



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN  
(SCEP)**

**School Name: DR. ROLAND N. PATTERSON**

**DBN (i.e. 01M001): 09X230**

**Principal: ROWENA PENN**

**Principal Email: RPENN@SCHOOLS.NYC.GOV**

**Superintendent: DOLORES ESPOSITO**

**Network Leader: MEGHAN KELLEY**

### 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
Rowena Penn	*Principal or Designee	
Yvette Jenkins	*UFT Chapter Leader or Designee	
Ms. Teresa Gill	*PA/PTA President or Designated Co-President	
Ms. Kathleen Grant	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Ms. Marian Ogarra	CBO Representative, if applicable	
Ms. Payne	Member/ Teacher	
Ms. Guity	Member/ ESL Teacher	
Ms. Ariel Rodriguez	Member/ Parent Coordinator	
Ms. Emily Santiago	Member/ Parent	
Ms. Paula Bracero	Member/ Parent	
Ms. S. Gains	Member/ Parent	
Ms. D. Torres	Member/ Parent	
Ms. D. Morales	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.

# **School Comprehensive Education Plan (SCEP) Requirements**

## **Which Schools Need to Complete the SCEP?**

Consistent with the USDOE approved ESEA Flexibility Waiver, Priority Schools and Focus Schools are required to develop a School Comprehensive Education Plan (SCEP). Schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

### **Priority and Focus schools implementing a whole school reform model in 2013-14 are required to:**

- Include an analysis of the achievement of the goals contained in the 2012-13 school year SCEP.
- Include the strategies and activities that are aligned to the six tenets, from the list of allowable expenditures and activities approved by NYSED.
- Include the strategies and activities that will satisfy the Priority and Focus school allocation and parent engagement set-aside requirements.
- 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. The strategies and activities should include a focus on the accountability subgroup(s) and measures for which the school has been identified.
- 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 SCEP 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 SCEP before it is approved.
- Set aside 1% of their school's Title I, Part A allocation to support parent involvement activities and programs. Focus and Priority schools must also set aside 1% of their Title I Focus and Priority School allocation for Parent Engagement programs. Refer to FY 14 SAM # 86 [HERE](#).
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 15 and 16. 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).

### **Priority schools implementing a whole school reform model in 2013-14 are required to:**

- Demonstrate that a minimum of 200 additional student contact hours are being offered as Expanded Learning Time (ELT) in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

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

For SY 2013-14 the SCEP must be based on the findings and recommendations contained in the most recent Integrated Intervention Team (IIT) Review, NYCDOE Quality Review, or NYCDOE Alternative Quality Review (Alt QR).

- Your school should identify a goal based on Tenets 2-6 of the DTSDE. The response to Tenet 1 will be promulgated by Central. Please refer to the complete description of the Statements of Practice (SOP), for Tenets 2-6, located: [HERE](#).
  1. District Leader and Capacity- (The response to this tenet will be promulgated centrally)
  2. School Leader Practices and Decisions
  3. Curriculum Development and Support
  4. Teacher Practices and Decision
  5. Student Social and Emotional Developmental Health
  6. Family and Community Engagement
- Goals should be aligned with the current citywide instructional expectations.

- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs, derived from the recommendation from your most recent intervention. Cite the page number from your most recent intervention. Copy and paste the recommendation into your action plan. If your school has **not** received an intervention during the 12-13 school year, you should demonstrate the use of both quantitative and/or qualitative data when providing the rationale for each goal. You should cite data from the other sources such as the Progress Report, School Survey, etc.
- Select the HEDI rating for the associated Statement of Practice (SOP) that was earned by the school during its most recent intervention. Schools that did not receive an Integrated Intervention Team (ITT) visit in 2012-13 should use the rating from their most recent intervention using the QR/Alt QR cross walk provided [HERE](#).
- Indicate the SOP being addressed by marking the box to the left of the SOP description. Select the specific SOP(s) that correspond to the intervention recommendation and the school’s priorities.
- 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.
- Ensure the matching fund source and P&F program dropdown menu in Galaxy align to the SOPs selected in the SCEP.
- Describe the programmatic details (e.g. number of sessions, number of hours, number of teachers, etc.) 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 (TIP) located on page 14 of the SCEP.

## SCEP Checklist

### All Schools

	Indicate that a section has been completed by marking an "X" in the box to the left of each section
	<b>School Leadership Team Signature Page</b>
	<b>The SCEP Overview</b>
	<b>Action Plans 1 – 5: Each of the five Action Plans must contain the following elements-</b>
	▪ A major recommendation with HEDI rating
	▪ Statement Of Practice (SOP) selected aligned to the goal
	▪ A goal aligned to the major recommendation
	▪ Instructional Strategies section, A-E for each strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Information Page (TIP) (Only for Priority or Focus schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

### Priority Schools Only

	<b>Expanded Learning Time (ELT) Program Description</b>
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**School Information Sheet for 09X230**

School Configuration (2013-14)					
Grade Configuration	OK,01,02,03,04	Total Enrollment	199	SIG Recipient	N/A
Types and Number of English Language Learner Classes (2013-14)					
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language	N/A
Types and Number of Special Education Classes (2013-14)					
# Special Classes	14	# SETSS	N/A	# Integrated Collaborative Teaching	N/A
Types and Number of Special Classes (2013-14)					
# Visual Arts	N/A	# Music	N/A	# Drama	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2012-13)					
% Title I Population	96.7%	% Attendance Rate			88.2%
% Free Lunch	95.3%	% Reduced Lunch			1.8%
% Limited English Proficient	18.1%	% Students with Disabilities			18.1%
Racial/Ethnic Origin (2012-13)					
% American Indian or Alaska Native	2.2%	% Black or African American			42.1%
% Hispanic or Latino	55.5%	% Asian or Native Hawaiian/Pacific Islander			N/A
% White	0.2%	% Multi-Racial			N/A
Personnel (2012-13)					
Years Principal Assigned to School	5.34	# of Assistant Principals			2
# of Deans	N/A	# of Counselors/Social Workers			1
% of Teachers with No Valid Teaching Certificate	N/A	% Teaching Out of Certification			2.6%
% Teaching with Fewer Than 3 Years of Experience	13.2%	Average Teacher Absences			8.6
Student Performance for Elementary and Middle Schools (2012-13)					
ELA Performance at levels 3 & 4	10.2%	Mathematics Performance at levels 3 & 4			8.8%
Science Performance at levels 3 & 4 (4th Grade)	63.2%	Science Performance at levels 3 & 4 (8th Grade)			N/A
Student Performance for High Schools (2011-12)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4			N/A
Credit Accumulation High Schools Only (2012-13)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits			N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate			N/A
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2012-13)					
Reward		Recognition			
In Good Standing		Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School	X				

**Accountability Status – Elementary and Middle Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	No	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		No
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		No
Hispanic or Latino	Yes	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	No	Limited English Proficient		Yes
Economically Disadvantaged	No			
Met Adequate Yearly Progress (AYP) in Science (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	No			

**Accountability Status – High Schools**

Met Adequate Yearly Progress (AYP) in ELA (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2011-12)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

## SCEP Overview

The SCEP Overview is designed to assist you to reflect and improve the development of the SCEP for the 13-14 school year. The SCEP is developed with the School Leadership Team (SLT) in accordance with Chancellor's Regulations A-655. The SCEP will be posted on the school's webpage to be made widely available to the public and the school community at large.

The SCEP Overview will serve as the at-a-glance summary for NYSED as to how the school will use various funding sources to improve student achievement based on the needs assessment established by the school's most recent intervention.

### **Reflecting upon the 2012-13 SCEP**

Answer the following questions regarding the 12-13 SCEP			
<b>Describe the strengths of your school's 12-13 SCEP.</b>			
The 12-13 SCEP strength was the marrying of the school's instructional needs with the City Wide Instructional Expectations.			
<b>Describe the areas for improvement in your school's 12-13 SCEP.</b>			
<ol style="list-style-type: none"> <li>1. More alignment between professional development and student instructional needs.</li> <li>2. Utilization of internal and external supports for professional development.</li> </ol>			
<b>Describe the barriers and challenges encountered while developing and implementing your school's 12-13 SCEP.</b>			
Parental input has been a challenge in that the school has had a long standing struggle with getting consistent parental input. The impending closure has added to this challenge. Parents do not consistently participate in or attend information sessions or workshops that are designed to keep them abreast of the schools programs, or their child's progress. Due to the often low parental turn out, parents are often unaware of the work that is being done at the school. The lack of parent involvement along with the affect the impending school closure has had on the school's morale has definitely been a barrier to developing and implementing the school's SCEP.			
<b>Describe the degree to which your school's 12-13 SCEP was successfully implemented.</b>			
The 2012-2013 SCEP was implemented successfully. All strategies for achieving specifically goals were adhered too and the majority of the goals were either met partially or entirely.			
<b>Were all the goals within your school's 12-13 SCEP accomplished?</b>	X	Yes	No
<b>If all the goals were not accomplished, provide an explanation.</b>			
<b>Did the identified activities receive the funding necessary to achieve the corresponding goals?</b>	X	Yes	No

### **Developing the 2013-14 SCEP**

Answer the following questions regarding the 13-14 SCEP			
<b>Describe the anticipated barriers and challenges in developing and implementing your school's 13-14 SCEP.</b>			
One of the anticipated barriers to developing and implementing the school's SCEP is the impending school closure. The closure has placed the school in a precarious situation with regard to the teaching staff. Many of the least senior staff has been excessed and the teaching staff that has remained at the school has been out of the classroom for more than 5 years, so transitioning back into the classroom and adjusting to the demands of the CCLS and Advance is extremely challenging.			
<b>List the 13-14 student academic achievement targets for the identified sub-groups.</b>			
<ul style="list-style-type: none"> <li>To increase the performance of ELLs students on the NYS ELA exam by 10%.</li> <li>To increase the performance of all students on the June 2014 NYS Math exam by 10%.</li> <li>To increase the performance of all students on the June 2014 NYS ELA exam by 10%.</li> <li>To increase the performance of SWD on the June 2014 NYS ELA exam by 5%</li> <li>To increase the performance of SWD on the June 2014 NYS Math exam by 5%.</li> </ul>			
<b>Describe how the school leader(s) will communicate with school staff and the community.</b>			
The school leaders will communicate with the school staff and community via many avenues. The school messenger, which is an automated phone system is used to communicate with parents along with the outside neon sign, which we use to display important school information and newsletters and flyers along with meetings and workshops.			
<b>Describe your theory of action at the core of your school's SCEP.</b>			
The theory of action that is at the core of my school's SCEP is aligning all of the schools instructional and professional development to the CCLS. The CCLS provide clarity about what students are expected to learn in mathematics and English language arts; they help teachers zero in on the most important knowledge and skills; they establish shared goals among students, parents, and teachers; and give all students an equal opportunity for high achievement. In			

aligning the school's instructional and professional development to the CCLS, the expected outcome will be that students will become College and Career Ready. The school's curriculum & assessments have coherence. Classroom pedagogy will exemplify collaboration, and the collaborative Inquiry process, while the school's model of Professional Development will be one that builds capacity and is sustainable.

**Describe the strategy for executing your theory of action in your school's SCEP.**

The strategy for executing our theory of action is to focus on providing the teaching staff with high quality professional development before, during, and after school. Utilizing select pieces of data to inform key instructional decisions, and to keep parents informed and involved throughout this process.

**List the key elements and other unique characteristics of your school's SCEP.**

One key element that is unique to the school's SCEP is the establishment of Teacher Teams. For two hours daily there are two teachers in each classroom working collaboratively to administer small group instruction. This allows for more individualized instruction.

Collaborative teacher teams have been given the autonomy to determine the focus of their work in common planning meetings. Their work is driven by their own professional growth and the needs of their individual groups of students.

**Provide evidence of your school's capacity to effectively oversee and manage the improvement plan.**

The school will effectively manage and oversee the improvement plan by being the champion for this work. As the schools leader, I will show my ongoing support and interest in the improvement plan. I will participate in team meetings, use newsletters and faculty meetings to publicly acknowledged the efforts and progress of teacher teams, and collaborate with staff to strengthen and further grow our work. I will leverage the support of the school's Assistant Principal, Literacy and Math Coachers, Network staff, Consultants and other outside resources to support the school in the overall implementation of this improvement plan.

## Goal and Action Plan #1 School Leader Practices and Decisions (Tenet 2)

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

### **Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Align assessment to the curriculum effectively to improve instructional planning that raises student achievement levels.							
<b>Review Type:</b>	DQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D

### **Tenet 2: School Leadership Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>2.2 School leader's vision</b>	<b>X</b>	<b>2.3 Systems and structures for school development</b>
<b>2.4 School leader's use of resources</b>		<b>2.5 Use of data and teacher mid-management effectiveness</b>

### **Annual Goal #1**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, school leaders will offer targeted professional development designed to improve classroom assessments as measured by 80% of teachers improving one level on Danielson Domain 3d.

### **Instructional Strategies/Activities**

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

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
<ol style="list-style-type: none"> <li>During weekly teacher team meetings before and after school staff along with Aussie Consultants will collaborate to develop assessments that allow students to self-assess and monitor their own progress as well as making sure these assessments are fully integrated into instruction through extensive use of formative assessments. (2.4)</li> <li>The principal and Assistant Principal will utilize the <b>Danielson Framework for Teaching</b> for classroom formal observations, informal observations, and formative classroom visits. The framework will inform pre-observation and post-observation conferences, Professional development work and assessment alignment and formation. Paraprofessional will be used to provide additional teacher and student support with regard to managing the additional pieces with implementing the Danielson framework (2.3)</li> </ol>	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
<ol style="list-style-type: none"> <li>All teacher teams/ Aussie consultants</li> <li>Principal, Assistant Principal, Aussie consultants, coaches and key teaching staff/Paraprofessional</li> </ol>	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
<ol style="list-style-type: none"> <li>Teachers will use a school created protocol which will include rubrics and checklists to evaluate the quality of their assessments in allowing students to self-assess.</li> <li>Utilizing the Framework for Teaching Domain 3d, most teachers will move one level on the rubric</li> </ol>	
<b>D. Timeline for implementation and completion including start and end dates</b>	
<ol style="list-style-type: none"> <li>Biweekly use of assessment protocol</li> <li>Administration will use the framework monthly to gauge teacher practice</li> </ol>	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	
<ol style="list-style-type: none"> <li>Three teacher teams 4 times monthly for 9 months</li> <li>Two school leaders will meet once monthly</li> </ol>	

### **Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.							
	PF AIS		PF CTE		PF College & Career Readiness	x	PF Common Core
	PF ELT		PF Inquiry Teams		PF NYS Standards and Assessments		PF Parent Engagement
	PF Positive Behavioral Management Programs				PF RTI		PF Supporting Great Teachers & Leaders

**Goal and Action Plan #2 Curriculum Development and Support (Tenet 3)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).							
The school needs to effectively align the curriculum to the key standards resulting in improved academic achievement							
<b>Review Type:</b>	DQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	4	<b>HEDI Rating:</b>	D

**Tenet 3: Curriculum Development and Support**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.			
	<b>3.2 Enact curriculum</b>		<b>3.3 Units and lesson plans</b>
<b>X</b>	<b>3.4 Teacher collaboration</b>		<b>3.5 Use of data and action planning</b>

**Annual Goal #2**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.	
By June 2014, all teacher teams will engage in the work of aligning the Literacy and Math curriculum to the Common Core Learning Standards as measured by at least 80% of the staff showing one level HEDI increase in Domain 1e.	

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.	
<b>A. Strategies/activities that encompass the needs of identified subgroups</b>	
<ol style="list-style-type: none"> <li>During weekly teacher team meeting before and after school teacher teams will collaborate to marry the Treasures Reading program and the Envision math program to the CCLS. (3.3,3.4,3.5 thus creating units that are fully aligned to the CCLS)</li> <li>Sequencing learning activities so that they follow a coherent sequence and is aligned to the instructional goals. (3.3,3.4,3.5)</li> <li>Designing lessons that are engaging and have high-level cognitive activity. (3.3,3.4,3.5)</li> </ol>	
<b>B. Key personnel and other resources used to implement each strategy/activity</b>	
<ol style="list-style-type: none"> <li>Principal, Assistant Principal, Aussie consultants, coaches and key teaching staff</li> <li>Principal, Assistant Principal, Aussie consultants, coaches and key teaching staff</li> <li>Principal, Assistant Principal, Aussie consultants, coaches and key teaching staff</li> </ol>	
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>	
<ol style="list-style-type: none"> <li>Teachers will use the Literacy and Math CCLS alignment protocol during common planning times before and after school to discern whether or not the revised units are fully aligned to the CCLS.</li> <li>Utilizing the Framework for Teaching domain 1e most teachers will move one level on the rubric</li> <li>Informal observations and reviewing lesson plans</li> </ol>	
<b>D. Timeline for implementation and completion including start and end dates</b>	
<ol style="list-style-type: none"> <li>November 2013-June 2014</li> <li>November 2013-June 2014</li> <li>November 2013-June 2014</li> </ol>	
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>	

1. After school once weekly four teacher teams for 9 months
2. Weekly during teacher team meeting for 9 months
3. Weekly during teacher team meeting for 9 months

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>x</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #3 Teacher Practices and Decisions (Tenet 4)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

*Expand opportunities to differentiate instructional strategies to meet the varied leaning needs of all student subgroups*

<b>Review Type:</b>	DQR	<b>Year:</b>	2011-2012	<b>Page Number:</b>	3	<b>HEDI Rating:</b>	D
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**Tenet 4: Teacher Practices and Decisions**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

<b>X</b>	<b>4.2 Instructional practices and strategies</b>	<b>X</b>	<b>4.3 Comprehensive plans for teaching</b>
	<b>4.4 Classroom environment and culture</b>	<b>X</b>	<b>4.5 Use of data, instructional practices and student learning</b>

**Annual Goal #3**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 90 percent of the teachers will differentiate the product, process, or content of the lessons in ELA and MATH as measured by formal and informal observations.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

1. Common planning sessions will have a focus on differentiating instruction for specific content areas – literacy, math, social studies and science (4.2,4.3)
2. Teachers will have a deeper understanding of what it means to differentiate instruction by participating in study groups using published authors in the topic of differentiation, such as Carol Ann Tomlinson, Knowing and Teaching Elementary Mathematics, Test Preparation books (ELAP, MAP, NY READY CCLS literacy and mathematics) consultancy work with Generation Ready (Literacy and Math Consultants) (4.2,4.3)
3. Thursday professional development sessions will be dedicated to supporting teachers in engaging all learners in instruction (4.2,4.3)

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

1. Teacher teams, Principal, Assistant Principal, Aussie Consultants, Coaches
2. Teacher teams, Principal, Assistant Principal, Aussie Consultants, Coaches
3. Teacher teams Principal, Assistant Principal, Aussie Consultants, Coaches

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

1. Teacher lesson plans will indicate how teachers are differentiating instruction for all learners
  2. Formal and informal observations from administrators will show how teachers are utilizing strategies to differentiate instruction
  3. Teachers will be able to get close to 100% student participation in all lessons and learning activities.
- D. Timeline for implementation and completion including start and end dates**
1. Bi weekly from November 2013-June 2014
  2. Bi weekly from November 2013-June 2014
  3. Weekly from November 2013-June 2014
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
1. Teacher teams, Principal, Assistant Principal, coaches bi-weekly 4 times monthly for 9 months
  2. Teacher teams, Principal, Assistant Principal, coaches, Consultants bi-weekly 4 times monthly for 9 months
  3. Teacher teams, Principal, Assistant Principal, coaches, weekly 4 times monthly for 9 months

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>	<b>X</b>	<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>		<b>PF RTI</b>				<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #4 Student Social and Emotional Developmental Health (Tenet 5)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

Develop staff's ability to prevent disciplinary problems and to develop a positive, collaborative classroom and school culture, conducive to academic achievement.

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	14	<b>HEDI Rating:</b>	D
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**Tenet 5: Student Social and Emotional Developmental Health**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>5.2 Systems and partnerships</b>	<b>X</b>	<b>5.3 Vision for social and emotional developmental health</b>
<b>X</b>	<b>5.4 Safety</b>		<b>5.5 Use of data and student needs</b>

**Annual Goal #4**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, the number of suspensions based on classroom incidents will decrease by 20% from the last school year.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve this goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. Include the corresponding SOP(s) for each strategy/activity enumerated in part A. 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**

1. Select staff will attend Professional Development sessions conducted by the TC Inclusive Classrooms Project. These workshops are designed to support teachers, paraprofessionals, and other staff members in building inclusive, nurturing classroom environments with high expectations. The project is grounded in the assumption that when teachers facilitate the establishment of universally designed community expectations that are

- accepting of student differences, behavior management challenges are greatly reduced. (5.3, 5.4)
- 2. TCICP team develops school-wide rules and procedures incorporating lessons from curriculum developed during institute. (5.3)
- 3. Select teachers and support staff will participate in PBIS professional development. (5.3)
- 4. The CORE team-which consists of key staff from both the TCICP and PBIS projects, will meet bi-weekly ensuring that students and staff go through the inquiry team model to see if strategies and interventions are working. (5.3,5.4)
- 5. Academic intervention and enrichment activities provided by Wingspan Arts- Robotics and Fashion Design (5.3)

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

- 1. Classroom teachers
- 2. Classroom teachers
- 3. Classroom teachers, Parent Coordinator, and Guidance Counselor
- 4. Classroom teachers, Principal, Assistant Principal, Guidance Counselor, Parent Coordinator
- 5. Classroom teachers, Assistant Principal

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

- 1. Teachers are building nurturing classroom environments with high expectations
- 2. School wide rules and procedures are incorporated into lessons and curriculum
- 3. PBIS is implemented school wide and positive behaviors are reinforced
- 4. CORE team will meet to monitor the total number of suspensions based on classroom incidents looking to see a decrease by 5% from last school year. This data on the kind of frequency of infractions will be shared on a regular basis with the entire school community.
- 5. Student attendance at Saturday academy participating in enrichment activities and academic interventions to increase test scores

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

- 1. Monthly November 2013-June 2014
- 2. Monthly November 2013-June 2014
- 3. Monthly November 2013-June 2014
- 4. Bi monthly September 2013-June 2014
- 5. Saturdays January 2014– March 2014

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

- 1. Per-diem or Per-session Teacher coverage will be provided for staff to attend Professional Development sessions before/during or after school.
- 2. Per-diem or Per-session Teacher coverage will be provided for staff to attend Professional Development sessions before/during or after school.
- 3. Per-diem or Per-session Teacher coverage will be provided for staff to attend Professional Development sessions before/during or after school.
- 4. Bi monthly during school day
- 5. Per-Session for 3 Teachers, 1 administrator and 2 consultants (Wing Span) for 10 Saturday's January 2014- March 2014

**Budget and Resource Alignment**

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown used in Galaxy used to support the activities listed in part A. .

<b>X</b>	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>		<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

**Goal and Action Plan #5 Family and Community Engagement (Tenet 6)**

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

**Major Recommendation**

Cite the Major Recommendation in the space below from your latest intervention (DTSDE Review, QR, or Alt DQR) which will form the basis of your needs assessment. Include the review type, year, page number, and HEDI rating ("H" = Highly effective, "E" = Effective, "D" = Developing, "I" = Ineffective, "NA" = Not Applicable).

The survey response rate for parents at PS 230 is 32% as compared to the City average of 53%.

<b>Review Type:</b>	LES	<b>Year:</b>	2012-2013	<b>Page Number:</b>	2	<b>HEDI Rating:</b>	D
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**Tenet 6: Family and Community Engagement**

Indicate using an "X" the Standard(s) of Practice (SOP) that aligns to the recommendation from above. The SOP selected should align to the goal and inform the development of the activities selected to address the goal.

	<b>6.2 Welcoming environment</b>	<b>X</b>	<b>6.3 Reciprocal communication</b>
	<b>6.4 Partnerships and responsibilities</b>		<b>6.5 Use of data and families</b>

**Annual Goal #5**

Describe the identified goal for the year based on the recommendation, tenet, and SOP(s) selected. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, there will be an increase of at least 3 percent in the number of parents attending school functions as compared to the 2012-2013 school year.

**Strategies to Increase Parental Involvement and Engagement**

Include the corresponding SOP(s) for each strategy/activity enumerated in part A. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

1. Increase the school open house opportunities and classroom visitation opportunities through the implementation of the monthly Morning Muffins and Joe. This is an opportunity for parents to meet with their child's teacher monthly to discuss progress or concerns. (6.3)
2. To improve communication through weekly and monthly news articles and updates (newsletters, progress reports and class news/flyers) (6.3)
3. Network with other schools that are located within similar communities but have greater parental involvement. (6.3)
4. Utilize the partnership with SCAN to provide social service support to struggling families.(6.3)

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

1. Teaching staff, Principal, Assistant Principal, and Parent Coordinator
2. Administration, Guidance Counselor, and Parent Coordinator
3. Administration, Parent Coordinator
4. SCAN site director, Parent Coordinator, Administration

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

1. Attendance sheets will be collected and monitored at each function to monitor parent participation
2. Attendance sheets will be collected and monitored at each function to monitor parent participation
3. Three meetings with PS 109 to discuss Networking strategies ( October, November, December
4. Monthly meetings with SCAN site supervisor to coordinate parent support services

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

1. Monthly October 2013-June 2014
2. Monthly October 2013-June 2014
3. October, November, December
4. Monthly October 2013-June 2014

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

1. The Guidance counselor, Parent Coordinator, literacy and math coaches will hold parent workshops for parent education about CCLS, intervention strategies and programs, and teaching in the home with the focus on student achievement.
2. The Parent Coordinator serves as a liaison between the school and families. The Parent Coordinator will maintain a log of events and activities planned for parents each month and file a report with the central office and compile the newsletter. Key teaching staff, and administration will serve as supports.
3. Administration, PA, key teaching staff will meet with Parent Coordinator and Administration from PS 109 to discuss ways to increase parental

involvement.

4. SCAN site director, School Administration, Parent coordinator, and key teaching staff will coordinate parent services.

***Budget and Resource Alignment***

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

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

Indicate using an "X" the P&F activity categories from the P&F program dropdown in Galaxy used to support the activities listed in part A.

	<b>PF AIS</b>		<b>PF CTE</b>		<b>PF College &amp; Career Readiness</b>		<b>PF Common Core</b>
	<b>PF ELT</b>		<b>PF Inquiry Teams</b>		<b>PF NYS Standards and Assessments</b>	<b>X</b>	<b>PF Parent Engagement</b>
	<b>PF Positive Behavioral Management Programs</b>				<b>PF RTI</b>		<b>PF Supporting Great Teachers &amp; Leaders</b>

## Expanded Learning Time (ELT) Program Description

### PRIORITY SCHOOLS ONLY

#### ELT Work Plan

Use the following table to demonstrate that a minimum of 200 additional student contact hours are being offered as ELT in addition to the current mandated length of 900 hours per year (25 hours per week) of instruction in grades K-6 and 990 hours per year (27.5 hours per week) in grades 7-12.

#### **Program Goals**

Describe the identified goal(s) of the ELT program. ELT program goals must be S.M.A.R.T.

The goals of the ELT program are to:

- Have a participation rate of 65% for identified students in Expanded Learning Time.
- 65% of students who participate in the ELT program will increase their Tier II vocabulary as measured by a 3 level jump in the F and P benchmark reading level.
- Provide students with enrichment activities to help develop their socio- emotional skills as measured by a 35% decrease in suspensions and school level infractions.

#### **Activities**

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

**A. Describe the researched-based instructional strategies and activities that capture student interest and strengthen student engagement that will be used to achieve this goal.**

1. Teachers use the Bringing Words to Life Robust Vocabulary Instruction. This research-based framework uses practical strategies for vocabulary development. The instruction offers rich information about words and their uses and enhances students' language comprehension and production. Teachers are guided in selecting words for instruction; developing student-friendly explanations of new words; creating meaningful learning activities; and getting students involved in thinking about, using, and noticing new words both within and outside the classroom.
2. **Co-curricular** activities, programs, and **learning experiences** that complement, in some way, what students are learning in school. A few examples of co-curricular include student newspapers, musical performances, art shows, mock trials, debate competitions, and mathematics, robotics, and engineering teams and contests.

**B. Describe the key school based and/or community based personnel that will be used to implement these strategies and activities.**

**The key school based and community based personnel that will be used to implement these strategies are:**

1. Instructional staff
2. Instructional staff, SCAN New York Community based organization.

**C. Identify the target population to be served by the ELT program.**

1. Level 1 , 2 and ELL students
2. Level 1, 2 and ELL students

#### **Budget and Resource Alignment**

Identify the Fund Source(s) used to support each ELT program by listing the corresponding activity number described in part A of the *Activities* section.

	21 <sup>st</sup> Century		Tax Levy	X	Title I SWP		Title I TA		Title I PF		C4E
	Title III		Title I SIG		PTA Funded	X	Grants		In Kind		

List any additional fund sources your school is using to support the instructional goal below.

#### **Community Partnerships**

The ELT program must be offered in conjunction with a high quality, high capacity community partner if funded by 21st Century Community Center Learning Funds.

**A. Identify the high-quality community partners and their scope of involvement for each ELT program described in part A of the *Activities* section.**

SCAN has been providing support to thousands of at-risk families and children in East Harlem and the South Bronx since 1977. With programs as diverse as substance abuse treatment, violence prevention, literacy programs, after-school activities and events, employment skills training, and youth leadership, SCAN's family-focused approach builds on individual and group strengths. SCAN programs empower, fostering responsibility and initiative, and enabling families and children to believe in themselves.

The students participate in enrichment activities such as arts and crafts, basketball, chess, dance and soccer twice a week and the additional three days they are immersed in academic activities with a licensed teacher and two SCAN

NY support staff who assist with the academic support in providing for smaller group work. The SCAN staff and teachers meet to plan and discuss how the academic support that is given during After School is an extension of the school day.

**B. If your ELT program has one or more community partners, describe how the joint ELT program is structured.**

PS 230 has one community partnership with SCAN NY. SCAN NY provides a free five- day-a-week after school program that runs Monday–Wednesday 3:00-5:30 and Thursday- Friday 2:20-5:30. PS 230 teachers are paid per session to provide the academic enrichment piece as well as to plan collaboratively with the SCAN NY support staff around extending the academic day for students. Additionally the SCAN NY staff provides students with the enrichment activities.

**ELT Program Narrative**

Priority Schools implementing a whole school reform model must provide evidence of the implementation of the ELT program.

**A. Describe how the ELT program is meeting the requirement to integrate enrichment opportunities, academics, and skill development, including hands-on learning activities and activities directed at improving students' social and emotional growth.**

ELT is a core element of our school’s improvement. The model we are implementing stresses teacher collaboration, data-driven instruction, and integrated enrichment. It is designed to provide academic support to students—i.e., teachers, tutors, and mentors. Educational specialists develop programming to help students improve their learning, catch up with their peers, meet learning standards, and generally succeed in school.

**B. Describe the components of the program, including opportunities for enrichment programs that are designed to improve student academic, social, and emotional outcomes.**

The program components are :

- Academic (Tuesday-Thursday for 2 hours) co-curricular activities (Monday and Friday for 2 hours)
- Providing professional development for teachers (Twice Monthly)
- Providing mental and physical health services to students (as needed for identified families)
- Engaging in parent outreach and involvement (Monthly through workshops and seminars)

**C. Describe how the ELT program will address the unique learning needs and interests of all students.**

Through small group instruction and a longer school day, PS 230 teachers and SCAN support staff supplement or enrich student learning, often in the form of **co-curricular** programming—i.e., educational activities that are connected in some way, to what students are learning in school (musical and theatrical performances, math teams, mock trials, debate competitions, or robotics clubs, among many other possible activities, are examples of co-curricular programming).

<b>D. Are the additional hours mandatory or voluntary?</b>		<b>Mandatory</b>	<b>X</b>		<b>Voluntary</b>
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**E. If the additional hours are voluntary, describe how you are ensuring that 50% or more of the students (or 50% of students’ receiving AIS if the school is not receiving 1003(g) SIG Funds) are participating.**

We are ensuring that the students are receiving these services through parental outreach. Through such means as the automated school messenger, Newsletters, and home visits. Additionally we conduct parent workshops informing the parent community of the demands of the CCLS and how beneficial attending ELT would be a preparation tool. Lastly, we conducted surveys to find out what activities were the most engaging for our students so as to keep their interest and keep the attendance rate up.

**F. Describe how your school is meeting its responsibility to provide interventions for students who need support services to increase student achievement.**

After a careful analysis of the data of our level 1, 2 and ELL students, we noticed that vocabulary development was one key area that the students were lacking. Shifting our focus to academic vocabulary so as to meet the demands of the CCLS was a natural first step. Our vocabulary development focus has students becoming immersed in a variety of activities that help them build their understanding of academic vocabulary.

<b>G. Are you using an ELT provider procured using the MTAC process?</b>		<b>Yes</b>	<b>X</b>		<b>No</b>
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**H. Describe how you are evaluating the impact of the ELT program on student achievement.**

The impact of the ELT program will be evaluated by an increase in student outcomes on the NYS ELA and NYS Math exams as well as a decrease in the number of student principal and superintendent suspensions, as well as school

level infractions.

### 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**

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	<b>Guided Reading-</b> Push-in. Daily for 50 minutes. Every classroom has two teachers providing targeted small group reading instruction.	Small Group	During school Day
	<b>Title III After School Program</b> – Provides additional literacy and mathematics support to students recently transitioning into a monolingual setting.	Small Group	After school
	<b>ELA- Remediation and Enrichment After School Program</b> -Provides additional support in ELA for students in grades K-5. Children attend program three days per week for 6 hours (2 hours per session). Program also provides enrichment opportunities.	Small Group	After school
	<b>AIS Tier II and Tier III intervention-</b> Uses various strategies and skills to enhance reading fluency, phonemic awareness and reading comprehension	Small Group-Tier II One-to-one- Tier III	During school day
<b>Mathematics</b>	<b>Math- Remediation and Enrichment After School Program</b> -Provides additional support in mathematics for students in grades K-5. Children attend program three days per week for 6 hours (2 hours	Small Group	After School

	per session). Program also provides enrichment opportunities.		
<b>Science</b>	In science, the curriculum includes modifications, and materials to support below level students. This is built into the science lessons.	Whole class	During the school day
<b>Social Studies</b>	In social studies, the curriculum includes modifications, differentiation and materials to support below level students. This is built into the social studies lessons.	Whole class	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	<p>Crisis Intervention during school Anti bullying during school and after school.</p> <p>Family therapy during and after school.</p> <p>For 4<sup>th</sup> and 5<sup>th</sup> graders Middle School. Application preparation and visitations.</p> <p>Family Living classes provided during school day and extended school day.</p>	Small group	During the school day, and After School

**Title I Information Page (TIP)  
For School 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.			
<b>x</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**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.

Our strategies for recruitment include utilizing the schools' hiring committee. This committee consists of administrators, teachers and select parents. Beginning in February, teachers are asked to predict if they will return the following year. Based on the responses a search begins using the New Teacher Finder and conversations with colleagues past and present within and outside of New York City. When Open Market becomes available, vacancies are posted. Candidates are invited to visit the school informally to determine if they will fit in with the school's culture. Next, candidates sit for an interview where it is determined if the candidate is a person of interest. The candidate does a demonstration lesson which is observed by administrators and teachers. Where appropriate, students are asked for feedback about the candidate's teaching. After all candidates are interviewed, the committee meets to make selections.

**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).

Professional development is held weekly and built into every teacher's schedule to bring instruction in line with the relevant Performance Standards and practices. Teachers have weekly common planning time that can be used for on-going professional development and planning together. Learning Walks, Lab Sites, and study groups will also be tools for ongoing professional development throughout the year.

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

The goal of the Administration is to increase job satisfaction by creating opportunities for teachers to make more decisions about curriculum, professional development, and certain educational initiatives so that highly qualified teachers will want to be a part of a school that is being moved in a positive direction by the staff as well as the Administration.

**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.).

A school wide effort has been implemented to ensure that all students, particularly those who are low-achieving, demonstrate proficient and advanced levels of achievement on state academic achievement standards. As a

school we have developed and implemented programs geared towards the academic and social emotional development of all of our students. These programs include but are not limited to ELL Newcomers group, Parent Workshops, Bullying Prevention, young woman's development and empowerment, hygiene education.

The first method of reaching our students is to reach their parents. Parents are invited to workshops geared towards introducing various techniques of ways parents can help their students academically at home. The workshops are a "show" rather than "tell" format about our current curriculum which provides our parents with hands on experiences. We believe that when you tell the families what the children will be working on during the year and show examples of past student work, it will also help them recall the information when they are helping their child at home.

Our immigrant students are given the opportunity to participate in a "Newcomers" morning group where they are given extra support and an opportunity to experiment with oral language and engage in early literacy activities and vocabulary development.

The Citywide Standards of Discipline and Intervention Measures (The Discipline Code) prohibits students from bullying other students for any reason, including taunting and/or intimidation. Bullying at PS 230 is not accepted or tolerated. Throughout the school years students have the opportunity to participate in Anti-bullying assemblies and workshops where they learn about the dangers of bullying and ways to help for find help if they are being bullied.

PS 230 Young Women's Empowerment group aids young ladies in our PS 230 community to step up as leaders within our school and their communities. This is done by providing these young ladies with an open forum to talk and address their issues and concerns both personally and socially. These students also have the opportunity to participate in workshops after school and through field trips in various venues throughout the city of New York. These activities are geared towards aiding these students in developing the confidence, resiliency, and leadership skills needed to achieve their goals.

For the 2013-2014 school year, PS 230 partnered with local dental education specialists to address a growing concern amongst parents, their children's hygiene. While over time there have been significant improvements in children's oral health in this country, there still remains a "silent epidemic of dental problems. This partnership was an interactive workshop geared towards empowering children to make healthy choices that will have a positive impact on their oral health. Students received a free dental screening with lessons on how to continue improving their oral health.

### **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.).

N/A PS 230 will phase out over the next 3 years. We currently serve grades 3-5 only.

#### **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 have an opportunity to participate in the review, selection and use of appropriate multiple assessment measures during weekly common planning time, which is built into their schedules. One 37.5 minute extended day session is used weekly for professional development on interpreting and using assessment results to improve instruction.

### **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).

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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**Parent Involvement Policy (PIP) Template**

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

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

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

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

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

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

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

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

## **III. Student Responsibilities:**

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

**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
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 <b>09</b>	Borough <b>Bronx</b>	School Number <b>230</b>
School Name <b>DR ROLAND N PATTERSON SCHOOL</b>		

### 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 <b>Rowena Penn</b>	Assistant Principal <b>Janet Hackshaw</b>
Coach <b>Yolanda Payne</b>	Coach <b>Effie Johnson</b>
ESL Teacher <b>Beverly Guity</b>	Guidance Counselor <b>Delilah Martinez</b>
Teacher/Subject Area <b>Nilsa Rodriguez</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ariana Rodriguez</b>
Related Service Provider <b>Yvette Jenkins (Speech)</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>1</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>200</b>	Total number of ELLs	<b>36</b>	ELLs as share of total student population (%)	<b>18.00%</b>
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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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)				0	0	0								0
<b>Dual Language</b> (50%:50%)				0	0	0								0
<b>Freestanding ESL</b>														
Push-in				1	1	0								2
Pull-out						1								1
<b>Total</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>3</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	25	ELL Students with Disabilities	11
SIFE	0	ELLs receiving service 4-6 years	11	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			0			0			0
Dual Language	0			0			0			0
ESL	23			12			1			36
Total	23	0	0	12	0	0	1	0	0	36

Number of ELLs who have an alternate placement paraprofessional: 1

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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:	Other:
Native American: ____	White (Non-Hispanic/Latino): ____

**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				5	13	14								32
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1	3									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	0	0	0	6	16	14	0	0	0	0	0	0	0	36

## 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)				1	2	4								7

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)				2	12	8								22
Advanced (A)				3	2	2								7
Total	0	0	0	6	16	14	0	0	0	0	0	0	0	36

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					0
4	10	0			10
5	10	1			11
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	0	0	0	0					0
4	7	3	2	1					13
5	6	4	2						12
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	9		2		2				13
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.

At PS 230, we use Fountas and Pinnel Benchmark Leveling System, Treasures assessments and teacher created assessments to determine our students early literacy skills. These assessments help to determine students ability level with regard to letter recognition and sight words acquisition. This data has shown that most ELLs that enter our school usually come in without an early literacy background. For this reason we provide our students with extra phonics and words study instruction in order to increase their letter recognition, sight word recognition etc. For example of the 3rd, 4th, and 5th graders that have entered our school at some point during the 2012-2013 school year 8 were reported to be NR (None Reader) using Fountas and Pinnel and 1 student was at level B. All of these students received ESL Push-In services through out the day, respectively, to receive additional services with letter recognition and phonics instruction to name a few.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Our school's LAB-R and NYSESLAT data reveals that Intermediate student make up the largest amount of our ELL population. Across all grades, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Intermediate students our numbered Beginners and Advance. Our largest population of intermediate students are in the 4<sup>th</sup> grade followed by our 5<sup>th</sup> graders. Most of our intermediate population are new to the country within the past 1 to 3 years. A major focus with these groups will be working on skills that are tested on the NYSESLAT with an emphasis on writing skills and grammar. We are going to work closely with in order to ensure that they receive the necessary support in preparing for the next test band of the NYSESLAT and in order to try and move those who have passed the newcomer range out of the ESL program if they are ready.

3. 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](#))

Patterns across the NYSESLAT modalities are being weighed heavily when making instructional decisions. These trends will continue to be referred to throughout the school year. The vast majority of our ELLs across all grade levels (3-5) tested either advanced or proficient on the Listening/Speaking portion of the NYSESLAT. This means that they were well prepared for this section of the exam last year and that we will employ many of the same strategies that we used. We will continue to place a heavy emphasis on accountable talk in order to ensure that our ELLs are practicing their speaking skills in meaningful ways. Analyzing the results of the NYSESLAT by modality showed that our students' reading and writing skills are far weaker than their listening and speaking skills. This means that reading and writing will be the focus of our ESL instruction this year.

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?

A. Across all grades, 3<sup>rd</sup>, 4<sup>th</sup>, and 5<sup>th</sup> Intermediate students our numbered Beginners and Advance. Our largest population of intermediate students are in the 4<sup>th</sup> grade followed by our 5<sup>th</sup> graders. Of these students Intermediate students, 8 students were administered they NYS Math exam in their native language. Based on the results of the 2013 state exams and the results of the city as a whole, there was not an observable trend among students who took last year's state tests in their native language vs. those who tested in English.

B. This year, are school did not administer the ELL Periodic Assesment. Based on passed assessments and the NYSESLAT data one major change that school leadership and teachers made has been to incorporate a grammar mini-lesson into our daily writing block. This ensures that ours students are receiving explicit grammar and writing mechanics instruction every day of the year. Another trend we

found was that ELLs were struggling most in writing conventions and higher order reading comprehension skills such as making inferences. This allowed us to create activities that focus on being able to identify and correct grammatical mistakes in writing pieces in order to help students answer multiple choice questions about writing conventions. We are also focusing on developing reading comprehension skills by using authentic texts. For example, during guided reading, teachers have opportunities to explicitly instruct students in the reading strategies that they demonstrate weakness in (e.g. making inferences, linking cause and effect, determining the meaning of vocabulary from context).

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

5. 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](#).)

In implementing RTI approaches with ELLs, a significant challenge is determining students' knowledge and skills in their first language and then understanding their performance in their second language (English). For example, there are subgroups of students whose literacy knowledge and skills in their first language (e.g., Spanish) are adequate, but whose literacy skills in their second language (i.e., English) are low. These students have demonstrated the capacity to acquire reading skills and now require instruction so they can apply those skills to the acquisition of English literacy. Other students may have low literacy in both first language and English because they have not received adequate instruction in either language. Still another group of students, the smallest group, demonstrates low literacy skills in both their first language and English even after receiving adequate instruction. Currently, PS 230 uses the result of the LAB and LABR to identify our students capacity in their native language (Spanish). Students who have a strong capacity in their native language, are given assessments in their native language to ensure that they receive and understand the respective information.

Additionally teachers are provided with:

- Ongoing and research-based professional development
- Our fully credentialed ESL teacher continuously acquires new knowledge regarding best practices in bilingual education and ESL.
- General education teachers have the opportunity to regularly participate in professional development focused on meeting the needs of ELLs (e.g., information about bilingual education, ESL strategies, and the cultural and linguistic characteristics that serve as assets to the academic success of ELLs).

Early in the school year, we identify ELLs who are struggling or who show signs of potentially falling behind and identify ways in which to further aid these students with their classroom experience and out of classroom supports. Once identified, data meetings are conducted with the classroom teachers and staff to support the individual students. This gives all those involved the opportunity to discuss strategies that may or may not be working for the students and identifies next steps. If a student demonstrates persistent difficulties and challenges despite additional, high-quality instructional supports and interventions (Tiers 2 and 3), a multidisciplinary evaluation is conducted to determine if a student requires special education services.

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

At PS 230, we ensure that a child's second language development is considered in instructional decisions in all ELL classrooms. Teachers receive constant professional development to learn and put into practice various ELL strategies. In all classrooms we ensure that a child's second language is considered by:

- Monitor ELLs' progress as frequently as you monitor the progress of all other students
- When ELLs demonstrate low abilities in grade-level target skills in reading, provide research-based instruction.
- Consider students' accents and pronunciations when scoring English measures and provide appropriate interpretations when words are mispronounced. Do not penalize students for dialect features.
- Set high but reasonable instructional expectations that provide ongoing instructional support to ensure that these expectations are

met.

Provide intensive reading interventions to ELLs demonstrating low reading skills immediately when needed.

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?

PS 230 does not currently have a Dual Language program due to the number of parent choice for this program.

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

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

All new entrants whose HLIS responses indicate a home language of Spanish and scores at or below LAB-R cut scores are administered the Spanish LAB at the time of initial enrollment. The HLIS, LAB-R and Spanish LAB are all administered by a licensed pedagogue: the ESL teacher (who is fluent in spanish) who is licensed in TESOL K-12. If students are classified as ELLs, parents are sent an entitlement letter and invited to a parent orientation so that parents can choose the ELL program that they would like their child to participate in. Each Spring students are evaluated through the administration of the NYSESLAT until they receive a score of "Proficient".
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.
  2. Our school invites parents of ELL students to participate in orientations in order to increase their involvement and awareness in the academic activities of their children. ELL Parent Orientations are facilitated by the ESL teacher (licensed TESOL K-12). After the ELL identification and assessment process takes place (within the first 10 days of enrollment), we notify parents and inform

them via mail and backpack notification of their child's eligibility for ELL services. Our school provides parents of newly enrolled ELLs with information about all three of the different ELL programs that are available in New York City public schools. We provide group orientations at the beginning of the school year so that parents receive all of the information that they need in order to make the right program choice for their children. We show the DOE DVD which describes Dual Language, Transitional Bilingual and Freestanding ESL programs and provide time for question and answer sessions. Group orientations as well as one to one sessions are offered on at different times in order to accommodate parents' busy schedules. Because parents of ELLs often speak a language other than English, we use translated DVDs, brochures, and when needed, interpreter services. Bilingual staff and translated materials are also used for phone conversations or informational packets that are sent home by mail along with invitations to the meetings. Parents are always encouraged to come into the school for a one on one meeting with the ELL coordinator in order to receive more information about ELL programs.

3. 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 [\[see tool kit\]](#).)

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

4. 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.

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

5. 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.

In order to administer the NYSESLAT in an orderly and timely fashion, a calendar is developed identifying the dates and times all sections of the NYSESLAT are administered for all modalities (Listening, Speaking, Reading, and Writing). Once dates and times are established a team of teachers are identified to ensure that the ESL nor the ELA teacher of the students being tested are administering any part of the NYSESLAT to the students. Once the team is identified, the receive training on rules and regulations of administration and the methods of grading the Speaking and Writing portion of the NYSESLAT. During the testing window of the NYSESLAT the RLER is pulled on a daily basis to ensure that all ELL are identified and scheduled to that the respective portion of the NYSESLAT. If students are absent, time is allocated in out test administration calendar to test students who were absent or left early.

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. 
- After reviewing the Parent Survey and Program Selection forms for the past few years, the trend that has emerged in parent program choice shows a preference for ESL instruction. During the 2013-2014 school year, we have not had any new ELL students. Parent Survey and Program Selection forms during the 2012-2013 school year indicated that 20 of 21 parents chose the ESL program model for their children. One parent requested a bilingual program but refused a transfer and kept their child in the ESL program at PS 230. Parent choice is always honored, meaning that parents are always given a placement for their children at P.S. 230 in the program that they chose or they are provided with the contacts needed to pursue a transfer. It is our goal that all students are able to participate in the program that their parents choose at P.S. 230. This is why Parent Survey and Program Selection forms are constantly reviewed in order to ensure that our program offerings align with parent choice and city mandates. A record of parent choices according to Parent Survey and Selection forms is kept in an excel document by the ESL teacher in order to provide for efficient review of the existing parent choices and remain current on PS 230's obligation to provide the program model that parents choose. Copies of the forms are also kept in an ELL binder for easy access. Original forms are kept in students' cumulative records.

## **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])?

A. The ELLs at our school (grades 3, 4, 5) receive Push-In/Pull-Out ESL services. All advanced students receive 180 minute of ESL instruction per week and all beginner-intermediate students receive 360 minutes of ESL instruction per week regardless of the model of services that they receive. Push-In ESL periods involve a Co-Teaching model where the mainstream teacher and the ESL teacher collaborate in order to provide scaffolded, differentiated instruction. The two teachers plan together in order to ensure students needs are met and that lessons are adapted so that they reach our ELLs. Teachers incorporate technology into their lesson plans in order to engage students and students create their own technology projects to demonstrate learning. Some examples of these projects include classroom videos, mock public service announcement videos, student-created websites and podcasts. These materials provide students with opportunities to demonstrate learning in a creative, innovate way and also provide an alternative means of authentically assessing student achievement.

Additionally, PS230 currently uses the Treasures curriculum program. The program provides explicit instruction in all four English modalities: listening, speaking, reading and writing. Class discussion and structured partner talk are highly scaffolded components of this program and projectable resources provide visual supports that are particularly helpful for ELLs. This curriculum is being utilized school-wide (3-5) with the hopes that students will be supported throughout their entire elementary school experience. This curriculum also provides valuable resources and methods of adapting content so that while in maintream classes ELLs will still have access to content that is being taught. This curriculum is aligned with the common core standards and it encourages teachers to focus on consistent assessment practices in order to group students and plan for future instruction. Additionally, the curriculum caters to various learning styles in order to try and reach all students. Different kinds of visuals such as pictures, projectable materials, cards and posters cater to visual learners while the incorporation of music caters to auditory learners. Explicit grammar instruction embedded in authentic contexts is also part of our new curriculum. This program provides a wealth of information for teachers about which errors to anticipate and account for among English Language Learners by incorporating elements of cross-lingual transfer theory into the teacher's manual. A phonics transfer chart and a grammar transfer chart make this information easily accessible for teachers, and the program also provides options for sentence frames in order to provide structured speaking practice.

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

2. 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)?

The ELL population in grades 3-5 receive ELA instruction from their classroom teachers and ESL instruction from the ESL teacher. Beginners and Intermediates receive 360 minutes of ESL instruction through eight 45 minute push-in sessions of ESL per week. Advanced students receive 180 minutes of ELA instruction during the balanced literacy block (reading, writing and word study) that is taught by their classroom teachers. They receive 180 minutes of ESL instruction during four 45 minute pull-out periods each week. In accordance with CR Part 154 which requires that ESL/ELA minutes be distributed into equal daily allotments.

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.

In the ESL program model, content areas are taught by the classroom teacher entirely in English with ESL strategies. ESL

strategies are employed by instructors of ELLs during all content area instruction. Students in the ESL program receive content area instruction from their classroom teachers, who are given support in order to adapt and scaffold lessons for the ELLs in their classes. Math instruction occurs for 75 minutes on grades 3-5 in mainstream classes. Literacy is embedded into all content areas. That is, all teachers are encouraged to add vocabulary and reading components into content lessons. The same mentality is reciprocal during our literacy block. Teachers incorporate non-fiction reading about science and social studies content into independent reading choices and read alouds. Teachers are encouraged to create both content and language objectives for each lesson in order to ensure that language development is one of the goals of each lesson that is taught.

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

In recent years, our school placed a heavy focus on incorporating ELL strategies into our math block. This year we will have an AUSSIE consultant who will provide more strategies for all classroom teachers. The AUSSIE consultant will run monthly professional development sessions along with the administrator in charged and regularly engage in one on one meetings with teachers and lesson modeling in order to ensure that math vocabulary and language development opportunities are explicitly incorporated into mathematics instruction. Teachers will be able to observe videotaped lessons and reflect on guiding questions.

The common core alignment requires that states establish standards and objectives for raising the level of English proficiency that

are derived from the four recognized domains of speaking, listening, reading and writing, and that are aligned with achievement of the challenging State academic content and student academic achievement. PS 230 current model of academic delivery is catered to do just that to ensure that all students have access to curriculum through all domains.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?  
We do not currently provide a dual language program. Therefore, ELLs are not usually assessed in their native language. However, translations copies of the math and science NYS exams are available for students use if necessary. Additionally student are provided with Math text books and assignments in Spanish. If we have any new entrants who are identified as Spanish speaking, the LAB is administered in order to determine language dominance and programs to better support student learning.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?  
To ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year and with support of the ESL teacher, class room teachers provide students with the opportunity to process, understand, interpret and evaluate spoken language in a variety of situations (guided reading, math)-Listening  
Engage in oral communication in a variety of situations for a variety of purposes and audiences (accountable talk, Think, Pair, Share)-Speaking  
Process, understand, interpret and evaluate written language, symbols and text with understanding and fluency (guided reading with visual supports)-Reading  
Engage in written communication in a variety of situations for a variety of purposes and audiences -Writing
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).

We differentiate instruction for our ELL students largely according to proficiency level but also according to ELL subgroups. ELLs receiving 4-6 years of service and long term ELLs are engaged in the same lessons as their mono-lingual peers, however these

lessons are adapted to include language objectives and extra language support. For example, high-level vocabulary development is a focus for this longer term population, as is the ability to express ones self in writing. This means that push-in groups that house large numbers of long term ELLs are centered more around the modality of writing (while constantly integrating the other three modalities) since this is the most problematic modality for that subgroup. ELLs identified as students with disabilities are also provided with the services mandated on their IEPs.

a. Currently, PS 230 does not service any SIFE students, but in the past SIFE students were given additional support during ESL instructional time. They are incorporated into the New Arrivals group for early literacy instruction if appropriate. Differentiated work is also created for them in order to make regular instruction more meaningful. Increased use of visuals and graphic organizers, in addition to an effort to create connections between school material and the knowledge that our SIFE students do have are all means by which we scaffold content for our SIFE students' needs. Use of technology in the classroom through SMARTboard lessons and opportunities to work on the computer offer alternative means of engagement. SIFE are also placed in a special reading group during small group instruction periods which ensures that they are receiving literacy instruction at their level. This small group focus leads to increased access to material during the school day.

b. ELLs who are in the US for less than three years receive instruction from classroom teachers who incorporate ESL strategies in addition to receiving services from the ESL teacher. The focus for this subgroup is to develop academic language through the use of sentence frames and sentence stems both in speech and in writing. Graphic organizers are added to lessons so that students are able to associate specific language and organization with material that they are learning. Over the course of this 0-3 year period, students move from focusing on Tier 1 vocabulary development and basic phonics and reading comprehension, to a much higher level of academic language which constantly adds Tier 2 and Tier 3 words, and incorporates far more complex word study and reading comprehension skills. Students are supported throughout this period so that they can acquire BICs at first through interactions with their peers during group work and partner work and explicit vocabulary instruction by their teacher. It is our mission to keep pushing students so that classroom interactions are imparting CALP and students acquire this higher level academic language as soon as possible. Since ELA testing will occur for ELLs in the country for one year, test preparation will be one of the areas of focus for newcomers. ESL instruction will pull out objectives from past test materials in order to expedite the process of becoming familiar with the content that is on the ELA test. Also, every student in our school is a member of a guided reading group that meets several times per week. Skills that are a focus of the ELA exam will be taught explicitly during guided reading time using authentic texts that meet students at their reading level. This will give students the opportunity to engage with ELA skills in a small-group environment where the output will not be multiple choice passages. Then, when students are confronted with passages they will be better equipped to analyze them having already become familiar with the same skills using lower level books and graphic organizers. A major focus of this year is also to help newcomers read on grade level-the major reason for the guided reading block. Many of our newcomers are not yet close to this level, but pushing their reading using independent, shared and guided reading will make them better able to handle the ELA test.

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

d. While we currently do not have any long term ELL at P.S. 230, we do have two students who may fall in that category if they do not pass the NYSESLAT for the 2013-2014 school year. These students are provided with NYSESLAT test sophistication materials throughout the year as the test itself is usually problematic for them. These students are also encouraged to attend the ESL after school program since the program provides additional preparation for the NYSESLAT. These students are given many language enrichment tools such as sentence frames, sentence starters and vocabulary banks in order to ensure that they are developing their academic language in every opportunity. Since these students are often proficient in accomplishing basic communication and following most classroom tasks, the focus with this subgroup is to push students to use high-level academic language.

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

7. 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?

ELLs that have special needs are part of the Push-In instructional ESL program, the ELLs with special needs range from beginner to advance levels so they will receive 360 minutes of combined Push-In time per week. ELLs with special needs will be grouped with students on their grade level and with students at their proficiency level for ESL instructional time. ELL IEP's are always taken into account in order to ensure that instruction that is being provided is consistent with students' needs.

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?

In efforts to services provide services within the least restricted environment, students with disabilities in self-contained classes are mainstreamed with students in general education class on their grade level for ESL services for 360 minutes per week.

**Courses Taught in Languages Other than English ⓘ**

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

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

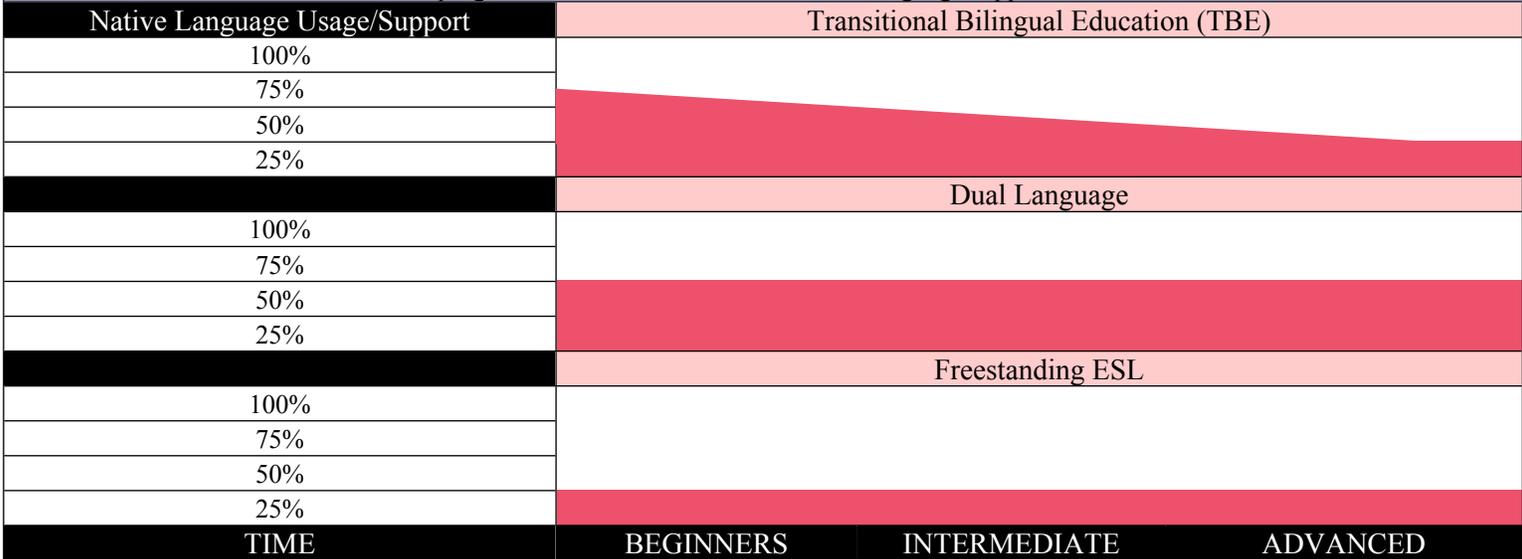
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

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.

The intervention services offered at P.S. 230 are centered around literacy. The new Treasures reading program has an ELL component (Treasures Chess) that also provide teachers with resources to support ELLs. ELLs will be given extra literacy support in the ESL after school program. For our ESL after school program, we will be using BrainPOP ESL. BrainPOP ESL is a comprehensive English language learning program that uses highly engaging animated movies to model conversational English while seamlessly introducing grammar concepts and vocabulary words. The movies are leveled, with each new movie and associated features building upon earlier ones, thereby reinforcing vocabulary, grammar, pronunciation, reading comprehension, and writing skills. The building block structure enables students to master the language in a step-by-step process, giving them the confidence they need to read, write, and speak English.

Currently PS230 is using the Envisions program for Mathematics. Envisios is a daily Problem-Based Interactive Math Learning followed by Visual Learning strategies deepen conceptual understanding by making meaningful connections for students and delivering strong, sequential visual/verbal connections through the Visual Learning Bridge in every lesson. Ongoing Diagnosis & Intervention and daily Data-Driven Differentiation ensure that enVisionMATH gives every student the opportunity to succeed.

All intervention services are offered in English with native language support, when necessary. One special service that is provided to our new arrivals (0-3) years is a New Arrivals group during extended time. This is intended as a support to ensure a smooth transition into schooling in the U.S. for students who are most new to the country and to the American school system. Students benefit from early literacy instruction and basic vocabulary development, which is why they are pulled out of their classrooms at this time. This is the environment where the most native language support is provided in order to provide for cross-lingual transfer. A bilingual word wall and activities that encourage students to express themselves in the native language lead to language transfer and English language development. In addition during science students have the opportunity to engage in hand on activities. Science and social studies texts are also available in students' native language to provide students with access to the content.

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

At the beginning of the school year, all classroom teachers are given a list of ELL students per grade and class. All ELL teachers are then provided with ELL student information to help guide them in understanding the students strengths weaknesses and learning styles.

P.S. 230 ESL program currently incorporates all components listed below.

- 1.all instruction is done in English;
- 2.make connections to students' lives
- 3.create responsive classrooms
- 4.have students interact with each other and with text
- 5.when possible, the child's primary language is used to clarify instruction;
- 6.English is taught through reading, language arts, math, science, and social studies;
- 7.the acquisition of English takes place in a structured, non-threatening environment in which students feel comfortable taking risks; and
- 8.lessons include controlled vocabulary while students gradually acquire the necessary language skills to succeed academically and become lifelong learners.

Currently we have Integrated "Group" Classrooms. Our ELLs are grouped and integrated within our general and special education classrooms, respectively. Within these classrooms, ELL strategies are used with support of the ESL teacher. For example, language objectives are directly correlated to content objectives. Once a teacher determines the lesson topic from the appropriate content standards, the teacher begins thinking about the academic language necessary for English learners to complete the tasks that support the content objectives. This identification of the academic language embedded in the lesson's content becomes the basis for the lesson's language objectives. Additionally, ongoing assessments are administered to our ELLs. These assessments are catered specifically for ELLs and gives us a baseline from where to continue working or on what to reinforce.

Based on our NYSESLAT and informal assessments, we have seen tremendous progress in the language and content development

of our ELLs.

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

A continuous improvement/practice for the upcoming school year is that the Title III curriculum for ELLs will rely upon a large amount of project based learning. Units will be planned so that they are supporting themes and skills that are being emphasized in classrooms, but ELLs will have more opportunities for creative expression. A greater amount of technology is also being added to ESL instruction to help visual stimulations. While objectives are being pulled mostly from the ELA and ESL standards, thematic units which are centered around a content theme will provide students with key cultural knowledge and vocabulary which will prepare them for cultural references that they will encounter in reading passages on their exams. It will also give them greater access to content that they are learning in mainstream classes.

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

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

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

ELLs have equal access to all school programs including after school. A special after school program for ELLs is offered in addition to the mainstream after school program which ELLs will be encouraged to attend. In this after school program, ELLs receive additional instruction using ESL strategies, with a focus on vocabulary development and test sophistication. The school invites ELLs to participate in this program by sending an invitation home with students that is to be signed by the parents. Invitations are provided to all ELLs in grades 3-5 regardless of proficiency level or any other status. The ESL after school program is funded by Title III. The goal of the program is to supplement English Language Learning that occurs throughout the school day and raise the reading levels of our ELLs. ELLs are instructed in reading comprehension strategies in small groups. Strategies to focus on are pulled from multiple choice assessment results as well as running records. Students are instructed in a reading strategy where the teacher extensively models how to use that strategy in a text. Students then have opportunities to practice the strategy themselves either with printable books or reading passages. The ELL after school program also includes math instruction which focuses on automatic math fact practice using music and solving word problems by breaking down math language and using visuals. The rationale behind the program is to provide our ELLs with additional opportunities for academic language development, explicit vocabulary instruction and support of classroom instruction that breaks down content vocabulary. The goal of our program is to focus on reading strategies and vocabulary that will help ELLs read on grade level and to increase performance on math assessments by providing additional opportunities to engage with word problems.

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

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

Technology is a major tool in the ESL classroom. The smartboard is utilized often in order to provide extra visual aids and context for lessons using the internet. A listening center is also incorporated into ESL instructional time. Students are given opportunities to listen to books and complete activities related to unit themes. Materials are also taken from the website Reading A to Z so that students have a constant supply of unfamiliar authentic texts. Providing ELL reading groups with new books on virtually a daily basis ensures that they are exposed to a wide variety of genres, reading strategies and vocabulary. Manipulatives and real objects

(especially during math and science) are a major tool in order to ensure that students can relate to the material kinesthetically and that content vocabulary is not preventing them from understanding entire concepts. In the after school program, we use the “Flocabulary” program in order to support ELL vocabulary development. It incorporates music, specifically hip hop, into explicit vocabulary and reading comprehension instruction. This program has been especially beneficial for Intermediate and Advanced ELLs. Also, bilingual dictionaries are always available to students in both Spanish and French, and native language supports are provided by the instructor for beginners when necessary. Bilingual word walls, charts and other materials are created and provided in order to assist beginning students.

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

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

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

Every student is supplied with materials and resources based on their needs as learners. PS 230 currently uses Treasures for our literacy component. Teasurse is a curriculum that integrates various ELL strategies

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.

Because we do not know the language status of students prior to administering the LAB and LABR, we do not have any activities prior to the beginning of the school year. Once students are identified, they participate in a "Newcomers Group" for 3 weeks where they are introduced to the schooling style and structure in the United States.

18. What language electives are offered to ELLs?

PS 230 currently does not offer language electives

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. PS 230 provides a variety of professional development for the entire school community throughout the school year. The school's professional development plan for ELL personnel consist of "lunch and learn" sessions designed to familiarize all staff with the most current, research-based best practices. ELL teachers will also have opportunities to register for professional development opportunities outside of the school. They will come back and turn-key information so that the entire ELL community can benefit from these workshops. The schedule for the Fall 2013 includes:

- September 9, 2013 "Analyzing school Data/Developing School Goals"
- September 9, 2013 "Navigating Envisions Math Program"
- October 3, 2013 "ELL RBERN Workshop-An Introduction to Language Objectives"
- October 8, 2013 "Understanding ELL Data-Review of NYSESLAT Scores"
- October 17, 2013 "Richard Elmor's Instructional Core/Danielson Needs Assessment"
- October 24, 2013 "Danielson Framework 2b"
- November 5, 2013 "Close Read/Questions"
- November 5, 2013 "IPad-Confencing Made Easy"
- November 7, 2013 "Planning with Focusing on Questioning and Assessments"
- November 21, 2013 "Planning with Focusing on Questioning and Assessments"-Continued
- December 4, 2013 "Understanding Our ELLs-Where They Fall within The Domains"
- December 9, 2013 " Revisiting ELL Shadowing: Listening and Speaking"
- December 5, 2013 "Planning with Focusing on Questioning and Assessments"
- December 12, 2013 "Planning with Focusing on Questioning and Assessments"
- December 19, 2013 "Planning with Focusing on Questioning and Assessments"

2. The entire staff of PS 230 receives professional development through a cycle of grade team meetings in which the focus is ELL strategies. Meeting topics include writing meaningful language objectives, explicit vocabulary instruction, using visuals to support content comprehension and integrating graphic organizers as a means of scaffolding lessons. Also, whole staff monthly professional development sessions are also used as forums to provide support on how to integrate ELL strategies into the content areas as well as academic language development. All personnel are part of this professional development plan. This includes administrators and classroom teachers who teach ELLs as well as other mainstream teachers. This combination of grade team meetings, lunch and learn sessions, and after school professional development sessions will result in the minimum of 7.5 hours of ELL PD. All documents to support our school's professional develop plan are kept in a binder in the Assistant Principal's office.

These PD's empower our teachers to make complex decisions; to identify and solve problems; and to connect theory, practice, and student outcomes. Our PD program enable teachers to offer students the learning opportunities that will prepare them to meet world-class standards in given content areas.

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

4. The 7.5 hours of ELL training will be composed of a combination of "lunch and learn" sessions and whole staff professional development sessions. During lunch and learn and afternoon sessions, staff will explore topics such as using visuals to aid in ELL instruction, integrating student cultures into the classroom, and best ELL practices during content instruction. The 10 hours for special education teachers will be attained by our weekly PD's with our RBERN Specialist which are held weekly for 45 minutes per meeting

## 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?

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

2. Agencies such as "Dress for Success" and Learning Leaders collaborate with P.S. 230 to assist parents with job interviews and training parents to effectively work with children inside the school. P.S. 230 also collaborates with Bronx Community College, Scanny and Mount Hope in order to meet parent needs. Translation services for these activities are either provided by the agencies or by our ESL teacher. The greatest effort is made to have a bilingual person facilitate these activities.

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

4. Parental involvement activities are based on feedback from parent surveys and one on one conversations. New programs are added based on requests. The parent coordinator assists with parent correspondence in many ways. When parents would like to pursue a school transfer, when they have questions about programming, or when they need to be contacted for other reasons the parent coordinator assists in coordinating meetings with the necessary staff. The parent coordinator also evaluates the needs of parents by engaging in one on one meetings with them whenever they have concerns.

## **E. Additional Information**

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: Dr Roland N Patterson Sch

230

School DBN: 09x230

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Rowena Penn	Principal		
Janet Hackshaw	Assistant Principal		
Ariel Rodriguez	Parent Coordinator		
Beverly Guity	ESL Teacher		
	Parent		
Nilsa Rodriguez	Teacher/Subject Area		
	Teacher/Subject Area		
Effie Johnson	Coach		
Yolanda Payne	Coach		
Delilah Martinez	Guidance Counselor		
	Network Leader		
Ivette Jenkins	Other <u>Related Service</u> <u>Prov</u>		
	Other		
	Other		
	Other		

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

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

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

Cluster: 06 Network: 613

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

### **Part A: Needs Assessment Findings**

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

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

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

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

## Part B: Strategies and Activities

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

School-wide notifications and letters are sent on double-sided sheets at all times; one side written in English and the other in the parent's native language. Translation of documents are done simultaneously with English version of documents to ensure timely delivery. Appropriate school signage and forms in the language required are posted around the school likewise side-by-side in both in English and the various native languages. Also, parents who speak a language other than English are provided with a translated Bill of Parents Rights and Responsibilities. The translation services for such documents are provided in-house by school staff when necessary. Both written and oral translation services are provided by our ESL teacher who speaks and writes fluently in Spanish. For translation services needed in languages other than Spanish, services are provided when and if needed by the Department of Education Translation Services Unit. Frequently used documents that are available in translated form are also pulled from the New York City Department of Education website.

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

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

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

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

## 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: PS 230	DBN: 09X230
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 type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 50
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: 4
# of certified ESL/Bilingual teachers: 4
# of content area teachers:

### Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 230's Title III supplemental program will consist of a 1 day per week ESL after school program for ELL students. Grades 3-5 each will receive one 2 hour session per week. The after school program will serve approximately 50 ELLs who have signed up to participate in the program. Instruction will be delivered in English using ELL strategies and methodologies, with Native Language support. The four instructors are certified in either Bilingual/Bilingual Special Education, or TESOL and one supervising administrator. The program will run from November through May. The purpose of this program is to help ELLs become more proficient in the English language, with a focus on English literacy. Based upon previous years' NYSESLAT scores, most students are struggling with the reading and writing modalities. This after school program is designed to address these specific needs. Students will be assessed according to ESL standards in order to determine progress and inform instruction for the duration of the program. The instructional program for grades 3-5 we will utilize is the i-Ready Reading Program. The teachers will plan reading comprehension activities and utilize the program in order to provide individualized, engaging, and systematic instruction.

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

### Part C: Professional Development

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

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

Begin description here:

The Title III supplemental program funds will also be used to provide quality professional development for teachers and administrator in order to maximize teaching and learning. All 4 teachers and one administrator will receive training from an iReady consultant for a period of 3 sessions on site. Teachers and administrator will also meet weekly as a team to look at student work and data in order to plan effectively and make instructional decisions based on student needs. Professional development will address specific ELL skills and strategies will be provided during the school day at grade team meetings. Also, a team of teachers work with a variety of consultants (Network HOT 104, Office of ELLs, RTI, NY State) and attend workshops on a monthly basis for a two hour session to learn about strategies geared towards making teaching ELLs more engaging with using technology. The target audience for these

**Part C: Professional Development**

team meetings are ESL, Bilingual teachers as well as classroom teachers with a high concentration of ELLs. A professional development series will also take place after school to provide support to teachers who service ELLs. These professional development opportunities are made available to all teachers.

**Part D: Parental Engagement Activities**

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

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

Begin description here:

The Title III supplemental program will provide support to parents of ELL students in grades K-5. Parent Workshops will inform parents of ELL students in grade K-5 about instructional curriculum, ELA state exams, Mathematics state exams, and the NYSESLAT. In addition all immigrant parents who struggles with the English language will receive instruction in Basic English and Contextual Literacy. The workshops will begin in November and end in May for 2 hours each a week offered by one ESL certified teacher and one supervising administrator. Refreshments will be included. Parents will be notified through memos backpacked with students in both English and the native language.

**Part E: Budget**

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

Allocation Amount: \$

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

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
materials. <ul style="list-style-type: none"><li>• Must be clearly listed.</li></ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		