

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**                   **15K230**

**School Name:**                       **P.S. 230**

**Principal:**                           **MARIA DELLA RAGIONE, IA**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: \_\_\_\_\_ School Number (DBN): 15K230

School Type: Elementary Grades Served: Pre-K-5th

School Address: 1 Albemarle Road, Brooklyn, NY 11218

Phone Number: 718-437-6135 Fax: 718-871-2624

School Contact Person: Maria Della Ragione Email Address: mdellaragione@schools.nyc.gov

Principal: Maria Della Ragione

UFT Chapter Leader: Melissa Gorman

Parents' Association President: Laurie Torres

SLT Chairperson: Liliet Chang & Rachel Shuckman

Student Representative(s): \_\_\_\_\_

**District Information**

District: 15 Superintendent: Anita Skop

Superintendent's Office Address: 131 Livingston

Superintendent's Email Address: [askop@schools.nyc.gov](mailto:askop@schools.nyc.gov)

Phone Number: 718-935-4317 Fax: 718-935-4356

**Cluster and Network Information**

Cluster Number: 1 Cluster Leader: Chris Groll

Network Number: 102 Network Leader: Alison Sheehan

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Della Ragione	*Principal or Designee	
Melissa Gorman	*UFT Chapter Leader or Designee	
Laurie Torres	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Kathleen Drain	Assistant Principal	
Liliet Chang/Rachel Schuckman	Co-chairs	
Kathryn Fitzgerald	Teacher	
Jiin Burns	Parent	
Shumin Ma	Parent	
Natasha Perlis	Parent	
Tamanna Fardous	Parent	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **About our community.....**

P.S. 230 is a unique community that prides itself on our diversity. We serve pre-kindergarten through 5<sup>th</sup> grade in the Kensington section of Brooklyn. We have approximately 1325 students that encompass 25 different languages and dialects. Our mission statement, written with input from all members of our staff, highlights our beliefs:

*PS 230's mission is to create self-directed, freethinking learners that will grow into independent members of our local and global community.*

*Our unique community works together to establish a socially and emotionally secure environment. This allows children to feel confident to take risks in their learning.*

*Central to our belief is a shared respect of the individual needs of children. Standards-aligned curriculum is catered to individual learning styles and interests, constantly evolving based on our knowledge of students.*

*Professional collaboration fosters inquiry in order to grow in our understanding of the art and science of teaching.*

*Our goal is for students to continue their journey of learning with an appreciation and respect for diversity through the cultural exchanges experienced at PS 230.*

We have a rich Arts program supplemented from funding from our school events as well as our parents through contributions to our PTA. This provides Arts enrichment during the year with a music program from Ms. Suzi in grades pre-k through 1<sup>st</sup>, Brooklyn Children's Theater in 2<sup>nd</sup> grade, collage artists in 3<sup>rd</sup> grade, storyboarding artists and Mark Morris in 4<sup>th</sup> grade, and Claymation artists in 5<sup>th</sup> grade. We partner with Singing Winds to provide cultural enrichment through various celebrations such as Day of the Dead, Bengali New Year, and Chinese New Year. Our PTA also offers enrichment afterschool through program such as Chess, Capoeira, Gardening, Crochet, Coding, and Band. We also offer programs on Saturdays for our 3<sup>rd</sup>-5<sup>th</sup> grades. We partner with New York Cares, which facilitates Robotics, Cooking, and Tennis on-site, all year.

### **Our Strengths, accomplishments, & challenges**

PS 230 has a strong culture of learning, high expectations, and few behavioral issues. Our attendance for staff and students has consistently been above 96%. Students have exposure to the visual arts and music in their programs and through our residencies. We have increased our classroom to parent communication through monthly newsletters, open school opportunities and with our website. Our parent coordinator organizes opportunities for sustained parent and volunteer programs to support instruction and education of the community: Learning Leaders; Reading Partners; and crochet programs. In addition, we hold monthly seminars to support parents in a series we call, "How To." Topics range from how to ask questions at a parent conference to how to support your child in reading.

Our challenges, or as we view them, learning opportunities, are varied. We have two buildings: our pre-k to 1<sup>st</sup> grades are housed in our Lower School, and 2<sup>nd</sup>-5<sup>th</sup> grades are in our Upper School. We work on bridging, maintaining, and building more opportunities for teachers to work together, across the buildings, in vertical teams. We also look for

ways to build even stronger community ties through collaboration between the buildings on committees and events. We are continually learning and developing our strategies of teaching diverse learners through our examination of our teaching practices. We are revising and expanding our Language Objectives in all curriculum units as well as continuing our study of Universal Design for Learning in order to meet all students in their learning styles and needs.

**Growth & Area of Focus**

In the 2013-2014 year, PS 230 made growth in math performance as well as closing the achievement gap in English Language Arts and Mathematics. We increased our math proficiency scores by 6.3% overall. We increased the percentage of ICT students proficient in ELA by 4.1% and SETSS students by 8.1%. We increased the percentage of ICT students proficient in math by 3.6%, SETSS students by 20.3%, English Language Learners by 2.5% and Black/Hispanic Males by 10.4%. These were all cause for celebration and reflection on the practices that drove this increase.

Our area of focus is in ELA. Last year our overall ELA proficiency dropped 2.2%. This has driven our area of focus this year to thinking about how we are using assessments, both formative and summative, to drive our instruction and help us create targeted instruction based on what students individually need. We are using this as our focus in all areas this year in order to help us increase the effectiveness of instruction in not only ELA, but maintain and grow in the area of math.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<ul style="list-style-type: none"> <li>• Scores on the New York State ELA test have decreased by 2.2%.</li> <li>• Approximately 30% of students on each grade level are reading at a level 3 &amp; 4 (at or above grade level) based on Fountas &amp; Pinnell running record data collection in October 2014.</li> <li>• 34% of our student population of are identified as English Language Learners.</li> </ul>	

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u> pecific, <u>M</u> easurable, <u>A</u> chievable, <u>R</u> elevant, and <u>T</u> ime-bound.
By June 2015, 75% of students scoring below grade level per Fountas & Pinnel running records in October of 2014, will gain at least 2 levels on the Fountas & Pinnell running records.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
All teachers will engage in professional development opportunities to analyze student work and use this data to revise units and plan for small group instruction.	All teachers	September 2014 until June 2015	Administration, coaches, staff developers
Teachers will study best practices in the teaching of reading during Monday Professional Development (guided reading, strategy groups, shared reading)	All teachers	September 2014-June 2015	Administration, coaches, teachers
Teachers will engage in training on how to plan to take into consideration the language acquisition needs of English Language Learners when planning instruction.	All teachers	January 2014-March 2014	ELL Specialist
Teachers will use the Title III intervention and enrichment programs in Reading for academic intervention.	English Language Learners in grades 2-5	January 2015-April 2015	ESL teachers, teachers, Administration

Teachers will explore best practices in reading for Self Contained classrooms with a staff developer from Teachers College Inclusive Classroom Project (TCICP).	All self contained teachers	October 2014-June 2015	TCICP staff developer, administration
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**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Literacy Coach, professional developers for specialized reading instruction (guided reading, strategy groupings, how-to analyze running records etc.)
- Professional resources to support reading pedagogy (Continuum of Literacy, Guided Reading professional literature, etc.)
- ESL Staff developer to train staff in the writing of language objectives.
- Staff developer from TCICP for on-site development.
- Staff and supervisors for Title III Reading Programs.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA	X	Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

- By February we expect that 75% of our students reading below grade level will have moved at least 1 level on Fountas & Pinnell running records.

**Part 6b. Complete in February 2015.**

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3.	Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4.	Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.
<p>The administration created an electronic survey to poll the depth of knowledge and use of Social Emotional Curriculum. From this poll we analyzed that:</p> <ul style="list-style-type: none"> <li>• 48% of the staff reports that they have not been trained in SEL or strategies for the classroom.</li> <li>• 95% of the staff polled agree or strongly agree that their students would benefit from support in self-awareness, self-management, social awareness, relationship skills, and decision making skills.</li> </ul>	

### Part 2 – Annual Goal

<p>List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<p>By June 2015, the administration, in conjunction with the SLT and a committee on Social Emotional Learning, will have researched and piloted a Social Emotional Curriculum in order to choose a curriculum for training and implementation in August 2015.</p>

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>			
Form a committee that will research Social Emotional Curricula.	Interested staff members	November 2014-June 2015	Admin member facilitating the committee
Pilot the program in at least 3 classrooms (1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> )	1 <sup>st</sup> , 3 <sup>rd</sup> , 5 <sup>th</sup> grade classroom for pilot	February 2015-June 2015	Committee members, 3 pilot rooms
Purchase Social Emotional Curriculum professional literature in order for pilot rooms to implement the trial.	Pilot rooms	February 2015-June 2015	Administration, pilot rooms
Visitation to schools in NYCCOE that currently use and implement the chosen piloted program.	Pilot group members	March/April 2015	Administration, Cooperating School

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Social Emotional literature for pilot group.
- Facilitator of the pilot group.
- Substitute teacher to cover teachers to go visitation of schools that implement chosen pilot program.
- School that implements the program to host the visitation.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>	X	<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
10. Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, the committee will have completed initial research of SEL curriculum and will have made a decision on which program to pilot.

**Part 6b.** Complete in **February 2015.**

11.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### Part 1 – Needs Assessment

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|-----|---|
| 13. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 14. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

- During the 2013-2014 school year, two teachers per grade level worked with educational consultants.
- Teachers surveyed indicated that they would prefer professional development in math and ELA firsthand with their grade level colleagues.
- Teacher surveyed indicated that they wanted time to collaborate in vertical teams around math and ELA in order to build upon previously taught skills.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of staff members will have participated in grade level and cross-grade collaboration in reading, writing, and mathematics in order to analyze student work from formal and informal assessments, and revise and plan for individualized instruction based on student need.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
Monday professional development time spent in grade level teams, analyzing data and planning for instruction.	All staff members	September 2014 through June 2015	Coaches, facilitators, grade level liaisons, administration
Monday ‘Choice’ professional development time spent in self-selected groups that meet the needs and interests of staff in order to improve practice particular areas (e.g. Students with Disabilities, UDL, Second Language Acquisition).	All staff members	September 2014 through June 2015	Any staff member that wants to facilitate or bring up topic to group to study through inquiry

Professional development on how to analyze data using protocols.	All staff members	January, February, March of 2015	Coach and administration

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Staff developers, in-house experts to conduct professional development in analyzing data and protocols for analyzing data.
- Staff developers, in-house experts to conduct professional development in instructional practices for diverse learners (Students with Disabilities, English Language Learners, Universal Design for Learning).
- Group facilitators to act as point people per grade level. These facilitators will be covered in order to attend weekly facilitation meetings in order to establish and norm protocols and share reflections and curriculum needs from specified grade levels.

#### **Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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#### **Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
20. Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, 100% of staff will have participated in Monday professional development in reading, writing, and math.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
22.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

- |     |  |
|-----|--|
| 23. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 24. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.   |

As a new administrative team, we knew that we had to begin by reflecting on who we were as school leaders and who we want to become. We used the NYC School Leadership Competencies as a resource to identify our strengths and areas we would like to develop. We narrowed in on two of the core competencies, which are “Curriculum and Instruction” and “Staff and Community.” We realized that as a team, we have high expectations for student learning and want to create a school community that supports students in reaching academic success. We know to do this we will have to focus on teacher professional development.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of our teachers will have experienced coaching from administration in order to improve practice based on the Danielson Framework and their professional learning goal in order to improve in an area of ‘focus’ by one HEDI rating, unless already Highly Effective.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust			
Administration will create hold individual planning conferences in order to set professional goals.	Teachers	September 2014 through October 2014	Administration
Administration will conduct cycles of observation and feedback with teachers.	Teachers	October 2014 through May 2015	Administration

Administration will create opportunities for professional development, sharing of best practices, and specific next steps for teachers in relation to their area of focus.	Teachers	October 2014 through May 2015	Administration, cooperating teachers that choose option to open up their rooms/practice
Administration will create a 'conference note' system for teachers based on their observations, professional goals, and next steps in order to align professional development that is targeted to their area of growth.	Teachers	October 2014 through May 2015	Administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Literacy Coach to provide professional development in areas chosen as in need of focus as per the observation.
- Professional texts regarding teaching and learning.
- Danielson Framework for Teaching.
- Cooperating teachers for inter-visitations.
- Shared conference note document on teacher next steps.

**Part 5 – Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
30. Specify a timeframe for mid-point progress monitoring activities.

- By February 2015, 100% of staff will have been observed and have received formal feedback in their area of focus.
- We have developed a system for observing teachers that will foster timely and quality feedback to support

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**Part 6b.** Complete in **February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

33. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
34. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

- 46% of families on the School Survey say that they have met with their teacher in a conference setting 1-2 times
- 38% of families on the School Survey say that they have attended a Parent Teacher Association meeting one to two times during the previous year.
- 27% of families on the School Survey say that they have never attended a Parent Teacher Association meeting last year.
- 30% of families on the School Survey say that they have communicated with school staff about their child’s academic progress 1-2 times during the previous year.
- 9% of families on the School Survey say that they have never communicated with school staff about their child’s academic progress during the previous year.

This data shows that there is a need for more communication between school and families.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, we will increase the amount of family participation with teacher conferences, opportunities for information on student progress, and PTA meetings by 5% as measured through the school survey reports and attendance records.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust			
The parent coordinator will work with key content staff members to design informational sessions attached to PTA meetings to support parents at school. These will be called our “How-to” sessions and cover a range of topics from supporting your student in reading to how to ask key questions during a parent conference.	Families	September 2014 through June 2015	Parent coordinator, key content staff members, administration

Increased opportunities for families to come into the classrooms through open schools sessions targeted at content-specific goals (morning math, reading behaviors, writing).	Families	September 2014 through June 2015	Teachers, administration
Increase times for families to meet with teachers, through the creation of 'office hours' on Tuesday afternoons, allowing families to reach out to staff for homework help and information about individual student progress.	Families, Teachers	September 2014 through June 2015	Teachers, administration
Continue and extend number of family-school bridges through multicultural festivals and special events celebrating family cultures in the school.	Families, teachers, community members	September 2014 through June 2015	Parent Coordinator, key staff members, administration

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> <li>• Parent coordinator to plan and conduct meetings at PTA meeting (“How-To” sessions) as well as co-plan festivals and community events.</li> <li>• Teachers to plan for open school events in the content areas as well as office hours.</li> <li>• Staff and community volunteers to support and donate to the festivals and community events.</li> </ul>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy	X	Title I Basic	X	Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.				
40. Specify a timeframe for mid-point progress monitoring activities.				
<ul style="list-style-type: none"> <li>• By February 2015, 80% of families will have attended at least one school event.</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			

## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
<b>English Language Arts (ELA)</b>	<ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Formal and informal assessments</li> <li>• Teacher recommendation to CARE team</li> </ul>	<ul style="list-style-type: none"> <li>• Guided Reading</li> <li>• Word Study: Foundations</li> <li>• Wilson</li> <li>• Double Dose of Words their Way</li> <li>• TC Literacy Curriculum</li> <li>• Reading Comprehension</li> <li>• Imagine Learning</li> <li>• Using arts to support comprehensible input and output</li> <li>• Targeted Saturday Academy</li> <li>• Title III Programs</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one</li> <li>• Whole &amp; small group</li> <li>• Push-in model of ESL support</li> <li>• Co-teaching/push-in of related service providers</li> <li>• One-to-one and/or small group instruction</li> <li>• Small group instruction in pull-out services (i.e. ESL or Wilson)</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> <li>• Saturdays</li> </ul>
<b>Mathematics</b>	<ul style="list-style-type: none"> <li>• Benchmark assessments</li> <li>• Formal and informal assessments</li> <li>• Teacher recommendation to CARE team</li> </ul>	<ul style="list-style-type: none"> <li>• Context for Learning/Number Strings: develop math concepts with a focus on numeracy &amp; computation</li> <li>• Differentiated practice materials modified by teachers</li> <li>• Target Saturday Academy</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one and small group instruction</li> <li>• Push-in model of related service providers</li> <li>• Flexible groupings between rooms to target similar need</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> <li>• Saturdays</li> </ul>
<b>Science</b>	<ul style="list-style-type: none"> <li>• Science benchmark assessments</li> <li>• Formal and informal assessments</li> <li>• Teacher</li> </ul>	<ul style="list-style-type: none"> <li>• FOSS small group instruction targeted to need</li> <li>• Small group instruction based with a focus on academic</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

	recommendation to CARE team	language support		
<b>Social Studies</b>	<ul style="list-style-type: none"> <li>• Social studies benchmark assessments</li> <li>• Formal and informal assessments</li> <li>• Teacher recommendation to CARE team</li> </ul>	<ul style="list-style-type: none"> <li>• Guided reading</li> <li>• Fascinating Words curriculum component involving explicit instruction in academic/content language objectives</li> <li>• Title III programs</li> </ul>	<ul style="list-style-type: none"> <li>• Small group instruction</li> <li>• One-to-one instruction</li> <li>• Push-in model of servicing by related service providers</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> <li>• After school</li> </ul>
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	<ul style="list-style-type: none"> <li>• Teacher recommendation to CARE team</li> </ul>	<ul style="list-style-type: none"> <li>• Counseling provided by school counselor, psychologist, social worker</li> <li>• Social skills groups</li> </ul>	<ul style="list-style-type: none"> <li>• One-to-one instruction</li> <li>• Small group</li> <li>• Push-in model of support</li> </ul>	<ul style="list-style-type: none"> <li>• During the school day</li> </ul>

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**Part 2: All Title I Schools**

**2a. 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.
<p>All PS 230 staff members meet the highly qualified criteria.</p> <p>We have an on-going collaboration with universities supporting their student teachers. These universities include Hunter College, Brooklyn College and NYU. We recruit most of our hirees from the student teachers who train at our school. Since we provide a very strong support system for new recruits, we have a very high retention percentage.</p> <p>Assignments are based on school needs, state certification and recruits preference. When hiring teachers for an ICT position, we also consider the strengths of the individual teachers and the dynamics of the partnership.</p> <p>We have a very carefully thought out and executed professional staff development plan for the entire school which is differentiated to take into consideration the individual needs of each staff member. Every new teacher receives a mentor. Built into our schedule is weekly extended support for new teachers through time with a mentor. In addition, we hire education experts in the different content areas to support our work, send teachers to external workshops, conferences and network trainings. Each year we have a mentor book which the whole staff reads and reflects on throughout the year.</p>

**2b. 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).
<p>All staff participate in weekly professional development on Mondays. These sessions are based in the examination, reflection, and revision of units of study in reading, writing, and mathematics in order to best align with the CCLS. These sessions are facilitated in conjunction with a grade level facilitator that meets in a facilitation team weekly in order to support facilitators in helping the meeting address these goals as well as help the administrative cabinet best understand the needs of grade levels.</p> <p>Assistant Principals are involved in monthly professional development through an Assistant Principal group with our Network, CFN 102. In addition, the administrative team meets with and participates with our staff developers while they are on-site from Metamorphosis and Teachers College Inclusive Classroom Project.</p> <p>The principal participates in District and Network Principal professional development that occurs monthly. In addition,</p>

the principal is supported and involved with the professional development through the Leadership Academy. The principal is also in a monthly Principal group with Metamorphosis. All of the administrative professional development is rooted in best practices and the alignment of the CCLS in our curriculum.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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.).

- We host several parent workshops throughout the year focused on child development stages. We teach parents how to support their children in attaining early literacy and math skills with simple activities they can do at home. We also have workshops focused on speech and language development that are facilitated by our own speech and language teachers.
- Our speech and language teachers provide speech and language therapy to our pre-K students with IEP's.
- Our pre-K teachers have common planning sessions with Kindergarten teachers to ensure that they are preparing our students for kindergarten.
- Foundations, which is a phonics program, is introduced in pre-K. Our pre-K teachers use Foundations as a resource to introduce letter and letter sounds to the children.
- Our pre-k and kindergarten teachers create opportunities for pre-K students to visit kindergarten classrooms throughout the year.
- Pre-K and Kindergarten students participate in an Art Residency Project on a bi-weekly basis. During these times, the students get to dance and sing together to develop music appreciation.
- In June, pre-K teachers complete an assessment form for each student that is given to the next year's Kindergarten teacher. This form details students' English language development, math skills development and social-emotional skills. The form also allows teachers to write any critical information, such as academic or behavior concerns.

#### **4b. 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.

Our professional development on Mondays is a time that teachers meet to assess student progress on current units of study in mathematics, reading, and writing. During this time, teachers are analyzing their assessments to see if it is best addressing the unit and CCLS skills mastered in the units. This time is a forum for teachers to collaborate to plan for the various assessments that best suit the need of each unit to help them understand the learning progress of their students. The school wide use of Running Records and benchmark assessment and performance assessment in Writing and Mathematics is just one measure and one that is used to see a whole school snapshot of progress. Teachers are working with their grade level and content level colleagues to create, modify, and align appropriate assessments to their units of study.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	799,622	X	10,12,14,16,18
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal	241,073	X	10,12,14,16
Title III, Part A	Federal	49,248	X	10
Title III, Immigrant	Federal	16,770	X	10
Tax Levy (FSF)	Local	6,125,431	x	10,12,14,16,18

#### <sup>1</sup>Explanation/Background:

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

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

combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

9. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
10. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

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 the school. PS 230 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 the school and the families. The 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 the school community. PS 230 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the 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;

The 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;
- 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 (SPC) Template

PS 230, 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 with 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.

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

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

DBN: 15K230 School Name: Doris L. Cohen

Cluster: 1 Network: CFN 102

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

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

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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.

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

**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 [i](#).

## Part I: School ELL Profile

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

District <b>15</b>	Borough <b>Brooklyn</b>	School Number <b>230</b>
School Name <b>Doris L. Cohen School</b>		

### B. Language Allocation Policy Team Composition [i](#) 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>Maria Della Ragione</b>	Assistant Principal <b>Kathleen Drain, Wanda Acevedo</b>
Coach <b>Mary Murphy</b>	Coach <b>type here</b>
ESL Teacher <b>Adriana DiScipio</b>	Guidance Counselor <b>Anselm Scrubb</b>
Teacher/Subject Area <b>Diane Carlesi/1<sup>st</sup> Grade ESL</b>	Parent <b>Laurie Torres</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Jill Reinier</b>
Related Service Provider <b>Lisa Bradley</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>13</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</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>2</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>1228</b>	Total number of ELLs	<b>392</b>	ELLs as share of total student population (%)	<b>31.92%</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	Tot #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
SELECT ONE	91	75	63	53	62	48								392
SELECT ONE														0
<b>Total</b>	<b>91</b>	<b>75</b>	<b>63</b>	<b>53</b>	<b>62</b>	<b>48</b>	<b>0</b>	<b>392</b>						

## B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
ESL	316	2	56	76	0	38				392
<b>Total</b>	<b>316</b>	<b>2</b>	<b>56</b>	<b>76</b>	<b>0</b>	<b>38</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>392</b>

Number of ELLs who have an alternate placement paraprofessional: 12

### C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	<b>0</b>													

\*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			
	ELL	EP																				
SELECT ONE																				0	0	
SELECT ONE																					0	0
SELECT ONE																					0	0
<b>TOTAL</b>	<b>0</b>																					

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP								
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0
<b>TOTAL</b>	<b>0</b>									

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	38	31	19	25	17	19								149
Chinese	10	12	9	5	7	6								49
Russian	1													1
Bengali	29	29	24	16	28	19								145
Urdu	3													3
Arabic	9	3	8	6	7	3								36
Haitian														0
French					1									1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>90</b>	<b>75</b>	<b>60</b>	<b>52</b>	<b>60</b>	<b>47</b>	<b>0</b>	<b>384</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	48	10	4	11	9	13								95
Intermediate(I)	12	24	36	12	17	16								117
Advanced (A)	31	41	23	30	36	19								180
Total	<b>91</b>	<b>75</b>	<b>63</b>	<b>53</b>	<b>62</b>	<b>48</b>	<b>0</b>	<b>392</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
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**NYSESLAT Modality Analysis**

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

**NYS ELA**

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

**NYS Math**

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

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	15		12		16		2		43
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
Our school currently uses TCRWP to assess the early literacy skills of our ELLs. After analyzing the data, we noticed that many of these students have difficulty with decoding and comprehension skills. To help move these students forward, we have instituted a systematic phonics instruction program, Foundations, in grades K-2. In the upper grades, Wilson is used to help students with word attack

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

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

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

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

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

The have found the following:

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

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

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

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

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

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

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

N/A

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

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

## Part IV: ELL Identification Process

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

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

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

and/or phone calls in their native language.

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

. To ensure that all ELL students are administered the New York State English as a Second Language Achievement Test (NYSESLAT), we use the ATS report called the RLAT and the RLER along with our spreadsheets. We also create a detailed schedule for each component of the NYSESLAT exam and check off sheets for each of the modalities (reading, writing, listening and speaking). We have this process in place to ensure that all students are administered every component. Our licensed ESL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Rachel Weinstein, Laura Birchfield, Lisa Gibbs and Adriana DiScipio) and our literacy coach, Mary Murphy administers the NYSESLAT. Our licensed ESL teachers also train select classroom teachers to assist with the administrations of some modalities.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection forms, we have noticed that parents at PS 230 have generally indicated a preference for their children to be part of the general education classroom. They have opted for their children to be in ESL programs based on the program selection form rather than self-contained and/or Transitional Bilingual/Dual Language programs. Using the program selection form, we keep a record of how many parents opt for each program and if we have enough parents of the same home language opting for a particular program across two grades, we understand that we are required to create that program. The few who opt for Transitional Bilingual Education or Dual Language programs are referred to the parent coordinator for more information. However, parents consistently choose to keep their child at our school in ESL. Over the last several years there have been a very small percentage of families who have chosen either Transitional Bilingual Education or Dual Language. According to the data, 8 families out of a total of 392 students have chosen Dual Language or approximately 2% and 10 families

out of a total of 392 students have chosen Transitional Bilingual Education. Therefore, based on parents' preferences, we offer a freestanding ESL program for our English Language Learners. This is how our program model is aligned with parent requests. ESL teachers compile and archive the surveys for documentation and accountability. These documents are stored in a locked cabinet in an administrative office.

## Part V: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
  - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

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

ESL. Beginners and Intermediate students receive 360 minutes of ESL services per week. Advanced students receive 180 minutes of ESL services per week.

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. This year, we are continuing a school wide initiative to incorporate Common Core aligned language objectives in all our units of study. Furthermore, to support language and content learning (Social Studies, Math and Science), we use the following practices:

- Provide academic content-area instruction in English using ESL methodology and including specific language objectives.
- Provide age-appropriate and culturally sensitive materials that draw on students' strengths and background knowledge.
- Provide grade appropriate high-interest/low-readability texts for struggling readers.
- Provide Native Language support to make content comprehensible. In certain classes, this is accomplished with collaboration between our bilingual educational assistants and the ESL teachers. In the upper grades, students use resources in their native language. Examples include, bilingual books, content area glossaries, learner dictionaries and visual dictionaries. Instructional supports include language models for think alouds, modified assessments and materials translated by bilingual school aides, paras and teachers.
- Collaborative planning between ESL and content area teachers for each unit of study.
- Incorporate researched-based ESL methodologies and scaffolds such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, Text Representation, Graphic Organizers and Metacognitive skills and other strategic supports that enable students to succeed academically.
- Grouping students for small and individual group instruction according to their needs, conferencing with students in and out of class, informal assessments, reading research conferences and running records.
- Formation of independent and differentiated small groups selected by analyzing performance data to focus on literacy and targeted academic language instruction.
- Intensive, contextualized vocabulary/word study that supports conceptual understanding of challenging content through engaging classroom activities.
- Participation in our Title III after-school programs: Language Learner Literacy Enrichment Program (K & 1), Inquiry-Based Research and Project-Based Learning (5th grade), Literacy Class including NYSESLAT Test Preparation (K - 5), Language Enrichment Program

for the lower grades, ELL Newcomer Literacy Immersion and Newcomer Content Vocabulary Program.

- Targeted small group intervention for ELA, Math and other content areas
- Mainstream and ESL teachers collaborate to support the learning needs of ELLs by establishing both content and language objectives and modifying content instruction to help them understand grade-level content. ESL and Classroom teachers support content areas in the following ways:
  - For Social Studies and Science, teachers identify linguistically challenging material and scaffold instruction with visual aids such as maps, atlases, graphic organizers, learner dictionaries, glossaries and picture cards to increase comprehension. They also collaborate to organize trips that support thematic units of study. All teachers (classroom, content and ESL) attend.
  - For Mathematics, teachers use manipulatives and a variety of models, such as open number lines, arrays, strings, etc. to represent difficult word problems visually, tackle challenging math vocabulary using concept circles, semantic maps, glossaries and word sorts to preview vocabulary. For the past few years we have been implementing the Metamorphosis (formerly Math in the City) Curriculum, which provides contextualized instruction with realistic situations as the starting point of math investigations. Learners are invited to "mathematize" initially in their own informal ways. Teachers are taught to look for important mathematical moments and scaffold conversations to develop oral proficiency that lead to solutions. Teachers participate in learning communities with teachers from other schools. We participate in learning communities, deeply looking at "big ideas" in mathematics. Staff developers continue to work with us. Metamorphosis embraces a social model of learning giving ELLs opportunities to develop expressive language when talking about mathematical concepts. Teachers also have students create personalized math vocabulary and bilingual dictionaries.

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

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

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

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

6. How do you differentiate instruction for ELL subgroups?

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

#### Plan for SIFE

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

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

depending on the individual; students may participate in Wilson, Foundations and Words Their Way for ELLs.

- SIFE students use the Imagine Learning program for 25 minutes, four days a week in the classroom.
- Participation in the Saturday enrichment programs and Title III after-school programs.

#### Plan for Newcomers

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

- Parent orientation and newcomer student orientation.
- Encourage student to participate in the Saturday Programs and After School activities.
- Newcomers in the lower grades, particularly kindergarten and first grade, assimilate into the regular flow of the day in their classrooms, as they are usually early emergent readers as are their peers.
  - A Newcomer Kit for teachers so that our newcomers will have appropriate activities to do during classroom time as they are learning English. These activities include both independent and collaborative work and are matched as closely as possible to the subject matter being taught at the time.
  - Bilingual libraries and audio recordings of picture books used for content area units of study.
  - New ESL software, such as Imagine Learning and access to language learning websites for newcomers.
  - Grade and age-appropriate instructional support materials in all content areas: picture flash cards for math, social studies, and graphic organizers.
- Individual or small group work with licensed student teachers.
  - Native language support in math, science and social studies to develop content goals and language goals in preparation for the state exams.
    - Differentiation of instruction in all areas: ESL teachers will collaborate with classroom teachers to modify lessons in order to provide comprehensible input throughout the day. Modified lessons will provide opportunities for students to communicate effectively in the classroom both in social and academic language contexts.
    - Participation in the Saturday enrichment programs. Participation in the Title III after-school program with a focus on vocabulary in the content areas.

#### Plan for ELLs receiving services for 4-6

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

Our action plan for this group involves:

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

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

#### Plan for Long Term ELLs (6+ years)

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

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

Maintain home-school communication.

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

#### Plan for Special Needs students

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

Our policy for special needs students also includes:

- Ensuring that all teachers of students with an IEP are familiar with students' particular needs and all services are provided accordingly to the IEP mandates.
  - Monitoring of newcomer, long term ELLs and SIFE student for possible special needs status.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals

and attain English proficiency within the least restrictive environment?

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

### 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
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

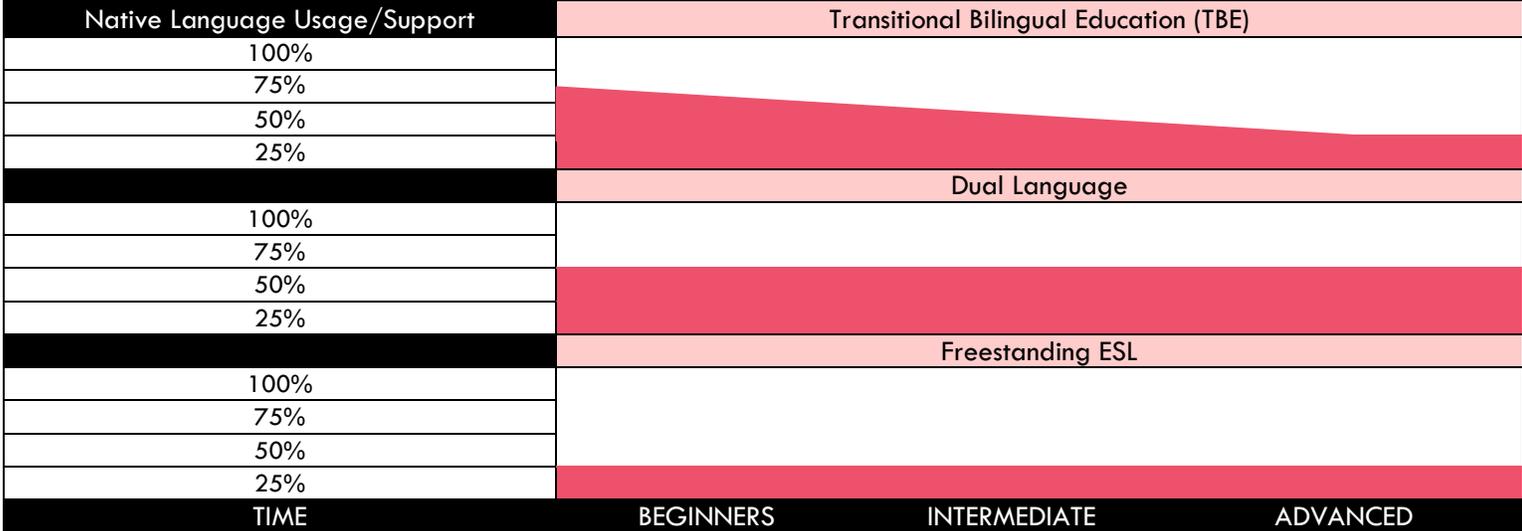
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

	<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

**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.

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

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

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

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

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

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

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

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

We have not discontinued any programs at this time.

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

All of our ELLs are encouraged to participate in Title III programs as well as other academic and enrichment programs. Programs are funded through Title I SWP, Title I Translation SWP, TL Fair Student Funding, PTA fund, Common Core and the Arts federal grant, PS 230 School Fund, and TL Translation Services. We also use Title III funds. ESL teachers recruit regularly and try to match students to programs that are designed to develop areas of proficiency that are specific to individual needs. We consider students' NYSESLAT scores, IEP goals, ELA and Math scores and their years of service when matching students to certain programs. Parents are notified about programs in their native language. Teachers are consulted as to which children might benefit more from a particular program. For our Title III programs, ELLs are represented 100%. For non-Title III programs, ELL representation is approximately 20-30%. These numbers fluctuate because the students are chosen through a lottery. Our participation rate has always been high and attendance in these programs is nearly always 100%. Academic programs operate Monday through Friday during the school day. They include the following: Arts Connection for grades 3-5, Artworks for grade 3, Improvisation for grade 2,

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

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

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

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

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

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

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

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

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?

- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

N/A

## C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

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

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

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

4. We have several systems in place that provide for the required 7.5 hours of ELL training for all staff. ESL teachers attend weekly

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

## D. Parental Involvement

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

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

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

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

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

### Translation and Interpretation Services:

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

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

### **E. Additional Information**

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

Please see attachment around RTI.

## **Part VI: LAP Assurances**

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

## **Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY**

**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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>170</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

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

6   7   8   9   10   11   12

Total # of teachers in this program: 20  
# of certified ESL/Bilingual teachers: 10  
# of content area teachers: 10

Describe the direct instruction supplemental program here and include the

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

Begin description here:

1. Phonemic Awareness and Guided/Shared Reading After-school Enrichment Program for ELLs: this is a two day program. The same teachers will be assigned to both days, except for grades 2 and 3 (one day only). Explicit instruction in phonemic awareness.

Purpose and Rationale:

The Phonemic Awareness and Guided Reading After-school Program recognizes that phonological processing is an important precursor to reading ability. Many of our ELLs would benefit from specific word-level skills in order to strengthen their reading proficiency. This program will systematically engage ELL students in activities where they can fluently and accurately decode. We will also teach total word construction in a multisensory format. Students will learn to encode (spell) as they decode. In order to achieve success, the following components will be taught:

- Multisensory Instruction: Students will learn new concepts by manipulating Sound Cards, Syllable Cards and Suffix Cards.
- Repetition: Taught concepts are constantly incorporated into new lessons.
- Sound/Syllable Segmentation: The students will be directly taught how to break a word into its individual sounds by using the Sound Cards and TPR methods. They must master both sound and syllable segmentation.
- Reading and Spelling Control: Through the use of controlled text (words contain only elements of word structure that have been directly taught), students practice both reading and spelling. As the students' progress, they will practice reading non-controlled text.
- Pacing/Mastery: In order for students to become proficient readers pacing will be incorporated into the lessons.

We have chosen to include explicit phonics instruction based on our students' needs. After analyzing the AMAO Estimator Tool, we have noticed that our fourth and fifth graders are at the greatest risk levels and they have not made progress on the NYSESLAT. These students' risk levels range from Level 3 to Level 7. Furthermore, these students have scored 1 or 2 on the ELA for one or two years. We have also noticed that there are second and third graders who are also at risk.

Sources: Teaching Reading to English Language Learners: Insights from Linguistics Kristin by Lems, Leah D. Miller, and Tenena M. Soro

Subgroups and Grade levels:

## Part B: Direct Instruction Supplemental Program Information

The target group is Grade 4 ELL students who have not made progress on the NYSESLAT and are at Risk Levels 3-7 based on the AMAO Estimator Tool. Also, these programs will mainly serve ELLs with 4 to 6 years of service. We will also have a group of second and third grade ELL students who are at Risk Levels 2 and 3.

Schedule and Duration: One day a week, Wednesdays from 3:00-4:00 PM. There will be two 6-week cycles beginning in January 2015 and ending in April 2015. Dates: from January 7 to April 2.

Language of Instruction: English

Number and Types of Certified Teachers:

Grades 2 & 3: 1 ESL Teacher, 1 Special Education Teacher

Grade 4: 2 ESL Teachers, 2 Special Education Teachers

Materials:

6 Sets of Sound Cards, 6 Sets of Syllable Cards, 6 Sets of Suffix Cards, Student Notebooks, chart tablets, folders, markers...

2. Guided and Shared Reading After-school Program for ELLs:

Purpose and Rationale:

The purpose of the Guided/Shared Reading After-school Program for ELLs is to help ELL students enhance their reading strategies to apply independently. To ensure that the lessons are student-driven, teachers will analyze student data including running records, concepts of print and spelling inventories, informal classroom observations and anecdotal records. This data is essential for matching students' reading ability to text levels and for determining the types of strategies that need to be developed, i.e. work attack skills, comprehension strategies, academic language, complex text structure, etc. Teachers will conduct either guided or shared reading lessons throughout the cycle, varying between each, based on students' needs. The teaching model is collaborative: co-teaching and/or parallel teaching.

Shared Reading Model

ESL and Special Education teachers (in pairs) will co-teach a shared reading session with an instructional focus that includes: think-alouds, cross-checking and monitoring thinking, text features, identifying patterns in the text, word attack strategies and figuring out academic vocabulary words in context. Each student will have a copy of the text or teachers will use an enlarged text (Big Book). The teacher will read the text aloud while students read aloud at the same time, with periodic stops to model close reading strategies and discuss content.

Guided Reading Model

ESL and Special Education teachers will co-teach (in pairs) a guided reading session following standard guided reading format: introducing a short text, modeling a reading strategy, listening to individuals read, prompting students to integrate their reading processes and engaging students in conversations about the text, emphasizing academic language. Teachers should focus on reading behaviors that the students are demonstrating. The teachers will rotate from student to student while they read quietly or silently. They will listen closely and take anecdotal notes, prompting students occasionally with questions. During this time, teachers can offer instructions based on observations made during reading.

## Part B: Direct Instruction Supplemental Program Information

Reference and sources: <http://www.readwritethink.org/professional-development/strategy-guides.html>

### Subgroups and grade levels:

The target group is Grade 4 and 5 ELL students who have not made progress on the NYSESLAT and are at Risk Levels 3-7 based on the AMAO Estimator Tool. Also, these programs will mainly serve ELL with 4 to 6 years of service.

Schedule and Duration: One day a week, Thursday from 3:00-4:00 PM. There will be two 6-week cycles beginning in January 2015 and ending in April 2015. Dates: from January 7 to April 2.

Language of Instruction: English

### Number and Types of Certified Teachers:

Grades 2 & 3: 1 ESL Teacher, 1 Special Education Teacher

Grade 4: 2 ESL Teachers, 2 Special Education Teachers

### Materials:

Guided Reading leveled sets and student magazines

Chart paper

Notebooks

Pens/pencils

Markers

Big Books

Binders

Folders

Report sleeves

Copy paper

Copy machine

Post its

Index cards

Metal rings

### 3. ESL Reader's Theater Creative Drama After-school Program

#### Purpose and Rationale:

In the ESL Reader's Theater after-school program, students will have the opportunity to develop fluency and further enhance their comprehension of what they are reading. The purpose of the program is to develop fluency through multiple readings of a text by using expressiveness, intonation, and inflection when rehearsing the text. Teachers will highlight and model strategies for deciphering academic vocabulary and phrasing (collocations) as students engage in close reading of content area texts. With the teachers' support, students will read and develop scripts, perform in groups, and practice using their voice to depict characters from texts. Texts will focus on multiple genres and subjects, including poetry, science, social studies, or other content-related topics. The scripts may be leveled to accommodate different readers. Students will also explore different characters' or historical figures' perspectives of historical events. There will be a Readers' Theater rubric for students and teachers to evaluate fluency and content knowledge.

## Part B: Direct Instruction Supplemental Program Information

References and Sources: <http://www.readwritethink.org/classroom-resources/lesson-plans/readers-theatre-172.html>

### Subgroups and Grade levels:

The target group is Grade 5 ELL students who have not made progress on the NYSESLAT and are at Risk Levels 3-7 based on the AMAO Estimator Tool. Also, these programs will mainly serve ELLs with 4 to 6 years of service.

Schedule and Duration: One day a week, Thursday from 3:00-4:00 PM. There will be two 6-week cycles beginning in January 2015 and ending in April 2015. Dates: from January 7 to April 2.

Language of Instruction: English

### Number and Types of Certified Teachers:

1 ESL teacher, 1 classroom teacher

### Materials:

New titles of Reader's Theater sets that include the themes outlined in new Social Studies curriculum (these will supplement the titles we already have)

Highlighters (various colors)

Printer ink

Copy Paper

Overhead projector, document reader

Markers

Index cards

Stools for Readers Theatre performers (optional)

Binding machine and supplies

Mini speaker

Digital voice recorder

## 4. Math Technology and Academic Language Program for ELLs

The Math Technology and Academic Language Program for ELLs combines technology and content vocabulary instruction to enhance ELLs foundational understanding of mathematical concepts. For this program, students will participate in the Dreambox Learning® which offers personalized learning paths tailored to each student's needs. Dreambox Learning® tasks are designed to develop mathematical conceptual understanding through differentiated content, pace, and sequence. Students are able to track their own learning while engaging and directing their progress.

### Structure:

The Saturday program will be structured around station teaching. The activities for each station will be the following:

-Dreambox (30 minutes)

-small group math strategies (30 minutes)

-academic language activities (30 minutes)

-community meetings for supporting academics with self-responsible behavior (two 15 minute stations). During these community meetings, ELL students will work on oral proficiency and social/emotional skills via the TRIBES framework.

## Part B: Direct Instruction Supplemental Program Information

Students will be grouped by grade. There will be 3 groups of ten students (30 per grade). Three teachers will be assigned to each grade: one teacher will supervise the Dreambox program, one teacher will facilitate the math strategies group, one teacher will facilitate the academic language group. All teachers will participate in community meetings.

The Dreambox Program supports ELLs by presenting mathematical concepts using visuals and other digital modalities. In this way, ELL students are presented with the comprehensible input needed to develop both language and content. Students of varying levels of English language and math proficiency will have access to the content.

Sources: <http://www.dreambox.com/21st-century>  
<http://tribes.com/about/tribes-tlc-and-character-education/>

During the Saturday sessions, ELL students will participate in supplementary academic vocabulary and math strategy activities. These activities will provide students with opportunities to interact with tier two and three content specific words in context. The vocabulary activities are designed to target the math academic vocabulary and language functions that students need to learn the content. Some of these activities include: word associations, idea completions, word families/roots exploration, and sorting/matching games, generating graphic/visual representations and deconstructing word problems.

The small group strategy work will give students tools for tackling the language demands of a mathematics problem. By engaging in activities that develop key vocabulary and phrases, students will be better prepared to extract relevant information from a math story problem. For example, how a math problem is organized and how it can be predictable. Students will learn how to read closely to determine how a problem is structured and through accountable talk, explain their mathematical thinking and make sense of complex math problems.

Resources: [http://ell.stanford.edu/teaching\\_resources/math](http://ell.stanford.edu/teaching_resources/math)

Subgroups and grade levels: Long-Term ELLs, 4-6 year ELLs, SIFE, ELLs with Disabilities, 0-3 year ELLs; 120 students in Grades 2, 3, 4 and 5

Schedule and Duration: 5 weeks; Saturdays from 9:00 am to 11:00 am; from January 9 to February 7, 2015.

Language of Instruction: English

Certified Teachers: six ESL teachers, six classroom teachers

Materials: Dreambox Software, laptops, computer carts, printer, headphones

## 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

## Part C: Professional Development

- name of provider

Begin description here:

We will offer 4 professional development sessions for ESL teachers, special education and content-area teachers participating in the program (2 sessions for Reader's Theater). The session will be held at our school site.

Teachers to receive training: All ESL, Special Education and classroom teachers participating in the Title III programs.

Descriptions and Rationales:

Professional Development Series:

1. Phonemic Awareness Reading Program for ELLs: will train teachers on the step by step program model. Teachers will learn how to adapt this multisensory instruction model for ELLs during a weekly session. Since ELL readers undergo different processes when learning to read, teachers need to be able to explain how spelling patterns are clues to meanings, how word stress and syllable patterns can aid in decoding. Also, they will be guided in designing lessons that integrate these skills with Guided and Shared Reading. Dates: December 10, 17 and 18 from 3:00-4:00 pm.

2. Guided and Shared Reading fro ELLs: will focus on best practices for structuring reading groups, scaffolding reading strategies and designing activities that foster independence by building on student strengths.

Dates: December 10, 17 and 18 from 3:00 to 4:00 pm.

3. Implementing Reader's Theater for ELLs: will focus on how to use creative drama to develop fluency and word consciousness. Teachers will learn how to incorporate ELL methodology such as TPR, contextualizing and multiple forms of text representation. Dates: December 10 and 17, 2014. from 3:00-4:00 pm.

4. Dreambox Program and Building ELLs Academic Language in Math: a Dreambox trainer will provide an overview of the Dreambox Program and assessment tools. Subsequently, the upper school ELL liaison will train teachers on strategies for developing the vocabulary and language functions needed to provide entry points to math content. Teachers will learn how to explicitly teach vocabulary to ensure comprehension of the tasks using multiple approaches.

Teachers to receive training: All ESL , Special Education and Content Area teachers participating in the Title III programs.

Schedule and duration: 1 session: Wednesday, January 7, 2015 from 3:00 pm-4:30 pm.

Names of providers for PD:

Phonemic Awareness Reading Program- Mary Murphy (literacy coach), Rosella Lauro (grade 3 teacher).

Guided and Shared Reading Program- Administration and Mary Murphy (Literacy Coach).

Reader's Theater Program- Adriana DiScipio (ESL teacher, grade 5)

### Part C: Professional Development

Math-1 Trainer TBD from Dreambox; Karine Kelley, Lauren O'Neil, Patricia Gallahue (math teacher leaders), Adriana DiScipio (upper grade ELL teacher), Administration and Mary Murphy (Literacy Coach).

### Part D: Parental Engagement Activities

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

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

Begin description here:

Parent Engagement: Three Parent Workshops on ELLs, Academic Language and the Common Core Standards:

Jill Reinier, Parent coordinator, the coaching team, ELL staff, teacher leaders and the administration will be conducting a series of workshops around the CCLS and how to support your children's learning at home.

Rationale:

The purpose of this program is to guide parents to better understand the Common Core Standards and use this knowledge to support the academic needs of their children. Parents will participate in literacy workshops that explain the importance of academic language and the ways that the instructional shifts in the Common Core Standards impact ELLs. Parents will learn ways to support their children at home by availing themselves of school and community resources.

References and Sources: <http://www.colorincolorado.org/article/51433/#ells>

Target groups:

All parents/care givers of ELLs in grades 2, 3, 4 and 5

Session1: Friday January 23<sup>rd</sup>, 2015 from 8:30 am-10:00 am: Understanding the Common Core Standards and Mathematics

Name of Providers: Karine Kelley, Lauren O'Neil, Patricia Gallahue (Teacher Leaders in Math), Adriana DiScipio (ELL Liaison), Mary Murphy (Literacy Coach, Jill Reiner, Parent Coordinator).

Session 2: Friday January 30, 2015 from 8:30 am-10:00 am: ELLs and the Importance of Academic Language Part I (Introduction)

Name of Providers: Adriana DiScipio (ELL Liaison), Mary Murphy (Literacy Coach), administration.

Session 3: Friday February 6, 2015 from 8:30 am to 10:00 am: ELLs and the Importance of Academic Language Part II (Classroom/Home Connection)

Name of Providers: Adriana DiScipio (ELL Liaison), Mary Murphy (Literacy Coach), administration.

**Part D: Parental Engagement Activities**

Notifying Parents: letters and flyers in multiple languages, follow up phone calls.

**Part E: Budget**

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

Allocation Amount: \$0

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