson plans that integrate the common core shifts. 3. 50% of teachers will increase their HEDI ratings by one level from the first observation to the second observation.
D. Timeline for implementation and completion including start and end dates
<ol style="list-style-type: none"> 1. All teachers will participate in a professional development session in the Fall 2013 to gain knowledge and understanding of the instructional shifts 2. Beginning September 2013 and ending in June 2014, all teachers will have been observed a minimum of three times in the area of math to assess teachers' pedagogy as it relates to the math instructional shifts 3. Beginning September 2013 and ending in June 2014, all teachers will have received quality feedback to help improve teachers' pedagogy as it relates to the math instructional shifts
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
<ol style="list-style-type: none"> 1. Math leaders meet will meet with consultants. <ol style="list-style-type: none"> a. Meetings will occur bi-monthly during regularly scheduled teacher team meetings. b. During extended pd meetings, per diem rate for teachers will be used to provide coverage for teachers attending professional development sessions. c. Teacher leaders will turnkey this information to their grade level during grade level planning sessions and mini-institutes 2. Revise curriculum maps: <ol style="list-style-type: none"> a. Per session for teachers to engage in revision of units and curriculum maps. b. Consultancy fee for Educational Consultant to facilitate professional development with teacher leaders. c. Meetings with consultants will happen monthly to use revise curriculum. d. Grade level teams will meet weekly to use this information to revise curriculum maps. 3. Observations: <ol style="list-style-type: none"> a. Access to Advance b. Scheduling time to input and follow-up with teachers. c. Targeted schedule to ensure that each teacher receives at least 3 focused math observations.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).
<ul style="list-style-type: none"> • Workshops in partnership with the SLT and PTA, parent events during school time such as, Parents as Learning Partners and after school/Saturday events such as, Family Math and Science Days wherein student and parent work together to develop strategies for problem solving. • Parents received a packet which contained a glossary of mathematical terms and examples to support at home their understandings of the curriculum.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA	x	Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will fully implement the NYCDOE's new teacher evaluation and development system including the understanding of the Danielson Framework for Teaching.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of Teacher Observation Reports conducted during the 2012-2013 school year indicate the following:

- Many teachers struggle with asking questions that promote student thinking and genuine dialogue
- Many teachers struggle with providing clear, targeted and explicit instruction to students
- Many teachers assigned tasks/activities that did not align with the instructional goals outlined in the grade level curriculum map.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy – Administrators will evaluate teachers' pedagogy using the Danielson Framework for Teaching as part of the NYCDOE's new teacher evaluation and development system

1. Activity – A minimum of four classroom observations to observe practices across all components in Domains 2 and 3 of the Danielson rubric.
2. Activity – All teachers will have a minimum of two post-observation conferences with an administrator to have a professional conversation of the effectiveness of the lesson observed

2. Key personnel and other resources used to implement each strategy/activity

1. DOE Talent Coach will meet with administrators to support the implementation of the Teacher Effectiveness Rubric
2. Administrators will hold meetings with all teachers to deliver immediate, quality feedback on observations

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By the end of the 2013-2014 school year, all teachers will be given a rating that accurately measures their pedagogy in regards to the Danielson rubric.
2. By the end of the 2013-2014 school year, all teachers will have had multiple opportunities to engage in professional conversations with their immediate supervisors.

4. Timeline for implementation and completion including start and end dates

1. All teachers will be observed at least twice within the Fall Semester and at least twice within the Spring Semester of the 2013-2014 school year.
2. Beginning September 2013 and ending in June 2014, administrators will have professional conversations with teachers after each observation.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Administrators will regularly check ADVANCE web application reports to ensure that all teachers have been observed and rated in a timely manner
7. Observations will be strategically scheduled so that it precedes a teacher's preparation period. Administrators will use that time to hold professional conversations with teachers.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

- Workshops in partnership with the SLT and PTA, parent events during school time such as, Parents as Learning Partners and after school/Saturday events to support parents' understanding of the new teacher evaluation system.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, we will provide support for parents to ensure an understanding of the common core instructional shifts in literacy and mathematics.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Analysis of the 2012-2013 School Environment Survey indicates the following:

- 32% of parents admitted that they have never attended a PTA meeting
- Less than 50% of parents are "Very Satisfied" with education their children are receiving this year

Our needs assessment survey indicates the following:

- Some parents are confused about the increased demands of their child's grade level

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

Strategy –

1. Activity – Increase parent participation/attendance of PTA meetings by using more outreach strategies.
2. Activity – Plan and facilitate parent meetings that provide valuable and meaningful information parents need to have a better understanding of the common core and the instructional shifts of the common core.

2. Key personnel and other resources used to implement each strategy/activity

1. Parent Coordinator to use more outreach strategies, including but not limited to email blasts and flyers/posters around the community to increase awareness of PTA meetings
2. Teachers and other staff members to plan and lead PTA meetings to inform parents of the new demands of teaching and learning as a result of the Common Core Standards

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. We will see an increase in participation among parents during the monthly PTA meetings
2. During periodic, informal surveys, we will see an increase in percentage of parents who are aware of the Common Core Standards and the Instructional Shifts of the Common Core.

4. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 through the end of the school year, each month we will use various outreach strategies to increase participation and attendance.
2. Monthly parent workshops and informational sessions at PTA meetings.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6. Outreach Strategies:

- a) Backpack translated flyers and notices of PTA meetings and parent workshops
- b) Email blasts of information to all families that have supplied us with an email address
- c) Encourage all staff to remind parents of meetings and events during arrival and dismissal times

7. Parent Meetings:

- a. Schedule bilingual staff at PTA meetings so that we will have translation services available in the most common languages spoken by the PS 230 community (ie Spanish, Chinese, Bengali)
- b. Per Session funds to compensate teachers to plan for and facilitate parent meetings

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent

Involvement Policy (PIP).

- Workshops in partnership with the SLT and PTA, parent events during school time such as, Parents as Learning Partners and after school/Saturday events to support parents' understanding of the common core instructional shifts.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

1. Strategies/activities that encompass the needs of identified subgroups

1.

2. Key personnel and other resources used to implement each strategy/activity

1.

3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

4. Timeline for implementation and completion including start and end dates

1.

5. Describe programmatic details and resources that will be used to support each instructional strategy/activity

6.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy		Title IA		Title IIA		Title III		Set Aside		Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<ul style="list-style-type: none"> • Foundations, • Double-dose of Foundations, • Wilson Reading System • Words Their Way • Guided Reading • Reading Conference • Imagine Learning • Targeted Saturday Test Prep • Title III Literacy Programs 	<ul style="list-style-type: none"> • Whole- or Small-Group Instruction • Small Group or 1:1 Instruction • Small Group or 1:1 Instruction • Classroom Push-In Services • Small Group Instruction • 1:1 Instruction • Small Group Instruction • Whole-or Small-Group Instruction • Small Group Instruction 	<ul style="list-style-type: none"> • During the school day • Extended Time • Extended Time or During school day • During the school day • Extended Time or During school day • Extended Time or During school day • Extended Time • Saturdays • After school
Mathematics	<ul style="list-style-type: none"> • Context for Learning/Number Strings • Targeted Saturday Program 	<ul style="list-style-type: none"> • Classroom Push-In Services/1:1 or Small Group Instruction • Whole-or Small-Group Instruction 	<ul style="list-style-type: none"> • Extended Time or During school day • Saturdays
Science	<ul style="list-style-type: none"> • FOSS Curriculum • Content Vocabulary Instruction 	<ul style="list-style-type: none"> • Small-Group Instruction • Small-Group Instruction 	<ul style="list-style-type: none"> • Extended time • Extended time
Social Studies	<ul style="list-style-type: none"> • “Fascinating Words” Curriculum that targets explicit instruction in academic/content vocabulary and language objectives in the content areas 	<ul style="list-style-type: none"> • Small group or 1:1 Instruction or Classroom Push-In Services 	<ul style="list-style-type: none"> • Extended Time or During school day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> • At-risk counseling provided by School Counselor, School Psychologist, Social Worker 	<ul style="list-style-type: none"> • Small group or 1:1 or Classroom Push-In Support 	<ul style="list-style-type: none"> • During the school day

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

Indicate with an "X" your school's Title I Status.			
x	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

All PS 230 staff members meet the highly qualified criteria.

Recruitment

We have an ongoing collaboration with universities. Student teachers from Hunter College, Brooklyn College and New York University complete their fieldwork experience with us and our students. We recruit most of our teachers from the student teachers who train at our school.

Retention

Since we provide a very strong support system for new recruits, we have a very high retention percentage.

Assignments

Staff assignments are based on school needs, state certification and recruits' preferences. When hiring teachers for an ICT position, we also consider the strengths of the individual teacher and the dynamics of the partnership.

High Quality Professional Development

We have a very carefully thought out and executed professional staff development plan for the entire school, which is differentiated to take into consideration the individual needs of each staff member. Our plan includes the use of Learning Communities as a way to build leadership capacity among our most knowledgeable and tenure teachers and support the development of a growing staff. Every new teacher receives a mentor during the first year of teaching. Built into our schedule are weekly grade level meetings that take place during an extended period of the day. For an uninterrupted 75 minute period block each week, teachers have the opportunity to collaboratively plan as a grade level team and grown and further develop their pedagogy and content knowledge. In addition, we hire educational experts in the different content areas to support our work, send teachers to external workshops, conferences and network trainings. Each year we have mentor book which the whole staff reads and reflects on throughout the year.

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Our work regarding the Common Core Standards have included the following:

- Horizontal and vertical planning sessions to align curriculum goals/activities to the Common Core Standards
- Teacher team meetings to analyze student work to determine students' strengths and areas of need based on the Common Core Standards
- Teacher team meetings to create and implement formative and summative assessments that accurately measure students' progress in regards to the Common Core Standards

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

All Federal, State and local funds are used to pay the salaries of key instructional and non-instructional staff whose responsibilities are to support the educational and socio-emotional developments of our neediest students, including:

- Students who may need the support and guidance of a paraprofessional but do not have this as an IEP mandated service
- Students who are living in temporary housing
- Students who are have limited English Language proficiency

- Students who are zoned to other schools but have joined our school community by means of either a safety transfer, NCLB, or overcrowding of the zoned school).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

At PS 230, we have seven (7) sessions of Universal Pre-K, which services 126 pre-school students. These students receive quality instruction that is focused on preparing them for elementary school. Pre-Kindergarten teachers participate in bi-monthly professional development which focus on the planning Common Core aligned curricula in literacy and mathematics. Pre-K teachers also collaborate with Kindergarten teachers to better understand the demands of Kindergarten to best support their students. All these opportunities have resulted in the following:

- Daily sessions begin with “Morning Routines”. This is a part of the day that focuses on learning how to read a calendar, counting and keeping track of the number of school days, identifying number of students present/absent, creating and reading graph charts of the day’s weather
- Pre-K literacy curriculum includes an introduction to letter identification, letter formation and letter sounds based on the teaching practices in Foundations, a phonics program used in our elementary grades
- Pre-K teachers have developed a knowledge and skill of questioning techniques to encourage dialogue among students

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are made involved in the decision making process in grade level meetings. These sessions are facilitated by teacher leaders who are knowledgeable in the given content area. The teacher leaders lead the teacher teams in a brainstorming session of possible assessment options for that content area and then as a group they decide which is the most appropriate assessments to measure students’ performance and progress in that content area. The teachers then devise an implementation calendar that outlines, a time period for the administration of the assessment, meeting date and time for establishing assessment criteria/expectations, meeting date and time to score the assessment and a meeting date and time to analyze student work/data and determine instructional implications.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 15	Borough Brooklyn	School Number 230
School Name The Doris L. Cohen School		

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Sharon Fiden	Assistant Principal Kathleen Drain
Coach Maria Della Ragione	Coach Mary Murphy
ESL Teacher Adriana DiScipio	Guidance Counselor Anselm Scrubb
Teacher/Subject Area Diane Carlesi/1st Grade ESL	Parent Laurie Torres
Teacher/Subject Area type here	Parent Coordinator Nadine Myers-Guilloteau
Related Service Provider Liav Shapiro	Other type here
Network Leader(Only if working with the LAP team) type here	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 currently teaching in the ESL program.	12	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	2	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	1228	Total number of ELLs	392	ELLs as share of total student population (%)	31.92%
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Part II: 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 <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	91	75	63	53	62	48								392
SELECT ONE														0
Total	91	75	63	53	62	48	0	392						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	392	Newcomers (ELLs receiving service 0-3 years)	315	ELL Students with Disabilities	94
SIFE	2	ELLs receiving service 4-6 years	76	Long-Term (completed 6+ years)	0

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 SWD. [?](#)

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	316	2	56	76	0	38				392
Total	316	2	56	76	0	38	0	0	0	392

Number of ELLs who have an alternate placement paraprofessional: 12

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	38	31	19	25	17	19								149
Chinese	10	12	9	5	7	6								49
Russian	1				1									2
Bengali	29	29	24	16	28	19								145
Urdu	3		2			1								6
Arabic	9	3	8	6	7	3								36
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1		1	1	1									4
TOTAL	91	75	63	53	62	48	0	0	0	0	0	0	0	392

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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)	48	10	4	11	9	13								95

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	12	24	36	12	17	16								117
Advanced (A)	31	41	23	30	36	19								180
Total	91	75	63	53	62	48	0	0	0	0	0	0	0	392

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	35	21	7	0	63
4	40	17	3	0	60
5	30	17	6	1	54
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	31		25		8		1		65
4	39		14		4		1		58
5	36		13		4		3		56
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15		12		16		2		45
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

Paste response to questions Our school currently uses TCRWP to assess the early literacy skills of our ELLs. After analyzing the data, we noticed that many of these students have difficulty with decoding and comprehension skills. To help move these students forward, we have instituted a systematic phonics instruction program, Foundations, in grades K-2. In the upper grades, Wilson is used to help students with word attack and comprehension skills. This program also systematically teaches spelling and facilitates the learning of new vocabulary words. In addition to TCRWP reading assessments, we administer writing tasks for K-2 students in September. Checklists, rubrics, and conference notes are kept to track students' progress. These assessments are used to set goals for students growth in writing. Using formative data gathered in individual reading and writing conferences, students are grouped for guided reading or mini writing group lessons designed to meet comprehension, fluency, or writing goals made for each student. Many of our ELLs are also invited to attend morning program. New- Comer ELLs work on listening and speaking goals, while the intermediate and advanced ELLs work on other literacy skills. PS 230 uses both formative and interim assessments to assess early literacy skills of our ELLs which include the following: TCRWP Running Records, Spelling and High Frequency Word inventories including concepts of print, letter identification, letter sounds progression, and phonemic awareness. This data will help us inform our school's instructional plan to target areas of need for individual students as well as design and plan for small group instruction. We also assess our ELLs with the comprehensive language arts program, Wilson and Foundations pre and post unit assessments. Many of our beginner ELLs need to develop phonemic awareness in order to gain fluency in reading. This is especially true among our upper grade SIFE students who have limited letter/sound knowledge.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
We are waiting AMAO measures since these are dependent on scale scores, but they are reported differently. NYSED has not yet aligned them. As soon as AMAO calculation guidance is released from NYSED, we will use them to identify data patterns across LAB-R and NYSESLAT modalities.
NYSESLAT data.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We are waiting AMAO measures since these are dependent on scale scores, but they are reported differently. NYSED has not yet aligned them. As soon as AMAO calculation guidance is released from NYSED, we will use them to identify data patterns across LAB-R and NYSESLAT modalities.
NYSESLAT data.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

ESL teachers, the testing coordinator and administrative staff examine the results and patterns of tests taken in the native language.

The have found the following:

- a. Native Language Math and Science ELL vs. Non ELLs: Only three of our ELLs took the Math and Science tests in their native language. These were last year's fourth graders (this year's fifth graders). The two that performed at level three had strong native language literacy skills, which confirms the research about the role of L1 literacy in acquiring another language

- b./c. What we learned and how we use results of ELL Periodic Assessment:

We are not participating in formative ELL periodic assessments his year..

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We follow our RTI plan (see attached plan) for all students. When the student in question is an ELL or former ELL, we include their grade level ESL teacher as well as our ELL coordinator. We implement a system of interventions and scaffolds that encompass the ideas of second language acquisition.

6. How do you make sure that a child's second language development is considered in instructional decisions?

We ensure that a child's second language development is considered through the use of co-planning between classroom and ESL

teachers. During this built in program time, ESL teachers and classroom teachers are able to share ideas about how to use things such as: translations into native language; intentional groupings in native language; visuals; and translation sites. These kind of instructional moves help us in translating low incidence languages in the school. We gather this data through several sources. First we compile the home language information from the Home Language Information Survey. This tally not only helps us understand our translation needs but the language support in the classroom. We also make anecdotal notes about the educational history so that we can use that to help the classroom teacher understand the educational needs of the student.

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We evaluate the success of our program by analyzing formative and summative data, input from staff, administrators, parents and students, both formally through surveys, conferences and informally through school community events. We look at the data from NYSESLAT, as well as ELA and Math to see how our ELLs are performing on State tests. We can then use this information to inform curricular decisions. We rely on the support of our network schools and our quality review to guide us in our ongoing professional development. We understand that our ELL model of instruction must be revisited and evaluated annually to address the needs of our dynamic population. Our curriculum reflects both language and content goals that our ELLs need to meet in order achieve academic success. Finally, we strive to maintaining a teaching and learning environment where language and cultural diversity is not only valued, but also viewed as a strength.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. During enrollment, all new admits to the NYC public school system are identified by the Pupil Accountability Secretary. Trained pedagogues meet with parents and the child to make an initial identification of English Language Learners. Our licensed ESL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Laura Birchfield, Rachel Weinstein, Lisa Gibbs and Adriana DiScipio) interview the parents and the students and complete the Home Language Identification Survey (HLIS) to determine the child's language proficiency and literacy background. For those parents who need native language support, we have bilingual staff members assist the parents in completing the HLIS in their home language and to answer any questions they may have. If it is determined that the student speaks a language other than English, the student is given the Language Assessment Battery-Revised (LAB-R) to identify whether the child is an English language learner or is English proficient. The LAB-R is administered by Diane Carlesi (ESL teacher), Donna Shulman (ESL teacher), Teresa Flaherty (ESL teacher), Maria Heyer (ESL teacher), Rachel Weinstein (ESL teacher), Laura Birchfield (ESL teacher), Lisa Gibbs (ESL teacher) and Adriana DiScipio (ESL teacher). Those children that score at or below proficiency on the LAB-R become eligible for state-mandated services for ELLs. Students whose home language is Spanish and score at or below proficiency on the LAB-R are administered a Spanish LAB to determine language dominance and native language literacy. A bilingual ESL Teacher, Ms. DiScipio, administers the Spanish LAB-R. All eligible students are given the LAB-R (and Spanish LAB-R) within 10 school days of admission. This multi-step process ensures the appropriate identification, eligibility, and placement for ELLs and determines the model for the delivery of educational services. Parents of newly admitted students into our school system play an active role in the decision making process. In addition, returning ELLs are identified as per the NYSESLAT scores from the prior year. Students who are not yet proficient are distributed heterogeneously in classes across the grade. We create spreadsheets that itemize data according to the four modalities and use this data to design instructional models and support.
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.

In order to enable parents to make sound educational decisions as to which program best meets the needs of their child, parents participate in several activities during the Parent Orientation Meeting before they make a decision. Parents have the opportunity to view the parent information video where program placement options (Transitional Bilingual Education, Dual Language and Freestanding ESL) are presented with clarity and objectivity in the parents' native language. Our ESL licensed teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Rachel Weinstein, Laura Birchfield, Lisa Gibbs and Adriana DiScipio) explain the various programs and answer any questions. We also have bilingual staff members available to assist parents and to answer any questions they may have. Languages include Spanish (Adriana DiScipio, ESL teacher, Gladys Delgado and Estrella Garcia, Educational Assistants), Bengali (Mita Chakraborty, Educational Assistant), Chinese (Shu-Hwa Luong, School Aide, Judy Ho, Family Worker) and Urdu (Rafia Qureshi, Educational Assistant). In addition, parent brochures are disseminated in home languages to enrich the understanding of each available program. This year we will provide research on the effectiveness of the three programs to further inform parents. Parents participate in this parent orientation within the first ten days of their child's enrollment. We document each parent's choice in a spreadsheet. In the event that a Dual Language or Transitional Bilingual Education program becomes available at PS 230, we will refer to our list and notify those parents. We are prepared to inform parents through letters and/or phone calls in their native language.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

After the LAB-R is hand scored by our licensed ESL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Rachel Weinstein, Laura Birchfield, Lisa Gibbs and Adriana DiScipio) a spreadsheet is created with the names of all eligible students. Using this data, parents receive an ELL services entitlement letter. All of the above mentioned teachers are responsible for maintaining, collecting, and storing entitlement letters, parent selection and parent survey forms. The original letter is sent home in English and in the family's native language. We make copies to be placed in each student's ELL file and the student's cumulative record file. The letter notifies parents of their child's eligibility for services and of the date, time, etc. of the Parent Orientation Meeting. We ensure that the meeting is scheduled before the end of the first 10 days of the child's enrollment. At the Parent Orientation, we explain the various programs for ELLs. Parents can opt for ESL, Transitional Bilingual Education or Dual Language. We also make copies of the Parent Survey and Program Selection forms. The original is placed in the student's cumulative record file and a copy is placed in the student's ELL file. ELL student's files are kept in a locked file cabinet in an administrative office. We document the choices with the understanding that we may be required to modify our program depending on the majority of parents' choices. We contact any parent who did not attend the Parent Orientation meeting and meet with that parent individually to ensure that all Parent Survey and Program Selection forms are completed. If a Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.

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.

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

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

To ensure that all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT), we use the ATS report called the RLAT and the RLER along with our spreadsheets. We also create a detailed schedule for each component of the NYSESLAT exam and check off sheets for each of the modalities (reading, writing, listening

and speaking). We have this process in place to ensure that all students are administered every component. Our licensed ESL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Rachel Weinstein, Laura Birchfield, Lisa Gibbs and Adriana DiScipio) and our literacy coach, Mary Murphy administers the NYSESLAT. Our licensed ESL teachers also train select classroom teachers to assist with the administrations of some modalities.

6. 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.) 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. [i](#)
After reviewing the Parent Survey and Program Selection forms, we have noticed that parents at PS 230 have generally indicated a preference for their children to be part of the general education classroom. They have opted for their children to be in ESL programs based on the program selection form rather than self-contained and/or Transitional Bilingual/Dual Language programs. Using the program selection form, we keep a record of how many parents opt for each program and if we have enough parents of the same home language opting for a particular program across two grades, we understand that we are required to create that program. The few who opt for Transitional Bilingual Education or Dual Language programs are referred to the parent coordinator for more information. However, parents consistently choose to keep their child at our school in ESL. Over the last several years there have been a very small percentage of families who have chosen either Transitional Bilingual Education or Dual Language. According to the data, 8 families out of a total of 392 students have chosen Dual Language or approximately 2% and 10 families out of a total of 392 students have chosen Transitional Bilingual Education. Therefore, based on parents' preferences, we offer a freestanding ESL program for our English Language Learners. This is how our program model is aligned with parent requests. ESL teachers compile and archive the surveys for documentation and accountability. These documents are stored in a locked cabinet in an administrative office.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

Our ELL population is continuously increasing and makes up approximately 32% of the total population. Because of the size of our student population, the school occupies two buildings: the lower school houses Pre K, Kindergarten and first grade, and the upper school houses grades two through five. The buildings are in close proximity to one another and each building has a cafeteria, gymnasium and an auditorium/assembly space.

We have an average of seven to ten classes per grade with our ELL students distributed among all classes to ensure heterogeneous grouping with strong language models. However, some classrooms have grouping by proficiency to ensure that all students receive their mandated minutes of service. This is essential in order to maintain the effectiveness of our push-in model because it allows for ESL teachers to work in classrooms more frequently and it allows for teachers to plan collaboratively.

PS 230 implements a Free-standing English as a Second Language (ESL) Program. The primary goal is to support students' learning with researched-based ESL strategies in order to achieve English Language proficiency within three years and provide students with the skills needed to perform at city and state grade levels in all subject areas. In our Freestanding ESL component we service students, from grades K-5. They range from beginner to advanced proficiency levels. Students in freestanding ESL programs are distributed uniformly across the grades and receive all instruction in English with native language support. NYSESLAT scores and the LAB-R results determine how many units of ESL instruction each student receives services according to his or her English proficiency. Depending on their proficiency level, they receive from 180 minutes to 360 minutes a week of ESL. Beginners and Intermediate students receive 360 minutes of ESL services per week. Advanced students receive 180 minutes of ESL services per week.

We offer ESL services to all entitled general and special education ELL students.

In order to meet the specific needs of subgroups of ELLs, we use both the push-in and pull-out models of instruction. For some of our Newcomer and special education English Language Learners, we use the pull-out model providing focused, individualized instruction for an extended period of time in the mornings. Pull-out is better suited for Beginner and Intermediate ELLs who require more individualized instruction outside of their classroom. Throughout the rest of the instructional day, we use both the push-in model, (which allows for literacy and content grade-level support for all ELLs within the classroom setting) and the pull out model for small-group instruction when appropriate. In grades 2-5 ESL teachers pull out advanced student groups for ELA and Math instruction. They also participate in co-teaching models within the classroom. Additional support is provided during push-in periods for Beginner and Intermediate ELLs.

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)?

PS 230 has eleven licensed ESL teachers. One of these is a content area teacher (Science). Our ESL, mainstream and content area teachers are teachers who are committed to providing academic support using ESL methodology and instructional strategies that make content comprehensible and enable students to succeed. Furthermore, we are encouraging more classroom teachers to pursue the ESL extension license in order to expand our ESL certified staff in the coming year and support the growing population of ELLs. Our ESL teachers are distributed across the grades as follows: five teachers service grades K and 1 and five teachers service grades 2, 3, 4 and 5. The ELL student population is distributed across the grades as follows: Grade K consists of 91 students, grade 1 consists of 75, second grade has 63, and third grade has 54, fourth has 62 and fifth consists of 48 students. Total: 392. All of the ELLs participate in freestanding ESL programs based on the Teachers College curriculum, supplemented with modifications and scaffolds using ESL methodology. Our special education ELLs are served as per the IEP. According to our schedules, all classes receive 360 minutes per week for Beginner and Intermediate ELLs and 180 minutes per week for Advanced ELLs. We were able to meet the required minutes by grouping some of our Advanced ELL students.

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 foster language development and meet the demands of the Common Core Learning Standards.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. This year, we are continuing a school wide initiative to incorporate Common Core aligned language objectives in all our units of study.

Furthermore, to support language and content learning (Social Studies, Math and Science), we use the following practices:

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

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

We do not have a formalized assessment for native languages (except for the LAB-R in Spanish). However, we use bilingual teachers and/or school personnel to conduct informal evaluations of students during the intake procedure. During intake, we acquire student writing samples and recruit school personnel who speak the native language to guide teachers in assessing native language literacy. This process, along with the parent/student interview, gives us an overview of the students' ability, so that classroom teacher can build on common underlying proficiencies. Also, ELL students who are literate in their native language have the option to take standardized content exams in their language. We train them to use bilingual glossaries so that they are comfortable using them as a resource both in the classroom and during the exam.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

We evaluate our ELLs using several different measures, both formative and summative. We use the NYSESLAT in the spring to assess English language proficiency in all modalities. We use the initial assessments for identification (LAB-R and NYSITELL) to determine placement and appropriate grouping in classrooms. We use summative assessments throughout the year to assess growth through the stages of language acquisition in all modalities, to inform instruction and supplement the curriculum. Informal assessments using rubrics, teacher and student checklists, and portfolio assessments are used to evaluate reading, writing, listening and speaking. Teachers conference with ELLs and share their observations with classroom teachers through checklists, googledocs, anecdotal notes and other forms of record sharing. It is through these observations and instruction practices that teacher are able to foster language development and meet the demands of the Common Core Learning Standards.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Plan for SIFE

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

- Differentiation of instruction in all areas: In addition to regular ESL mandated periods, ESL teachers check in with SIFE students individually for the first period of the day to address specific needs in the classroom.
- Implementation of a newcomer kit with activities aligned to the grade curriculum. This is currently in revision. The kit will have suggestions for independent and teacher-led activities aligned to the classroom curriculum.
- Individualized student needs assessment based on family interviews and classroom observations.
- Grade and age-appropriate instructional support materials. Students have daily access to a high-interest/low-readability lending library, an audio library featuring popular classroom read alouds. During the afternoons, (last period) ESL teachers work with students to ensure they are choosing appropriate texts. They also check in with select students to explain homework.
- We employ QTEL scaffolding strategies to make grade level content comprehensible.
- Native language support when appropriate through bilingual books and word to word content area glossaries,
- Participation in extended day morning program from 8:03 to 8:40 Monday through Thursday. We focus on word study, depending on the individual; students may participate in Wilson, Foundations and Words Their Way for ELLs.
- SIFE students use the Imagine Learning program for 25 minutes, four days a week in the classroom.
- Participation in the Saturday enrichment programs and Title III after-school programs.

Plan for Newcomers

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

- Parent orientation and newcomer student orientation.
- Encourage student to participate in the Saturday Programs and After School activities.
- Newcomers in the lower grades, particularly kindergarten and first grade, assimilate into the regular flow of the day in their classrooms, as they are usually early emergent readers as are their peers.

- A Newcomer Kit for teachers so that our newcomers will have appropriate activities to do during classroom time as they are learning English. These activities include both independent and collaborative work and are matched as closely as possible to the subject matter being taught at the time.

- Bilingual libraries and audio recordings of picture books used for content area units of study.
- New ESL software, such as Imagine Learning and access to language learning websites for newcomers.
- Grade and age-appropriate instructional support materials in all content areas: picture flash cards for math, social studies, and graphic organizers.

Individual or small group work with licensed student teachers.

- Native language support in math, science and social studies to develop content goals and language goals in preparation for the state exams.

- Differentiation of instruction in all areas: ESL teachers will collaborate with classroom teachers to modify lessons in order to provide comprehensible input throughout the day. Modified lessons will provide opportunities for students to communicate effectively in the classroom both in social and academic language contexts.

- Participation in the Saturday enrichment programs. Participation in the Title III after-school program with a focus on vocabulary in the content areas.

Plan for ELLs receiving services for 4-6

ELLs receiving services for 4-6 years represent the largest number of ELLs across grades 2 to 5. An analysis of our ELL data has revealed these ELLs struggle with academic vocabulary, a deficit that has been shown to impact comprehension of higher-level texts. Drawing on these findings, we have identified a need for these ELLs to expand their academic vocabulary in order to develop automaticity as readers and writers. Classroom and ESL teachers collaborate to design lessons and curricular modifications that include explicit vocabulary and spelling instruction. Our continuing goal is to support ELLs in developing word consciousness through language and literacy instruction while simultaneously expanding their knowledge of all content areas. We continue to implement a school-wide vocabulary curriculum.

Our action plan for this group involves:

- Targeted and very explicit word study program within the context of units of study.
- Contextually rich activities that reinforce strategies for figuring out unknown words and enable students to familiarize themselves with the deeper layers of upper-level English orthography. We will employ QTEL scaffolding strategies to make grade level content comprehensible. Furthermore, ESL and classroom teachers will continue a word-study program to improve fluency and accuracy through engaging activities that focus on exploring the both phonemic and semantic nature of words. Also, we will continue with our vocabulary enrichment program requiring students to recognize and use a wide variety of English words within the context of the daily curriculum.

- Establish ongoing small-group writing conferences that target individual students' needs.
- Use of differentiated checklists and rubrics to monitor and reflect on their writing process (mechanics, organization, ideas, sentence fluency, etc.).
- Use of scaffolds such as graphic organizers to help students structure their writing for different genres.
- We will continue to use our vocabulary enrichment program to introduce new vocabulary and encourage ELLs to use the words in their writing.
- Finally, we will invite our ELLs to participate in Title III Inquiry-Based Research Program and ESL literacy classes outlined designed to develop writing skills.

Plan for Long Term ELLs (6+ years)

Long Term ELLs represent a small number of ELLs at PS 230. Our action plan for this is the same as the action plan for our 4-6 ELLs, with a few additions:

Ongoing observations: classroom and ELL teachers meet regularly to monitor progress and discuss the possibilities for the students' appropriate placement.

Maintain home-school communication.

Plan for students reaching proficiency on the NYSESLAT

Students who are former ELLs receive additional support in the classroom from both ELL teachers and SETSS teachers. At the beginning of the year the ESL staff compile and analyze assessment data on former ELLs to determine areas of need. Teachers continue to

provide support in the classroom for former ELLs. They are often included with ELLs during small group instruction. Former ELLs receive testing accommodations on all standardized assessments.

7. 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?

Our school ensures that all ELL-SWDs whose IEP mandates ESL instruction receive appropriate services. Teachers access SESIS regularly and meet with special education teachers to design instruction that support students' individual IEP goals. Classrooms with ELL-SWDs contain materials that support instruction. These include, math manipulatives, magnetic letters and letter tiles, audio books, music (care of Guitars in the Classroom) and educational games. Technology is also utilized, for example, laptop accessibility, web-based programs (Imagine Learning), Smartboard technology, and document readers/projectors. Our ELL teachers use many instructional strategies and grade level materials that provide access to academic content areas and accelerate English language development. We strongly adhere to the UDL philosophy. We differentiate content, process and product. We differentiate content by modifying texts, supplemental curricula (for example, Do The Math by Marilyn Burns for our self-contained special education classrooms) using multimedia resources, collections of themed books, fiction and nonfiction picture books, graphic organizers, charts with visuals and models of writing tasks, bilingual materials and varied pacing for different learners. Process is differentiated through step by step displayed directions, rubrics and checklists, visuals and models of note-taking that appeal to all learning styles, drawing to express ideas, flexible grouping, audio books for newcomers and through social language models. Finally, we differentiate product by establishing different formats. These include written tasks (standard reports, essays, stories, maps, diagrams etc.), verbal tasks (oral presentations, interviews, etc.), performance based tasks (role play) and creative tasks (painting, drawing, graphs, models, dioramas, etc.).

Plan for Special Needs students

ELL students with disabilities whose IEP recommends ESL or bilingual instruction will receive intensive support by our ESL instructors in their classrooms to facilitate their reading, writing and language skills in order to meet their IEP goals. The classroom teacher uses specialized reading programs, such as Foundations for grades K, 1 and 2 and Wilson for grades 3, 4 and 5 during extended day morning program and for 45 minutes (1 period) during the morning block. Classroom teachers collaborate with ESL teachers, SETSS and Speech providers to differentiate instruction to meet the individual needs of Special Education ELLs. Given our success last year with our push-in collaborative teaching model for SETSS and ESL, we will extend the model to grade 4. The program allows for students to receive mandated services within the classroom setting. Students with IEPs participate in daily small group instruction modified to meet individual student needs. Cluster teachers, as well as ESL specialists, have been trained to navigate SESIS where they can access students' goals and make instructional accommodations according to the students' learning needs.

Our policy for special needs students also includes:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
- Monitoring of newcomer, long term ELLs and SIFE student for possible special needs status.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

We ensure scheduling flexibility to meet the diverse need of our ELLs by using both the push-in and pullout models of instruction. For our Newcomer English Language Learners, we use the pullout model providing focused, individualized instruction for an extended period of time in the mornings. Throughout the rest of the instructional day, we employ both the push-in model, which allows for literacy and content grade-level support for all ELLs within the classroom setting and the pull out model for small-group instruction when appropriate. Pull-out is sometimes better suited for Beginner ELLs, Intermediate ELLs and ELLs with IEPs who require more individualized instruction outside of their classroom. Subsequently, additional support is provided during push-in periods for all Beginner and Intermediate ELLs. Advanced students receive services through both the push-in and pull out models. In grades 2-5 ESL teachers pull out advanced student groups for literacy blocks and word study. They also participate in co-teaching models within the classroom with small groups of ELLs. In the upper grades, some special education students are mainstreamed for specific content areas.

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 speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			

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

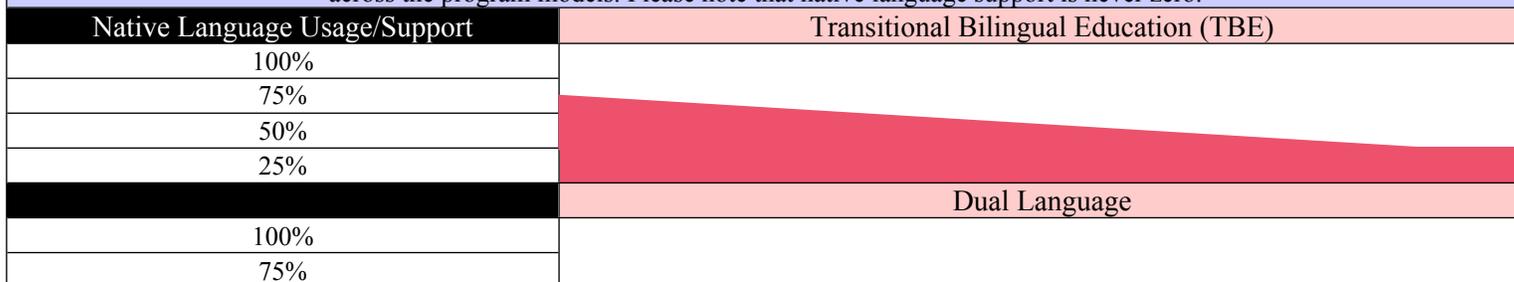
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language 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.



50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	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.			

B. Programming and Scheduling Information--Continued

9. 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.

Our RTI team determines if a student is responding to classroom instruction and progressing as expected. Students receive instructional support through the RTI multi-tiered model. We monitor the supports through each tier, providing instruction that increases intensity over time.

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

See attachment more detailed information about our RTI team and system.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

Currently, the ESL push in model at PS 230 is extremely effective. Students receive both language and content support in the classroom setting. Teachers plan collaboratively around units of study to ensure that the language demands of Common Core aligned content areas are considered when designing lessons. Student teachers are assigned to grades and support ELL students through individualized/small group instruction in math and Social Studies. Informal assessments have shown that ELLs are making progress in their English proficiency.

11. What new programs or improvements will be considered for the upcoming school year?

Given our diverse and large population of ELLs, we provide a variety of programs that support our ELL students and families during in-school and after-school programs. One new program that has begun this year is an ELL literacy and arts program called English, Language and Literacy Through the Arts. The program has a literacy component and a corresponding art form. The students will be learning about China. They will study Chinese folklore, culture and geography through folktales. They will also study Chinese dance and theatre. It will run from November through May, for a total of 18 Saturdays. The culminating activity will be a performance for the parents. Another new program that we will have this year is an Enrichment Program sponsored by our school PTA. It will include Chess classes & Capoeira, which is Brazilian Martial Arts. The Capoeira will include Portuguese songs, rhythm, dance and percussion instruments. This program will consist of 10 week cycles on Mondays and Wednesdays.

12. What programs/services for ELLs will be discontinued and why?

We have not discontinued any programs at this time.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All of our ELLs are encouraged to participate in Title III programs as well as other academic and enrichment programs. Programs are funded through Title I SWP, Title I Translation SWP, TL Fair Student Funding, PTA fund, Common Core and the Arts federal grant, PS 230 School Fund, and TL Translation Services. We also use Title III funds. ESL teachers recruit regularly and try to match students to programs that are designed to develop areas of proficiency that are specific to individual needs. We consider students' NYSESLAT scores, IEP goals, ELA and Math scores and their years of service when matching students to certain programs. Parents are notified about programs in their native language. Teachers are consulted as to which children might benefit more from a particular program. For our Title III programs, ELLs are represented 100%. For non-Title III programs, ELL representation is approximately 20-30%. These numbers fluctuate because the students are chosen through a lottery. Our

participation rate has always been high and attendance in these programs is nearly always 100%. Academic programs operate Monday through Friday during the school day. They include the following: Arts Connection for grades 3-5, Artworks for grade 3, Improvisation for grade 2, Music and Movement for grade K and 1, Mark Morris Dance Company for grade 4, and Learning Leaders for grade 3. This is a program that exposes children to different art mediums and culminates with a museum trip. Some enrichment programs occur Monday through Friday and some on Saturdays. Saturday programs include Cooking, New York Cares, Robotics, Tennis, Saturday Science and Art. Weekday programs include the Garden Club, BCT (Brooklyn Children's Theater) scholarship program, Peer Mediation, South Asian Youth Action (SAYA), Singing Winds and the Brooklyn Conservatory of Music Program. Our Title III funding is used to fund additional enrichment programs (See Title III narrative for more detail). Our programs include: An Inquiry-Based Research after-school Program, NYSESLAT Prep for grades 1-5, a Newcomer Content Literacy Enrichment program and a Grade K and 1 Enrichment Program. In addition, we are participating in Arts Connection, which is under a federal grant that specifically targets ELL students. The goal of all our after-school and supplemental programs is to develop English proficiency in listening, speaking, reading and writing.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

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

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

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Native language support and grade/age appropriate content. (See plans for subgroups). Our ESL teachers participated in QTEL training and have since collaborated to apply QTEL strategies and materials to meet the needs of their own K-5 ELL students. ESL teachers work with classroom teachers to scaffold the teaching of writing and reading by modifying materials to meet the linguistic and cultural demands of academic text, thereby making content more accessible to ELLs.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

Our curriculum is modified to meet the needs of all ages and proficiencies across grade levels. We ensure that students of all proficiencies have access to materials and curricular supports that are developmentally appropriate. For example, we have a newcomer library with high interest/ low readability texts for beginner ELLs and ELLs in ICT classrooms. In this way, students have access to Common Core aligned materials and lessons can be modified with grade-appropriate materials.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We assist newly enrolled ELLs before the school year by maintaining relationships with our Community Based Organization partnerships in Kensington, such as the public library and regular outreach to several cultural institutions (local Mosques, Bengali Community Centers, etc.) that advocate for our students and their families. Activities at the beginning of the school year include, new student orientations, building tours, buddy assignments (with the same native language), and end-of-day debriefing with the ESL teacher.

18. What language electives are offered to ELLs?

PS 230 has over 25 different languages represented, many are low incident languages. PS 230 does not have a dual language or bilingual program. Instruction in all content areas is in English, though students occasionally opt for native language testing in the content areas, which we provide. Students are supported by ESL teachers and the use of native language resources to gain access to concepts taught. Many of our students are not literate in their native languages. The few that are literate in their native language have only been exposed to concept vocabulary in English and opt not to take the test in their native language. And as a result, language electives are not applicable to PS 230.

19. For schools with dual language programs:

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

N/A

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1 & 2. Professional development is provided by school staff, support personnel, our CFN 102 specialists and outside professional consultants. Participants include common branch teachers, ESL teachers and Coordinators, special education teachers, paraprofessional, the guidance counselor, school psychologists, social workers, occupational and physical therapists, speech therapists, school secretaries, the parent coordinator, assistant principals and the principal. In the past years, we have made a significant investment in professional development. These include professional development opportunities sponsored by OELL the, numerous workshops and study groups centered on the work of Pauline Gibbons, Mary Cappellini, Isabel Beck, et al., Yvonne and David Freeman. A number of teachers have attended conferences and professional development workshops and conferences including the NYSTESOL, NCTM and others. Furthermore, we will continue to procure the services of outside literacy consultants. This year Erica Denman will continue to provide professional development in reading in grades 2 to 5. Leah Mermelstein will continue to work with teachers in scaffolding writing. Also our classroom teachers participate in Metamorphosis a math curriculum based on investigations. The most compelling and meaningful professional development however, has been in-house among our inquiry teams. In 2013-14, our certified ESL staff and common branch teachers will participate in a series of institutes that focus on developing language objectives for in our curriculum calendar. The institutes will emphasize supporting students in reading and writing in ELA, social studies, science and math by identifying the language demands of units of study.

Continuous learning is part of the PS 230 culture. This applies to students and to staff. Therefore we are always looking for professional development opportunities both in school and out of school. Our network, CFN 102 has a professional development series handbook, which outlines all the PDs available for the year. Our in-house professional development this year includes:

In addition, we will provide in-house coaching. We are developing a coaching structure for our ESL teachers whose expertise will be shared with classroom teachers and teacher specialists during co-planning periods. This structure allows for availability for mentor ESL partnerships in an inquiry-based setting to develop best practices around language acquisition.

Opportunities to co plan with grade level teachers around CCSS aligned units of study
Ongoing Inquiry Team Study groups with a focus on English Language Learners.

Administrators, school personnel, teachers, paraprofessionals, service providers, and the parent coordinator are participating in professional development opportunities focusing on best practices and engaging instructional strategies for ELLs; these include mini-institutes organized and facilitated by teacher specialists. Teachers will turnkey findings and strategies with the school community.

Ensuring that our literacy coach works closely with teachers to support rigorous instruction.

Continuation of the work of our math inquiry groups, focusing on developing visual models for representing students' thinking and developing metacognitive ability.

The formation of a new inquiry teams with a focus on text complexity.

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

order to target specific modalities.

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

D. Parental Involvement

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

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

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

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

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

Translation and Interpretation Services:

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

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

E. 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.

Please see attachment around RTI.

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 15K230 School Name: Doris L. Cohen

Cluster: 1 Network: CFN 102

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

Part A: Needs Assessment Findings

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.

P.S. 230's written translation and oral interpretation needs are assessed using data that is collected from the following sources: the Home Language Identification Survey (HLIS), which is completed upon a child's admission to a New York City public school; parents' biographical information provided in students' cumulative record folders and on students' emergency cards; and feedback offered by parents at Parent Teacher association meetings and during parent workshops. ESL teachers and other school faculty analyze this information and determine into which languages, school documents, addresses and announcements must be translated. All of this information is compiled and then we make the proper translation and copies as needed per language and class.

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

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

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.

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

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

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

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

We utilize our translation allocation to have all written communications to families translated and to provide translators at all workshops/meetings and parent-teacher conferences. In addition, we have identified staff members on site during the school day who are able to provide interpretation when needed. In addition to the above description of P.S. 230's commitment to the assessment and identification of our student's parents' linguistic needs and the strategies we have planned to meet these needs, the school further fulfills Section VII of chancellors' regulations A-663 in the following ways: by making our community a welcoming atmosphere for people who speak languages other than English through the use of multilingual signage and public address, we inform parents of their Parental rights and responsibilities, including their right to translation and interpretation services, we inform the community of upcoming citywide educational events, and we offer information

to parents about students' health, safety and conduct in their native language.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: <u>PS 230 Doris Cohen</u>	DBN: <u>15K230</u>
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 220
Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 30 # of certified ESL/Bilingual teachers: 9 # of content area teachers: 21

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: [Title III 2012-2013](#)

1. ESL/ELA After School Literacy Program through Inquiry-Based Research and Technology in the Content Areas.

Purpose and rationale:

Students will conduct an inquiry-based research project around essential questions for a social studies unit of study. Students will publish a period-specific newspaper that support themes, concepts and vocabulary from the unit. In grade 4, the focus will be Colonial America. In grade 5, the focus will be Westward Expansion. Both are units of study that span several months. The “historical” newspaper will include news stories, feature articles, editorials, mock interviews with historical and non-historical figures, period illustrations and photographs with captions, content-specific vocabulary word puzzles (to support academic language development), political cartoons, advertisements, historical recipes, and an advice column all within the context of the historical period. In the process, students will learn how to appropriately use library resources including books, reference materials, periodicals and the internet to conduct their investigations. Teachers will instruct students how to navigate the different tools and sift for important and useful information. Students will become proficient in strategies for investigations while monitoring the tools and the learning processes necessary for successful research. They will complete and present a digital and hard copy version of the newspaper at the end of the cycle. Eventually, we hope to publish the newspaper on our school website.

Participants in the program will equip our ELL students with the research tools and language models necessary to conduct research projects using a variety of sources. By focusing on social studies topics, students will reinforce their understanding of classroom content. An important language goal is for the students to learn the appropriate academic and technical vocabulary inherent in content areas including familiarity with the structures and organization of non-fiction texts. In this way our program will promote the acceleration of academic English and ELL achievement in the content areas. Students will also strengthen their reading and writing skills. As part of the ELL focus on theme-based learning, students will use multiple strategies to improve comprehension skills. They will learn how to organize information by importance, pose open-ended questions and interpret information using various note-taking strategies. Students will also learn to synthesize information that supports their arguments with the appropriate sentence and text structure.

Teachers will plan lessons together to include both language and content goals. They will use a collaborative teaching model in which they work with small specialized groups of students. Each teacher will rotate throughout the session to ensure that all students are receiving the appropriate support: language, technology and other interventions. Teachers will modify instruction within their groups to meet individual learning needs.

Target group: The target group is 30 four-six year and long-term Ells in grades 4 and 5 who are advanced, but have not reached proficiency in Reading and Writing on the NYSESLAT.

Schedule and duration: Wednesday, 3:15 pm-5:15 pm, for 10 sessions from January 9- March 13 (2012).
Dates: January 9, 14, 23, 30 and February 6, 13, 20 and 27; March 6 and 13.

Part B: Direct Instruction Supplemental Program Information

Language of Instruction: English

Teachers and qualifications: 4 certified teachers will conduct the classes: 2 ESL teachers, 1 certified library/school media specialist, and 1 content area teacher using a co-teaching model. Participating teachers have completed the 2012 "Accessibility for All" professional development series on best practices for ELLS.

Materials: ink, index cards, post it notes, folders, clip boards, voice recorder, paper, flash drives, non-fiction texts (see list) and online subscriptions.

Supervisory Position

A supervisor will be paid by Title III to supervise the after school program, since at the time these programs are offered, there is no other supervisor in the building. A secretary will be paid per session hours for payroll processing for the Title III program.

2. ESL Literacy class, including NYSESLAT Preparation

Purpose and rationale:

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

Teachers will plan lessons together to include both language and content goals. They will use a collaborative teaching model in which they work with small specialized groups of students. Each teacher will rotate throughout the session to ensure that all students are receiving the appropriate support: language modalities and other interventions. Teachers will modify instruction within their groups to meet individual learning needs.

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

Schedule and duration: Two and a half weeks, 3:15 pm-5:15 pm. Monday, Wednesday and Thursday. Dates: Monday April 29, Wednesday May 1 and Thursday May 2.

Language of Instruction: English

Teachers and qualifications:

Grade 1: 1 ESL and 1 classroom teacher

Grade 2: 1 ESL and 1 classroom teacher

Grade 3: 1 ESL and 1 classroom teacher

Grade 4: 1 ESL and 1 classroom teacher

Grade 5: 1 ESL and 1 classroom teacher

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

Supervisory Position

Part B: Direct Instruction Supplemental Program Information

A supervisor will be paid by Title III to supervise the after school program, since at the time these programs are offered, there is no other supervisor in the building. A secretary will be paid per session hours for payroll processing for the Title III program.

3. Literacy and Content Class, including ELA and Math Preparation for ELLs:

Purpose and rationale:

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

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

We will use our co-teaching model comprised of 16 teachers in total: 8 of which are certified ESL teachers paired with 8 classroom teachers. Teachers will plan lessons together to include both language and content goals. They will use a collaborative teaching model in which they work with small specialized groups of students. Each teacher will rotate throughout the session to ensure that all students are receiving the appropriate support: language modalities and other interventions. Teachers will modify instruction within their groups to meet individual learning needs.

Time and duration: 4 Saturdays from March 16 to April 20. 8:30-11:30 AM. Dates: March 16; April 6, 13 and 20.

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

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

Materials: Prior years' NY State ELA Tests, teacher-created short texts, questions, graphic organizers and supplementary materials to help make the texts comprehensible, paper for copies, ink.

Supervisory Position

A supervisor will be paid by Title III to supervise the Saturday program since at the time these programs are offered, there is no other supervisor in the building. A secretary will be paid per session hours for payroll processing for the Title III program.

4. Title III First Grade English Language Acquisition Enrichment Program

Description and Rationale:

The First Grade English Language Acquisition Enrichment Program will provide the students with exposure to a variety of genres, such as fiction, non-fiction and poetry. It will also give the students the opportunity to develop fluency, automaticity in reading, writing, listening and speaking and further enhance their comprehension. Teachers will plan lessons together to include both language and content goals. They will use a collaborative teaching model in which they work with small specialized groups of

Part B: Direct Instruction Supplemental Program Information

students. Each teacher will rotate throughout the session to ensure that all students are receiving the appropriate support: language modalities and other interventions. Teachers will modify instruction within their groups to meet individual learning needs.

The following components will be included:

Reader's Theatre:

Students will use expressiveness, intonation and inflection when rehearsing. Students will perform in groups and practice using their voice to depict characters and scenes from texts.

Choral Speaking:

Teachers will model fluent English speaking with an emphasis on pronunciation, phrasing, pacing and speaking in complete sentences and longer sentences. They will use visuals and realia to promote comprehension and fluency.

Vocabulary Enrichment:

Teachers will introduce vocabulary through hands-on activities, observations, experiments, predictions, photographs and other realia.

Writing:

The teachers and students will jointly create an informational or narrative piece based on their experiences in the First Grade English Language Acquisition Enrichment Program.

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

Schedule and duration: Twice a week, Monday and Wednesdays, 3:15 pm-5:15 pm, for 8 weeks. Dates: January 7, 9, 14, 16, 23, 28, 30; February 4, 6, 11, 13, 25, 27; March 4 and 6.

Language of Instruction: English

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

Materials: Markers, charts, sentence strips, folders, Readers' Theater Scripts, printer ink, cardstock, laminating sheets, non-fiction texts.

Supervisory Position

A supervisor will be paid by Title III to supervise the after school program, since at the time these programs are offered, there is no other supervisor in the building. A secretary will be paid per session hours for payroll processing for the Title III program.

5. Title III Kindergarten English Language Acquisition Enrichment Program

Description and Rationale:

The Kindergarten English Language Acquisition Enrichment Program will provide the students with exposure to a variety of genres, such as fiction, non-fiction and poetry. It will also give the students the opportunity to develop fluency, automaticity in reading, writing, listening and speaking and further enhance their comprehension. Teachers will plan lessons together to include both language and content goals. They will use a collaborative teaching model in which they work with small specialized groups of students. Each teacher will rotate throughout the session to ensure that all students are receiving the appropriate support: language modalities and other interventions. Teachers will modify instruction within their groups to meet individual learning needs.

Part B: Direct Instruction Supplemental Program Information

The following components will be included:

Reader's Theatre:

Students will use expressiveness, intonation and inflection when rehearsing. Students will perform in groups and practice using their voice to depict characters and scenes from texts.

Choral Speaking:

Teachers will model fluent English speaking with an emphasis on pronunciation, phrasing, pacing and speaking in complete sentences and longer sentences. They will use visuals and realia to promote comprehension and fluency.

Vocabulary Enrichment:

Teachers will introduce vocabulary through hands-on activities, observations, experiments, predictions, photographs and other realia.

Writing:

The teachers and students will jointly create an informational or narrative piece based on their experiences in the Kindergarten English Language Acquisition Enrichment Program.

Subgroups: Kindergarten ELLs who were categorized as "Beginners" when they arrived this academic year and took the Lab-R.

Schedule and duration: Twice a week, Monday and Wednesday, 3:15 pm-5:15 pm, for 4 weeks. Dates: March 18, 20; April 8, 10, 15, 17, 22, 24.

Language of Instruction: English

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

Materials: Markers, charts, sentence strips, folders, Readers' Theater Scripts, printer ink, cardstock, laminating sheets, non-fiction texts.

Supervisory Position

A supervisor will be paid by Title III to supervise the after school program, since at the time these programs are offered, there is no other supervisor in the building. A secretary will be paid per session hours for payroll processing for the Title III program.

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

Part C: Professional Development

Begin description here:

6. Professional Development

ELL Teacher Professional Development Series:

Purpose and rationale:

The purpose of the teacher inquiry teams is to train ESL teachers in effective strategies for ELLs, ELLs with IEPs and other subgroups of ELLs. The focus this year will be second language considerations for teaching reading and writing to ELLs. Teachers will examine the implications of the Common Core Standards and the sophisticated language competencies that students will need to perform across their respective academic subject areas. Through the inquiry teams, ESL teachers will cultivate a deeper knowledge of the discipline-specific language and literacy practices that ELLs need in order to meet the standards within the new units of study. (See Framework for English Language Proficiency Development Standards, 2012). Under the guidance of CFN Network support specialists, Learning Community Educational Experts, administrators and the literacy coach, participating teachers will review the current research, then apply their knowledge to create language goals that support the current curriculum. Subsequently, ELL inquiry team members will collaborate with Learning Community Math, Reading and Writing members on their assigned grade to include language goals in each grade's unit of study. Teams will design instruction to support ELLs of different proficiencies. They will analyze current curricula content through the lens of language. By the end of the sessions, ESL teachers will have identified language needs for writing units of study.

Schedule and duration: The inquiry teams will run for 3 sessions from 3:15 pm- 5:15 pm. Dates: Tuesday, February 5, 12 and 26.

Topics:

Session 1: Introduction to Creating Language Goals for Curriculum Maps; Session 2: Deconstructing a TC Writing Unit and Creating Language Goals Session 3: Continue Creating Goals and Group Presentations.

Teachers and qualifications: Six teachers: 3 ESL teachers and three common branch teachers from the Reading, Writing and Math learning communities.

Materials: Copies of current (content specific) year-long curriculum maps for all grades, copies of the updated TC Reading and Writing Curriculum, folders, ink, copies of the Common Core Standards, post-its, highlighters, permanent markers and index cards.

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

Part D: Parental Engagement Activities

Begin description here:

7. Parent Literacy Program:

Rationale:

Parents are their child's first teacher. The rationale for this program is to guide parents to better understand and support the academic needs of their children. Parents will participate in Literacy workshops where teachers will model strategies and questions parents can ask to support their children in reading at home regardless of their English proficiency. A focus will be how to facilitate English Language acquisition, by drawing upon native language support at home.

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

Schedule and Duration: 3 sessions: sessions 1 and 2 (same topic repeated twice) for grades K-2 and session 3 for grades 3-5 from 6:00-9:00 pm.

Dates: (Grades K-2) Tuesday December 11, 2012 (grades 3-5); Wednesday February 6 and Tuesday March 19 (2013).

Topic

Reading is a Universal Language: Ways Parents Can Support Their Children in Literacy at Home Using the Native language

Language of Instruction: English with translators available.

Teachers and Qualifications:

1 ESL and 1 Literacy Coach.

Materials: colored ink, copy paper, labels, folders, food.

Color copies of picture and chapter books at various levels, paper/ink for handouts, folders, food and beverages for participants.

Part D: Parental Engagement Activities

Empty area for reporting Parental Engagement Activities.

Part E: Budget

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

Allocation Amount: \$51800

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 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		

Part E: Budget

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

Allocation Amount: \$51800

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Other		
TOTAL	<u>51,800</u>	