

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

School Name: **P.S. 230 DORIS L. COHEN**

Principal: **SHARON FIDEN**

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: The Doris Cohen School School Number (DBN): 15K230
Grades Served: Pre-K through 5th grade
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: Tara Schad
SLT Chairperson: Liliet Chang
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Rakeesha White
Student Representative(s): _____

District Information

District: 15 Superintendent: Anita Skop
Superintendent's Office Address: 131 Livingston Street
Superintendent's Email Address: askop@schools.nyc.gov
Phone Number: 718-935-4317 Fax: 718-935-4356

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston Street
Director's Email Address: Bfitzge2@schools.nyc.gov
Phone Number: 718-935-3954 Fax: _____

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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	
Tara Schad	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Rakeesha White	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	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	Co-Chairs	
Kathryn Fitzgerald	Teacher	
Jennifer Oda	Parent	
Fatama Begum	Parent	
Tamanna Fardous	Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Natasha Perlis	Parent	
Amy Heinrich	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: 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 administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** 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.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** 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.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan 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. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

P.S. 230 is a unique community that prides itself on our diversity. We serve pre-kindergarten through 5th grade in the Kensington section of Brooklyn. We have approximately 1300 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 (Musician in Residency) in grades pre-k through 1st, Brooklyn Children's Theater in 2nd grade, collage artists in 3rd grade, storyboarding artists and Mark Morris in 4th grade, and Claymation artists in 5th 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 3rd-5th 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 1st grades are housed in our Lower School, and 2nd-5th grades are in our Upper School. We work on increasing collaboration between teachers by 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 2014-2015 year, PS 230 made growth in math performance as well as closing the achievement gap in English Language Arts and Mathematics. In ELA we have increased our ENL cohort scoring level 3 & 4 by almost double, from 6% to 11.5%. Our former ENL's have increased scoring at a level 3 or 4 by almost 8% from 34% to 42%. Overall in ELA we have increased our level 4 by 3.6% and decreased students scoring at level 1 by 3.7%. In math we have increased the total number of students scoring at level 3 or 4 by 3.2%. These were all cause for celebration and reflection on the practices that drove this increase.

In the 2015-2016 year, our area of focus continues to remain in ELA. We have seen modest gains in students scoring at level 3 and 4 on the ELA exam. For example Grade 4 increased 7.4% and Grade 5 increase 8.8%. Yet, we see a decrease in 3rd grade in the level 3 and 4 category by 2.5%. 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. In addition, we are now a Teachers College Reading and Writing Project school with staff developers on-site monthly.

15K230 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	1321	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population	63.9%	% Attendance Rate		94.4%
% Free Lunch	64.6%	% Reduced Lunch		1.2%
% Limited English Proficient	29.1%	% Students with Disabilities		18.2%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.0%
% Hispanic or Latino	30.0%	% Asian or Native Hawaiian/Pacific Islander		45.9%
% White	20.5%	% Multi-Racial		1.2%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	0.16	# of Assistant Principals (2014-15)		3
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.7%	Average Teacher Absences (2013-14)		7.58
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	36.8%	Mathematics Performance at levels 3 & 4		42.3%
Science Performance at levels 3 & 4 (4th Grade)	84.8%	Science Performance at levels 3 & 4 (8th Grade)		N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		YES
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–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.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In relation to rigorous instruction, approximately 43% of students scored a level 3 or 4 on the 2014-2015 ELA exam. Approximately 35% of our student population is identified as English as a New Language students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 70% of our students will gain one year’s growth in their reading levels per their Fountas & Pinnell running record level

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 			
All teachers will create a reading growth goal for each student in order to understand the level of one year’s growth.	All teachers	September 2015 until June 2016	Administration, coaches, staff developers

All teachers will study best practices in the teaching of reading during professional development days with the staff developers from Teachers College Reading and Writing Project.	All teachers	September 2015 until June 2016	Administration, coaches, staff developers
Teachers will engage in professional development in the teaching of reading during Monday Professional Development in the areas of guided reading, strategy groups, conferences and shared reading.	All teachers	September 2015 until June 2016	Administration, coaches
Teachers will use the Title III intervention and enrichment programs in Reading for academic Intervention.	ENL students in grades 2-5	December 2015-until May 2016	ENL teachers, teachers, administration
Parent engagement meetings on how to support their student in ELA and Math specific to their grade level.	All parents	October 2015- June 2015	Coaches, teachers, Parent Coordinator

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • 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.) • ENL Staff developer to train staff in the writing of language objectives. • Staff developer from TCRWP for on-site development. • Staff and supervisors for Title III Reading Programs. 											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February of 2016, we will expect that 70% of our students will be halfway to their June 2016 reading goal as per the February collection of the Fountas & Pinnell running records. Learning walks and observations.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In alignment to The Framework for Great Schools Trust and Supportive Environment, the administration created an electronic survey to poll the depth of knowledge and use of Social Emotional Curriculum. From this poll we analyzed that:

- 100% of the SEL committee from spring 2015 agreed that Responsive Classroom was the best fit for P.S. 230.
- 100% of the staff surveyed reports that as a school, we should be teaching children cooperation, assertion, responsibility, empathy, and self-control.
- 94% of the staff surveyed reported that students would greatly benefit from a social-emotional curriculum.

Our 2014-2015 Quality Review report rated us as Well Developed for establishing a culture of learning that we are building off of to support the social emotional development of our teachers in implementing this curriculum.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of the school community will adopt the new Responsive Classroom School-wide expectations in order to create a clear and consistent environment for students to feel safe and learn across both buildings through posting community norms and holding weekly classroom meetings as monitored through environment walk-throughs and classroom observations.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
100% of teachers will receive training in the new expectations that were created through a committee on Responsive Classroom from the Spring of 2015.	All staff	September 2015-June 2016	Administration, coach
100% of 4 th and 5 th grade classroom will implement "Morning Meeting" from the Responsive Classroom approach.	4 th and 5 th grade teachers and students	September 2015-June 2016	Administration, coach
70% of the staff members who participated in Choice professional development around Responsive Classroom during the 2014-2015 school year will implement Morning Meeting in their classrooms.	Staff involved in the choice PD	September 2015-June 2016	Administration, coach
100% of 4 th and 5 th grade teachers will receive professional development on the implementation of Responsive Classroom and the morning meeting routine.	4 th and 5 th grade teachers	September 2015-June 2016	Administration, coach
Parent meeting around social emotional expectations as developed through the SLT and grade levels with explanation of how this translates into social emotional and school wide expectations for their students.	all parents	PTA Meeting in October	Principal

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Per Diem in order to provide coverage for professional development. • Morning meeting books 											
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 100% of the school will have established and implemented expectations for classroom and school culture where students feel safe, supported and challenged by their school community as evident through observations, classroom visits, and environment walk-throughs.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Teachers surveyed regarding professional development indicated that they would prefer professional development firsthand in ELA and Math with their grade level colleagues versus a turn key presentation from a colleague. 100% of teachers surveyed valued the time to collaborate in vertical teams around math and ELA in order to build upon previously taught skills. In order to support Collaborative Teachers we have built in a common weekly prep. We have hired TCRWP as well as a math coach in order to promote Rigorous Instruction to support teacher development.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our classroom teachers will have participated in grade level professional development from Teachers College Reading and Writing Project to support their pedagogical growth in the teaching of Reading and Writing.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>All teachers will meet monthly with a staff developer from TCRWP in order to plan for instruction, revise units and target individual needs.</p>	<p>All staff</p>	<p>September 2015-June 2016</p>	<p>Administration, coach, Staff developers</p>

Monday professional development time spent in grade level teams, analyzing data and planning for instruction.	All staff members	September 2015-June 2016	Administration, coach, grade level liaisons
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 2015-June 2016	Administration, coach, Any staff member that wants to facilitate or bring a topic to study through inquiry
Parent information meetings on how to support their students in reading and writing.	All parents	October 2015-May 2016	Parent coordinator, coaches
Common planning time on grade level teams in order to analyze assessments, plan Tier 2 groupings, and plan for targeted individualized instruction.	All teachers	September 2015-June 2016	Administration, coaches

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Staff developers from TCRWP. • 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 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.										
<ul style="list-style-type: none"> • By February 2016, 100% of staff will have participated in professional development with staff from TCRWP. • By February 2015, 100% of staff will have participated in Monday professional development in reading, writing, and math. 										
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.										

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

In keeping in mind the goals of Effective School Leadership, and being year two administrative team, we knew that we had to continue the work that we had started last year and continue to nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement. We reflected on who we were as school leaders and lead by example. We used the NYC School Leadership Competencies as a resource to identify our strengths and areas we would like to further 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 are using our observation and debrief time to develop and support teachers on their professional goals in order to increase Rigorous Instruction.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of our teachers will have identified goals for themselves and created an action plan using Danielson’s Framework for Teaching aligned to student and teacher needs.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
Administration will create hold individual planning conferences in order to set professional goals.	Teachers	September 2015-June 2016	Administration
Administration will conduct cycles of observation and feedback with teachers.	Teachers	September 2015-June 2016	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	September 2015-June 2016	Administration, cooperating teachers that choose option to open up their rooms/practice
Parent meeting on the topic of how teachers are supported in professional growth in order to increase rigorous instruction.	All parents	December 2015	Principal

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<ul style="list-style-type: none"> • Literacy coach and math 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. 											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
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By February 2016, 100% of our staff members will have been observed at least once and will have received formal written feedback based on their SMART goal identified during the Initial Planning Conference.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

As a school community, we welcomed, encouraged, and developed partnerships with families, businesses and community-based organizations through the hosting of a variety of day and evening events. Through Parent-Teacher Conferences, Open School Night, PTA meetings, and other community events, we provided opportunities for families to build open communication, respect and trust. Our 2014-2015 Quality Review report listed us Well Developed in the areas of establishing a culture for learning that is communicated to parents.

We are still awaiting the survey results from the 2014-2015 school year. According to our in-house data:

- 92% of our parents attended Fall Parent Teacher conferences
- 90% of our parents attended Spring Parent Teacher conferences
- 43% of our parents attended the Open School Night in September
- 16% of our parents attended the Open School Night in May

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 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

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • 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). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	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 2015-June 2016	Parent Coordinator, key staff members, administration
Bi-monthly parent coordinator meeting with administration in order to plan for parent need as seen through parent meetings and communication.	Administration and parent coordinator	September 2015-June 2016	Administration

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<ul style="list-style-type: none"> • Parent coordinator to plan and conduct meetings at PTA meeting (“How-To” sessions) as well as co-plan festivals and community events. • Teachers to plan for open school events in the content areas as well as office hours. • Staff and community volunteers to support and donate to the festivals and community events.
Part 4b. 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 SWP		Title I TA	X	Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

By February 2016, 80% of families will have attended at least one school event.

Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

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 New York University. We recruit most of our hires 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 activities and strategies for high quality professional development for teachers, principals, 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. Teachers College Reading and Writing Project will be on-site monthly conducting professional development with all staff kindergarten through 5th grade. Teachers College Inclusive Classroom Project will be onsite to work with staff in ICT's and Self-contained classrooms in order to target and plan for instruction for diverse learners. Metamorphosis will be coaching our math coach as well as our teacher teams in professional development around mathematics.</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 Teachers College Reading and Writing Project, Metamorphosis and Teachers College Inclusive Classroom Project.</p>

The principal participates in District Principal professional development that occurs monthly. The principal is involved in monthly Principal groups with Metamorphosis, TCRWP, and Learning Partners. 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 codes¹. To be eligible for the flexibility consolidation of Federal funds, 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 consolidated². **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 '16 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> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	773,389.00	x	5a,b,c,d,e
Title II, Part A	Federal	242,902.00	x	5 a,b,c,d,e
Title III, Part A	Federal	46,696.00	x	5 a,c,d
Title III, Immigrant	Federal	0	x	
Tax Levy (FSF)	Local	6,533,614.00	x	5 a,b,c,d,e

¹Explanation/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:

- 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.
- 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.

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

- **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).
- **Title I Priority and Focus School Improvement Funding:** Support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **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 an 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.
- **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.
- **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:

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC) ***(Required for All Title I Schools)***

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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.

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, School Quality Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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 on assessments.

I. School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;

- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 to 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.

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 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>20</u>
of certified ESL/Bilingual teachers: <u>10</u>
of content area teachers: <u>10</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

1. 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:

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 ELL s 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

Part B: Direct Instruction Supplemental Program Information

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.

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.

Part B: Direct Instruction Supplemental Program Information

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.

- 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:

Part B: Direct Instruction Supplemental Program Information

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

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-

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.

-
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

Part B: Direct Instruction Supplemental Program Information

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

- 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

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-

Part C: Professional Development

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

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

Begin description here: _____

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,

Part C: Professional Development

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)

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).

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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

Part D: Parental Engagement Activities

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 rd , 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.

- 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"> Per session Per diem 	_____	_____
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	_____	_____
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	_____	_____

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.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Maria Della Ragione	Assistant Principal Mary Jacob-Alex
Coach Mary Murphy	Coach Lauren O'Neill
ENL (English as a New Language)/Bilingual Teacher Adriana DiScipio	School Counselor Anselm Scrubb
Teacher/Subject Area Diane Carlesi	Parent Tara Schad
Teacher/Subject Area type here	Parent Coordinator Jill Reinier
Related-Service Provider Lisa Bradley	Borough Field Support Center Staff Member O'Mayra Cruz
Superintendent Anita Skop	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	13	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	9
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	3	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	1211	Total number of ELLs	377	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	377	Newcomers (ELLs receiving service 0-3 years)	317	ELL Students with Disabilities	97
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	60	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	317	1	63	60	0	30	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE _____														0
SELECT ONE _____														0
SELECT ONE _____														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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	ELL	EP																
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
SELECT ONE _____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE _____									0	0
SELECT ONE _____									0	0
SELECT ONE _____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	30	23	29	10	19								0
Chinese	6	5	7	6	5	1								0
Russian		1												0
Bengali	38	22	29	25	17	12								0
Urdu	1	2	5	2										0
Arabic	3	4	4	5	5	6								0
Haitian		1												0
French														0
Korean														0
Punjabi														0
Polish	2	2												0
Albanian	1			1										0
Other	2	4	2		2									0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	20	7	4	6	4	6								0
Emerging (Low Intermediate)	18	6	12	9	4	10								0
Transitioning (High Intermediate)	24	12	12	13	13	9								0
Expanding (Advanced)	23	45	42	39	18	13								0
Commanding (Proficient)	0	17	14	9	13	15								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total														0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total														0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0		0		0
4	26	27	11	0	0
5	35	27	21	6	0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	19		28		10		9		0
5	42		22		16		9		0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	8		22		23		2		0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 Our school currently uses Fountas and Pinnell and 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. This data guides our instructional decisions. 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 after school and Saturday Title III programs. Newcomer ELLs work on listening and speaking goals, while the transitioning and expanding 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: Fountas and Pinnell, TCRWP Running Records, Spelling and High Frequency Word inventories including concepts of print, letter identification, letter sounds progression, and phonemic awareness. This additional data helps 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 entering 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.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 NYSITELL Data
 After the ENL teachers, testing coordinator and administration reviewed the NYSITEL, the data indicated the following:
 - Approximately half of ELL students in kindergarten are entitled to 360 minutes of ENL services per week and the other half are entitled to 180 minutes of ENL services.
 - Kindergarten students who are Entering, score approximately 80 percent higher in Listening than in

Speaking. Kindergarten students who are Emerging, score approximately 40 percent higher in Listening than in Speaking. Kindergarten students who are Transitioning, score approximately 30 percent higher in Listening than in Speaking. Finally, Kindergarten students who are Expanding, score approximately 20 percent higher in Listening than in Speaking. Overall, all of our kindergarten ELL students' listening skills are approximately 35 percent stronger than their speaking skills.

- The number of students across each performance level is approximately the same in Kindergarten.

NYSESLAT Data

The NYSESLAT data reveals the following distributional pattern: 35% of ELLs are at the Commanding level of proficiency. 9% are Emerging. 5% are Entering. 38% are Expanding. 12% are Transitional. The data also reveals that the majority of Commanding students are in 5th grade. Expanding ELLs are predominantly in the lower grades (1-3) with a higher concentration in 3rd grade. Transitional students are distributed evenly across grades as are Entering and Emerging students. However, there is a larger number of Entering and Emerging students in the fifth grade compared to other grades. Many of these are ELL SWD. Overall, ELL students performed higher on the Speaking portion of the test, followed by Reading. In Listening, there was more of a range across grades. One notable pattern was that ELLs performed lowest in Writing across all grades.

Percent of ELLs by Proficiency Level

Prof	GRADE						GrandTotal	
	01	02	03	04	05	0K		
CM		11%	14%	16%	20%	38%	147	
EM		12%	30%	23%	10%	25%	40	
EN		23%	9%	18%	14%	23%	14%	22
EX		29%	27%	44%	11%	8%	157	
TR		19%	21%	17%	25%	17%	52	

First Grade NYSESLAT Data

After the ENL teachers, testing coordinator and administration reviewed the NYSESLAT, the data indicated the following:

- Of the four modality skills analyzed, the majority of our ELLs excelled at Speaking in first grade.
- Listening and writing skills were less proficient and reveal the most prevalent area where first grade students struggle and are unable to meet the proficiency level. Sixty five percent of our first graders did not meet the required scale score for Listening and sixty percent of our first graders did not meet the required scale score for Writing.
- First grade ELLs who are in the Entering/Emerging level are primarily newcomers, followed by special needs students.
- All the First grade students who are Entering, scored under the proficiency level in Listening, Reading and Writing. Forty percent scored above the proficiency level in Speaking. All Emerging first grade students scored under the proficiency level in Listening and Writing. In Speaking, forty percent scored above the proficiency level. In Reading, twenty percent of students scored above the proficiency level. Thirty percent of the students in the Transitional level scored above the proficiency level in Listening. Eighty percent of the students scored above the proficiency level in Speaking and thirty percent of the students scored above the proficiency in Reading. Ten percent of the students scored above the proficiency level in Writing. Forty four percent of the Expanding students scored above the proficiency level in Listening. Ninety five percent of the students scored above the proficiency level in Speaking. In Reading, ninety percent of the students scored above the proficiency level and fifty seven percent of the students scored above the proficiency level in writing.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

We use the Annual Measurable Achievement Objective (AMAO) estimator tool to analyze testing data, crossreference variables such as age, attendance and years of service and identify patterns. The administrative team and teachers meet to make instructional and programming decisions according to the trends revealed by the data. The AMAO estimator tool enables our school to study how our students are progressing. It allows us to learn information, such as, which students are making progress in English language acquisition, each student's risk level, student growth percentiles and students achieving proficiency on the NYSESLAT. Most importantly, the AMAO data helps us to identify and target students who will be invited to participate in Title III programs.

4. For each program, answer the following:
 - a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home 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 home language used?

a. Patterns Across Performance Levels

On the grade 4, the ELA data reveals that Commanding students score predominantly at levels 2 and 3. Transitioning, Emerging and Entering are predominantly at level 1. There are no Expanding students at level 3. None of the grade 4 ELLs scored at level 4.

On the grade 5 ELA exam, the data reveals that Commanding students predominantly score at levels 2 and 3. There are some Commanding (6 students) at level 4. Transitioning, Emerging and Entering score predominantly at level 1. Expanding ELLs score predominantly at level 1. There are no Expanding students in levels 3 or 4. None of the grade 5 ELLs scored at level 4.

Grade 4 Math: the majority of Commanding students score at level 2. The remaining Commanding ELLs score at levels 3 and 4. The majority of Expanding ELLs score at level 2. There are none at level 4. Transitional, Emerging and Entering ELLs mostly score at level 1.

Grade 5 Math: The majority of commanding students scored at levels 2 and 3. 16% of Commanding students scored at level 4. 58% of Commanding students scored at levels 2 and 3. 25% of Commanding students scored at level 1. Expanding students predominantly scored at level 1. With the exception of one student, no ELLs scored at levels 3 and 4. 84% of Expanding students scored at level 1. One possible explanation is the complexity of language and grammatical structures in the math story problems. Some of these features include, content specific vocabulary, dense noun phrases, packed with information critical to understanding and solving the problem. Martiniello (2008) identified items that were more difficult for ELLs than English speaking students of comparable proficiency in mathematics. She found that the most linguistically complex items were those that contained complicated grammatical structures that were central to comprehending the item, along with mostly low-frequency, nonmathematical vocabulary terms whose meanings were central for comprehending the item and could not be derived from the context.

Grade 4 Science:

The majority of grade 4 ELLs scored at levels 2 and 3. 15% of ELLs scored at level 1. 3% of ELLs scored at level 4. Based on the results, we noticed there is need for developing academic vocabulary in the science curriculum. Science teachers will work with ENL providers to incorporate vocabulary instruction whenever possible.

Students who took the math test in their native language:

Approximately 50% scored at level 1 and the other 50% score mostly at level 2. The data shows that ELLs who took the test in their native language did not fare better than ELLs who took the test in English. Only one student who took the test in their native language scored at level 3. The others scored at levels 1 and 2.

b/c. We are not participating in formative ELL Periodic Assessments.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RTI Guide for Teachers of ELLs*.]

The RTI team at P.S. 230 is called the CARE team and is composed of highly qualified school personnel, who meet to discuss RTI interventions for at risk students. The team provides tailored strategies that classroom teachers can use to meet the needs of these students. We use data from the following assessments to guide instruction within the RTI framework: New York State ELA exam, New York State Math exam, New York State Science exam, NYSESLAT, NYSITELL, conference notes, benchmark results, current attendance, current grades and classroom portfolios. The Care Team (RTI Team) analyzes the data to identify strengths, challenges and to design specific interventions for each student. Classroom teachers are given focused instructional goals, appropriate strategies are identified, and a check-in time is set to revisit the student's progress. Progress monitoring by the classroom teacher occurs during this time, and data is later analyzed by the team to track student progress, based on the interventions.

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

We ensure that a child's second language development is considered through the use of co-planning between classroom and ENL teachers. During this built in program time, ENL teachers and classroom teachers are able to share ideas about how to incorporate native language. We do such things 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.

7. For dual language programs, answer the following:

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

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

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 ENL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Laura Birchfield, Rachel Weinstein, Jenia Shaban, Mira Rubens 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, Adriana DiScipio, ENL teacher, Gladys Delgado and Estrella Garcia, Educational Assistants, Dolores Serraty, Zoila Nunez, School Aides (Spanish), Nasreen Shafi, School Aide, Mita Chakraborty and Annie Ferdous, Educational Assistants (Bengali), Shu-Hwa Luong, School Aide, Judy Ho, Family Worker (Chinese) and Rafia Qureshi, Educational Assistant (Urdu) 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, a more in-depth interview is conducted. The student is then interviewed in both English and their home language. In addition, we review any prior school work in reading and writing. For those students that do not have prior work, we use school assessments to determine if the student has literacy skills necessary for the grade in which they are enrolling. If it is determined that the student may need further support, the student is given the NYSITELL (New York State Identification Test for English Language Learners) to identify whether the child is an English language learner or is English proficient. The NYSITELL is administered by Diane Carlesi (ENL teacher), Donna Shulman (ENL teacher), Teresa Flaherty (ENL teacher), Maria Heyer (ENL teacher), Rachel Weinstein (ENL teacher), Laura Birchfield (ENL teacher), Jenia Shaban (ENL teacher), Mira Rubens (ENL teacher) and Adriana DiScipio (ENL teacher). Those children that score at or below proficiency on the NYSITELL become eligible for state-mandated services for ELLs. Students whose home language is Spanish and score at or below proficiency on the NYSITELL are administered a Spanish LAB to determine language dominance and native language literacy. A bilingual ENL Teacher, Ms. DiScipio, administers the Spanish LAB. All eligible students are given the NYSITELL (and Spanish LAB) within 10 school days of admission. If it is indicated in this ELL identification process that a student has had interrupted and/or inconsistent formal education, then the student is administered the SIFE Oral Interview Questionnaire and/or the LENS (Literacy Evaluation for Newcomer SIFE).
2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

If during the ELL identification process it seems that a student has had interrupted and/or inconsistent formal education, we administer the SIFE Oral Interview Questionnaire. If it is determined that the student has a gap of two or more years, then we administer the LENS (Literacy Evaluation for Newcomer SIFE) for students who have a home language of Arabic, Bengali, Chinese, Haitian Creole or Spanish. We use the assessments to learn of the student’s educational history and whether or not there are gaps in their instruction. We ensure that the initial SIFE status is determined within the first 30 days of enrollment and is entered into the DOE’s data collection systems (BNDC). For those students who have been identified as SIFE, the students are given instruction in foundational skills, such as letter/sound recognition. We use programs such as Foundations and Imagine learning. Once the student scores at Transitioning or higher on the NYSESLAT their SIFE status is removed.
3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).
 3. Our school has created a Language Proficiency Team (LPT) to determine NYSITELL eligibility for newly enrolled students with IEPs. The team consists of a school administrator, Mary Jacob Alex, certified teachers of English to speakers of other

languages, Diane Carlesi and Adriana DiScipio, a certified teacher of special education, Lisa Bradley, and the student's parent or guardian. The LPT determines whether the student should take the NYSITELL. The team uses information obtained from the student interview, the results of student's individual evaluation, including, assessments given in the student's home language, and any other information obtained through the Committee on Special Education (CSE) as to whether the student's disability is the factor that will cause the student difficulty in becoming English proficient. If the team determines that the student has English language acquisition needs, the student will be given the NYSITELL. If the student scores below the cut score, the student is an ELL. If the student speaks Spanish, he or she will be given the Spanish Lab. The parents will receive an Entitlement letter and be invited to a parent orientation meeting to make their program selection. The ELL identification process and placement into the program chosen by the parent will be completed within 20 school days. However, if the team believes that the student does not have English language acquisition needs, then their recommendation not to administer the NYSITELL is given to the principal, Maria Della Ragione. If Ms. Della Ragione does not agree with the recommendation, the student is immediately given the NYSITELL and the ELL identification process continues as stated above. However, if she agrees with the recommendation not to administer the NYSITELL, the recommendation is sent to the superintendent, Anita Skop or her designee. The superintendent has 10 school days to accept or reject the LPT's recommendation. The parent will then be notified within 3 days of the superintendent's decision in the parent's preferred language.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

After the NYSITELL is scanned by our licensed ENL teachers (Diane Carlesi and Adriana DiScipio) a spreadsheet is created with the names of all eligible students and the date of NYSITELL exam. Using this data, parents receive an ELL services entitlement letter. Our students are NYSITELL tested within the first few days of enrollment and we ensure that the entitlement letters are sent home within 5 school days after the NYSITELL is scanned and the score is determined. We also create a spreadsheet with the names of students who are not eligible for services based on their score and the date of the NYSITELL exam. Using this data we ensure that the parents receive non-entitlement letters within 5 school days after the NYSITELL is scanned and the score is determined.
5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Beginning in the 2015-16 school year, parents who believe their child may have been misidentified as an ELL or a non-ELL may appeal their status within 45 days of enrollment. During our parent orientation meetings, our licensed ENL teachers (Diane Carlesi, Teresa Flaherty, Maria Heyer, Donna Shulman, Adriana DiScipio, Laura Birchfield, Jenia Shaban, Mira Rubens and Rachel Weinstein) will inform parents of their right to appeal. We will explain to the parents that if they feel their child has been misidentified, they have 45 days from the student's enrollment date to submit a written request to review the child's ELL status. We have bilingual staff members available to explain to the parents their rights and answer any questions they may have. In the event that we receive a written request to initiate the Re-identification process, our licensed ENL teachers (Diane Carlesi and Adriana DiScipio) and Assistant Principal (Mary Jacob Alex) will review all documents related to the initial or reentry identification process, including school based assessments and student work. Based on the recommendation of our qualified personnel, the school principal (Maria Della Ragione) will determine whether to change the ELL status or not. Written notification of the decision is sent to the parent in their preferred language. If the recommendation is to change the ELL status, then the relevant documents are sent to our superintendent, Anita Skop or her designee for review and final decision. Written notification is sent to the principal and parent in the parent's preferred language within 10 days of receipt of documentation. All relevant documents are copied. The original documents are placed in the student's cumulative folder and the copies are placed in our individual ENL files.
6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

6. 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 ENL) are presented with clarity and objectivity in the parents' native language. Our ENL licensed teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Rachel Weinstein, Laura Birchfield, Jenia Shaban, Mira Rubens 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, ENL teacher, Gladys Delgado and Estrella Garcia, Educational Assistants), Bengali (Mita Chakraborty and Annie Ferdous, Educational Assistants), 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. 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 that specifies grades and program choice. We understand that if we do not receive a program selection form for a student, the default placement is Transitional Bilingual Education. 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 contact parents through letters and/or phone calls in their native language and to meet with parents at arrival and/or dismissal.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- In order to ensure Parent Surveys and Program Selection forms are returned in a timely manner, we have systems set in place. Parents are sent home Entitlement Letters in their native language and English within five school days after the NYSITELL is scanned and score is determined. The Entitlement Letters state the date and time of the Parent Orientation meetings. Parents are given the choice of coming in the morning or the afternoon. If parents are unable to attend those meetings, we contact parents through additional letters and/ or phone calls in their native language. If necessary, we also meet with parents at arrival and/or dismissal. 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
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Once a student has been identified as an English Language Learner, an Entitlement letter inviting the parents to an orientation meeting is sent home in the family's preferred language and in English. At these meetings, the parents watch the Elementary ELL parent video and complete the Parent Survey/Program Selection form. The original form is placed in the student's cumulative record and a copy is placed in our ENL student folders. It has not been necessary for our school to monitor the Parent Survey and Program Selection forms that have not been completed and returned because we have not had this issue. In the future if we have missing forms, we will use our parent's choice spreadsheet and continue to reach out to the parents in order to meet with them and complete the Parent Survey/ Program Selection forms. We contact parents through letters and/ or phone calls in their native language or we meet with parents during arrival and/or dismissal times. If a Program Selection form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154.
9. Describe how your school ensures that placement parent notification letters are distributed. After the NYSITELL is scanned by our licensed ENL teachers (Diane Carlesi and Adriana DiScipio) a spreadsheet is created with the names of all eligible students. As we receive each Parent Selection and Parent Survey form, we note the parent's choice on our spreadsheet. We use this spreadsheet as a guide, checking off when each Placement parent notification letter is completed and distributed. The original letter in the parent's preferred language is sent home and a copy is placed in the student's cumulative folder, as well as, in our own ENL student folder.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). After the NYSITELL is scanned by our licensed ENL teachers (Diane Carlesi and Adriana DiScipio) a spreadsheet is created with the names of all eligible students. Using this data, parents receive an ELL services entitlement letter. Our licensed ENL teachers (Diane Carlesi, Donna Shulman, Teresa Flaherty, Maria Heyer, Laura Birchfield, Rachel Weinstein, Jenia Shaban, Mira Rubens and Adriana DiScipio) are responsible for maintaining, collecting, and storing Home Language Identification Surveys, Entitlement letters, Continued Entitlement letters, Non-entitlement letters, Parent Selection and Parent Survey forms and Placement letters. 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 ENL student folder and the student's cumulative record file. We also make copies of the Parent Survey and Program Selection forms and Home Language Identification Surveys. The original is placed in the student's cumulative record folder and a copy is placed in the student's ENL student folder. ENL student folders are kept in a locked file cabinet in an administrative office.
11. 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 section of the NYSESLAT exam and check off sheets for each of the sessions (Session 1, Session 2, Session 3). 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, Jenia Shaban, Mira Rubens and Adriana DiScipio) and our literacy coach, Mary Murphy administers the NYSESLAT. Our licensed ENL teachers also train select classroom teachers to assist with the administrations of some sessions.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. In September, our licensed ENL teachers (Diane Carlesi and Adriana DiScipio) use either the RLAT or the REXH report in ATS to determine students' proficiency levels based on the NYSESLAT. Using the data in these reports, we create spreadsheets in each grade (grade one through grade five). These spreadsheets list each student and their proficiency level. We use this spreadsheet as a guide, checking off when each continued entitlement and transitional support letter is completed and distributed. The original letter in the parent's preferred language is sent home and a copy is placed in the student's cumulative folder, as well as, in our own ENL student folder.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

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 ENL 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 as per Aspira Consent Decree. The attached document shows our most recent data. 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 ENL. 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, 16 families out of a total of 377 students have chosen Dual Language and 15 families out of 377 students have chosen Transitional Bilingual Education. Therefore, based on parents' preferences, we offer a freestanding ENL program for our English Language Learners. This is how our program model is aligned with parent requests. ENL teachers compile and archive the surveys for documentation and accountability. These documents are stored in a locked cabinet in an administrative office.

We have attached a document that reports program selection data. (See appendix: googledoc)

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

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. We have an average of seven to ten classes per grade with our ENL students distributed among all classes to ensure heterogeneous grouping with strong language models. However, some K and 1st grade classrooms are grouped by proficiency to ensure that all students receive the mandated minutes of service as per CR Part 154. At the same time, we strategically place native English speakers in these grouped classrooms to ensure that strong language models remain for ENL students. This grouping is essential in order to maintain the effectiveness of our stand-alone and integrated models, because it allows for ENL teachers to work in classrooms more frequently and for teachers to plan collaboratively. In grades 2, 3 and 4, ENL students are distributed across 6-7 classrooms. They are grouped heterogeneously and receive both integrated and stand alone instruction. In fifth grade, we are piloting a new departmental model. Two classroom teachers will exclusively teach math and literacy in their respective classrooms. One of the teachers is ENL certified, and will provide ENL services for both classrooms.
 - b. TBE program. *If applicable.*

Paste response to questions here:
 - c. DL program. *If applicable.*

Paste response to questions here:
2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?
 - a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

P. S. 230 implements a freestanding English as a New Language Program. The primary goal is to support students' learning with researched-based ENL 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 ENL component we service students, from grades K-5. They range from Entering to Commanding proficiency levels. Students are mostly distributed uniformly across the grades and receive all instruction in English with native language support. NYSESLAT scores and NYSITELL results determine how many units of ENL instruction each student receives. Depending on their proficiency level, ENL students receive from 180 minutes to 360 minutes a week of ENL. Entering students receive 360 minutes of ENL services per week: 180 minutes of stand-alone and 180 minutes of integrated instruction. Emerging students receive 360 minutes of ENL services per week: 90 minutes of stand-alone and 270 minutes of integrated instruction. Transitioning and Expanding students receive 180 minutes of integrated instruction per week. Oftentimes, ENL

teachers work with small groups of transitioning students within the classroom. Commanding students receive 90 minutes of integrated ENL services per week. Our stand-alone model provides focused, individualized, small group instruction both inside and outside of the classroom. Our integrated model provides language and content grade-level support within the classroom setting, using a collaborative teaching model.

3. Describe how core content is delivered in each program model. 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 ENL program is to foster full English proficiency in a supportive classroom environment. This year, we are progressing with our 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 ENL 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 supports to make content comprehensible. In certain classes, this is accomplished with collaboration between our bilingual educational assistants and the ENL 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, paraprofessionals and teachers.

Collaborative planning between ENL and content area teachers for each unit of study.

Incorporation of researched-based ENL methodologies and scaffolds such as: Scaffolding, Modeling, Bridging, Schema Building, Contextualization, forms of Text Representation, Realia, multi-media representation of content, UDL strategies, 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: Reader's Theater, Academic Language Academy, Guided/Shared Reading Program.

Targeted small group intervention for ELA, Math and other content areas

Mainstream and ENL teachers collaborate to support the learning needs of ENLs by establishing both content and language objectives and modifying content instruction to help them understand grade-level content.

Creating an authentic context in which to teach language: language instruction is embedded in content.

Availability of multiple texts on the same topic to build knowledge over time.

Strategies for understanding and internalizing content-specific vocabulary and collocations.

ENL and classroom teachers support content areas in the following ways:

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 ENL) attend.

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, looking deeply at "big ideas" in mathematics. Staff developers continue to work with us. Metamorphosis embraces a social model of learning giving ENLs opportunities to develop expressive language when talking about mathematical concepts. In addition, we have created language objectives for math units of study that highlight linguistically dense structures common in mathematic word problems. Teachers also have students create personalized math

vocabulary and bilingual dictionaries.

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

We do not have a formalized assessment for native languages (except for the Spanish LAB). However, we use bilingual teachers and/or school personnel to conduct informal evaluations of students during the intake procedure. During the intake process, 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 including: NYSITELL, Spanish Lab, NYSESLAT, Running Records, State exams, Measures of Student Learning (MOSL). We use the NYSESLAT in the spring to assess English language proficiency in all modalities. We use an initial assessment for identification (NYSITELL) to determine placement and appropriate grouping in classrooms and we are currently developing an informal intake assessment to be used during the initial interview/ intake process. This new assessment will include all modalities: reading, writing, listening and speaking. We use formative and 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 such as rubrics, teacher and student checklists, and portfolios are used to evaluate reading, writing, listening and speaking. In addition, informal assessments are designed to target key areas of language (phonological, orthographic, semantic, syntactic processing) that quantitative data often cannot capture. Finally, 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 each of the following ELL subgroups?

- a. SIFE
- b. Newcomer
- c. Developing
- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

a) Plan for SIFE

Our SIFE population is relatively small. However, we have a clear course of instruction and supports in place. ELL students with interrupted, little or no formal schooling in their first language will receive integrated and stand alone ENL 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 ENL mandated periods, ENL 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.
- SIFE Oral Interview Questionnaire to identify strengths and areas of need
- This year we will begin to use the LENS to assess native language proficiency
- 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.
- We employ scaffolding strategies to make grade level content comprehensible. In addition, we are studying the new Bridges curriculum and working on ways to integrate some of the thematic practices and universal essential questions into our curriculum.
- Native language support, when appropriate, through bilingual books and word to word content area glossaries,
- Participation in intervention programs and online learning programs focusing on foundational reading skills and language development.
- SIFE students use the Imagine Learning program for 30 minutes, four days a week. They also use DreamBox daily.
- Participation in the Saturday enrichment programs and Title III after-school programs.

b) 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 stand-alone ENL program.

Upon their 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. Newcomer ENL students also participate in a new student orientation that includes a tour of the premises, explanation of school policies, expectations and events, and introductions to key staff and other members of the school community. Throughout the year, we regularly maintain ongoing home-school communication. When a new student is registered in our school, we provide the following instructional resources to facilitate their transition:

- Parent orientation and newcomer student orientation.
- 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. P.S. 230 has a newcomer library with high-interest and bilingual books, including some audio recordings of picture books used for content area units of study.
- New ENL software, such as Imagine Learning, DreamBox, 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: ENL 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.
- We encourage students to participate in the Saturday programs and after-school activities and Title III enrichment programs.

c) Plan for Developing ELLs

The plan for developing ELLs mirrors the plan for Newcomers with the exception of the new student orientation activities and the Newcomer Kit. In addition, developing ELLs receive targeted small-group instruction through Guided Reading and Shared Writing instruction that emphasizes strategies for tackling the language demands of classroom content.

d) 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 ENL 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.

Our action plan for this group involves:

- Targeted and very explicit word study program within the context of units of study.
- Clear content and language objectives.
- Inquiry and project-based learning activities.
- Contextually rich and culturally relevant activities that reinforce strategies for figuring out unknown words and enable students to familiarize themselves with the deeper layers of upper-level English orthography.
- Scaffolding strategies and material modifications to make grade level content comprehensible.
- 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.

Clearly aligned content and language objectives in the curriculum

- Finally, we will invite our ELLs to participate in Title III Enrichment Programs

Plan for Long Term ELLs (6+ years)

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

- Ongoing observations: classroom and ELL teachers meet regularly to monitor progress and discuss the possibilities for the students' appropriate placement.
- Also we strive to maintain on-going home-school communication and include parents in workshops that address the academic needs of this group.

e) Plan for Former ELLs

Students who are former ELLs receive additional support in the classroom from both ENL teachers and SETSS teachers. They will receive 90 minutes a week of integrated ENL instruction for two additional as per CR Part 154.2. At the beginning of the year the ENL staff compile and analyze assessment data on former ELLs to determine specific areas of need. Teachers continue to provide support in the classroom for former ELLs by including them with ELLs during small group instruction. Former ELLs receive testing accommodations on all standardized assessments.

All ELLs and former ELLs are eligible for testing accommodations for up to two years after testing out, in addition to any accommodations on their IEPs or 504 plans. Testing accommodations for ELL students on the NYS ELA and content area assessments include the following:

- Students are given extended time, such as time and a half, based on the needs of the ELL students.
- Students are provided with optimal testing environments, such as, testing in a separate location.
- Students may be given bilingual dictionaries and/or glossaries in content area exams.
- Students may simultaneously use English and alternative language editions when taking content area exams.
- For low incidence languages, oral translations may be given when students are taking content area exams.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.

Beginning in the 2015-16 school year, parents who believe their child may have been misidentified as an ELL or a non-ELL may appeal their status within 45 days of enrollment. During our parent orientation meetings, our licensed ENL teachers (Diane Carlesi, Teresa Flaherty, Maria Heyer, Donna Shulman, Adriana DiScipio, Laura Birchfield, Jenia Shaban, Mira Rubens and Rachel Weinstein) will inform parents of their right to appeal. We will explain to the parents that if they feel their child has been misidentified, they have 45 days from the student's enrollment date to submit a written request to review the child's ELL status. We have bilingual staff members available to explain to the parents their rights and answer any questions they may have. In the event that we receive a written request to initiate the Re-identification process, our licensed ENL teachers (Diane Carlesi and Adriana DiScipio) and Assistant Principal (Mary Jacob Alex) will review all documents related to the initial or reentry identification process, including school based assessments and student work. Based on the recommendation of our qualified personnel, the school principal (Maria Della Ragione) will determine whether to change the ELL status or not. Written notification of the decision is sent to the parent in their preferred language. If the recommendation is to change the ELL status, then the relevant documents are sent to our superintendant, Anita Skop or her designee for review and final decision. Written notification is sent to the principal and parent in the parent's preferred language within 10 days of receipt of documentation. All relevant documents are copied. The original documents are placed in the student's cumulative folder and the copies are placed in our individual ENL files. We will form a team of school personnel including ENL licenced teachers(Diane Carlesi and Adriana DiScipio), administration (Mary Jacob Alex), members of the SBST(Lisa Bradley) and parent(s) to ensure that students are appropriately identified and closely monitor the process. We will create a school-based assessment to assess proficiency in all four modalities for re-identified students.

8. 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 ENL 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 a variety of 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, DreamBox, Read&Write for Google), hands-on programs available on Smartboard technology, and the use of 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. Teachers 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.).

ELL students with disabilities whose IEP recommends ENL or bilingual instruction will receive intensive support by our ENL 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 and Imagine Learning for grades 3, 4 and 5 (1 period) during the morning block. Classroom teachers collaborate with ENL teachers, SETSS and Speech providers to differentiate instruction to meet the individual needs of Special Education ELLs. Students with IEPs participate in daily small group instruction modified to meet individual student needs. Cluster teachers, as well as ENL 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.

9. How does your school use curricular, instructional, and scheduling flexibility to enable 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 ELL SWD by using both the stand-alone and integrated models of instruction. Through the stand-alone model, we provide focused, individualized instruction both inside and out of the classroom. Through the integrated model, general and special education teachers collaborate with ENL teachers to create lessons, materials and activities that follow UDL principles, providing multiple points of entry and expression. Furthermore, teachers plan assessments that allow for various means of representation, including the use of technology. In the upper grades, some special education students are mainstreamed for specific content areas. In the lower grades we ensure scheduling flexibility to meet the diverse needs of our self contained special education kindergarten and first grade students through mainstreaming. The entire class works with a general education kindergarten class on a daily basis during reading, writing, science or social studies. The special education teacher and the general education teacher, along with the ENL teacher, create lessons and activities to meet the needs of all the students. Their lessons also provide multiple points of entry and expression. Teachers show flexibility in the variety of co-teaching models they employ to integrate content and language. We use multiple criteria to place ELLs-SWD in ICT classes, for example formative and summative assessments, classroom observations, etc. The decision is based on the recommendation of teachers, administration, the school-based support team and most of all, the students' IEP.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

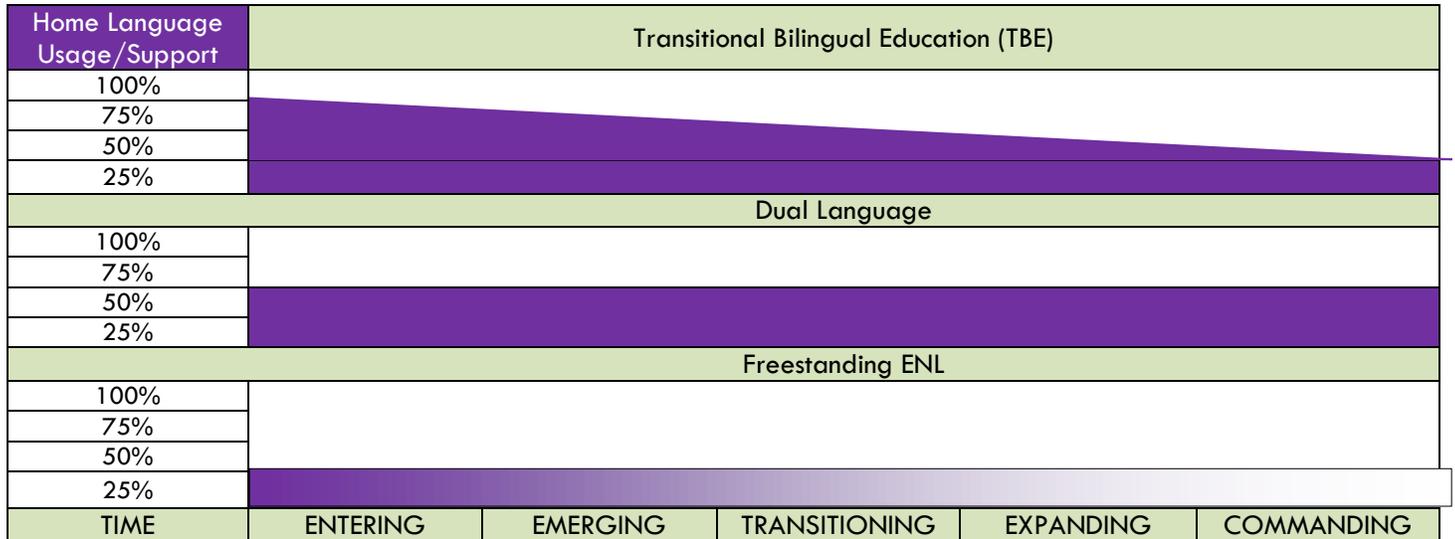


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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, and provides instructional support through the RTI multi-tiered model. We monitor each tier, providing instruction that increases intensity over time. The RTI team at P.S. 230 is called the CARE team and is composed of highly qualified school personnel, who meet to discuss RTI interventions for at risk students. The team provides tailored strategies that classroom teachers can use to meet the needs of these students. Classroom teachers are given focused instructional goals, appropriate strategies are identified, and a check-in time is set to revisit the student's progress. Progress monitoring by the classroom teacher occurs during this time, and data is later analyzed by the team to track student progress, based the interventions.
- 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 and target literacy and content area reading and writing. Some native language support is used depending upon availability of school personnel. However, students are able to use resources in their native language. Examples include, bilingual books, content area glossaries, learner dictionaries and visual dictionaries. Interventions include online learning programs, voice-to-text applications, guided and shared reading group instruction, small-group foundational reading, math and writing groups. In the lower and upper grades, we use Foundations and Wilson comprehensive language arts programs. Math intervention activities include personal math vocabulary glossaries, Dreambox online learning program, and the use of manipulatives. Throughout the day, teachers also meet with small groups of ELLs to develop specialized math reading strategies. In science and social studies, 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 with the ENL teachers to organize trips that support thematic units of study. Some ELL students receive speech intervention services. In addition we provide intervention services to our ELLs through our SETSS teacher(Lisa Bradley). Our SETSS teacher uses a range of materials to meet the needs of her students, such as modified texts, learner dictionaries, text sets, modified assessments, multimedia resources, graphic organizers and visual aids. These interventions are also used with 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,Chinese or Bengali through their bilingual Paraprofessionals.
11. 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 ENL integrated model at P.S. 230 produces effective results. 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. Student progress is determined by informal and formal state and local measures of student learning. When the current data is available, we will be able to describe the effectiveness of our program in more detail.
12. What new programs or improvements will be considered for the upcoming school year?
- We will maintain the current programs for the coming year. We will continue to 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 DreamBox, Reader's Theater, Guided and Shared Reading After-school Program, and Saturday Academy, and Weekday AM Literacy and Math Academy.
13. What programs/services for ELLs will be discontinued and why?
- N/A
14. 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, P.S. 230 School Fund, and TL Translation Services. We also use Title III funds. ENL 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 generate AMAO data to analyze trends in students' NYSESLAT scores, IEP goals, ELA and Math scores and years of service, which guides us in matching students to certain programs.
- Parents are notified about programs through informational flyers in their native language. Also, 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 30%. These numbers fluctuate annually. 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 and Saturdays. 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).

15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.

The ENL 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 ENL program uses both the integrated and stand-alone models of instruction, instructional materials for literacy and content are available for all program models and the expectation is that they are used in all instructional settings. However, we may also include specialized materials and modifications to make content comprehensible. These include Smartboard interactive technology, content-specific graphic organizer templates, bilingual dictionaries, texts and audio libraries, digital media, online digital libraries and video archives (access to tablets and laptop computers are 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 and the cultural diversity of the school. In addition we have visual 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.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Native language support and grade/age appropriate content. (See plans for subgroups). Our ENL teachers participated ongoing professional development for ENL. ENL 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.

17. Explain how the school ensures all required services/resources support and 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. Resources are adapted by using modified texts, graphic organizers, visual aids and personal vocabulary glossaries with picture support based on the needs of the students. 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. Services are also adapted by using interventions, such as, online learning programs, voice-to-text applications, guided and shared reading group instruction, small-group foundational reading, math and writing groups based on the students cognitive needs.

18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).

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 ENL teacher.

19. What language electives are offered to ELLs?

P.S. 230 has over 20 different languages represented, many are low incident languages. P.S. 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 ENL 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 P.S. 230.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

Paste response to question here:

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
 1. All classroom teachers and ENL teachers receive staff development from the Teacher's College Reading and Writing Project in order to develop and support the teaching of reading and writing. Staff developers will be on site for 10 days, working with grade level teams for blocks of 90 minutes. The dates are as follows for K-2 teachers: 10/27/15; 11/10/15; 11/17/15; 11/24/15; 1/5/16; 1/12/16; 1/19/16; 3/8/16; 3/15/16 and 5/4/16. The dates are as follows for 3-5 teachers: 10/2/15; 10/9/15; 12/11/15; 12/18/15; 1/29/16; 2/5/16; 2/12/16; 3/4/16; 5/20/16; and 5/27/16. In addition, teachers are provided professional development by administration and content coaches during the Monday afternoon PD time.

In addition, other professional development is provided by school staff, support personnel, our Borough Field Support Center (BFSC). Participants include common branch teachers, ENL teachers and Coordinators, special education teachers, paraprofessionals, 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 around the ELA, Math and Social Studies and Science Common Core Standards and the implications for ELLs. These include professional development opportunities sponsored by DELLS and its partnerships. A number of teachers have attended conferences and professional development workshops sponsored by institutions outside of the DOE, including NYSTESOL, NCTM, and Bank Street College. 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 PLC (Professional Learning Communities). In addition to the outside resources mentioned previously, ENL teachers are part of the Teacher's College Calendar Days professional development. Our school has created a google doc with a menu of professional development opportunities that teachers can sign up for.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?

In the past years, we have made a significant investment in professional development around the ELA, Math and Social Studies and Science Common Core Standards and the implications for ELLs. These include professional development opportunities sponsored by DELLS and its partnerships. A number of ENL teachers have attended conferences and professional development workshops sponsored by institutions outside of the DOE, including NYSTESOL, NCTM, and Bank Street College. Also, our ENL teachers are invited to participate in Metamorphosis PD.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

We will continue to foster collaboration among ENL 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, and the parent coordinator, Jill Reiner, receive resources and support from our BFSC specialists. Mr. Scrubb attends professional development with the senior director of admissions to learn about the middle school process. Also, we organize parent meetings and site visits for 5th grade students. Mr. Scrubb also meets with 5th grade teachers during grade meetings to turnkey important information. In addition, the parent coordinator 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.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [*ELL Policy and Reference Guide, Professional Development*](#) section.

Continuous learning is part of the P.S. 230 culture. All P.S. 230 staff will participate in ongoing Monday afternoon professional development. Professional development sessions run for 35 Mondays covering a range of topics. However, 15% of the topics are ELL related themes, such as UDL and developing language goals for units of study. ENL teachers will participate in all ELL related Monday PD, plus 35% of additional ELL related professional development sponsored by outside agencies and institutions. All professional development sessions are documented. We keep copies of agendas, attendance rosters and materials in a PD binder.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

1. P.S. 230 provides multiple opportunities to meet individually with the parents or guardians of English language learners. In addition to parent-teacher conferences and initial parent orientations, ENL teachers meet with parents/guardians of ELLs separately, at least once per year. At this meeting, teachers will discuss students' progress and individual goals of their child's language development. Parents are informed of their child's English language proficiency assessment results, and language development needs in all content areas. Translation is made available as needed.

2. All meeting topics and signatures of attendants are documented and stored in a parent engagement binder. Parents are informed about meetings through letters, flyers and/or phone calls in the home language. If they are not able to attend, we try to accommodate them by alternate means including phone conferences and emails.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.

At P.S. 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 additional meetings to inform them of their child's progress in language development. Translators will be available at all meetings to assist parents and answer any questions.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? We have several partnerships with other agencies and community-based organizations, which provide workshops or services to ELL parents such as LINCS (Latinos in Contexts) NYU Child Study Center and The Singing Wings . We also will maintain partnerships with several public and private agencies that encourage interactive family literacy opportunities. These include the Brooklyn Public Library (which provides a system for reserving books ahead of time for our students and families), Arts Connection, Brooklyn Children's Theater, the Brooklyn Conservatory of Music, and Saturday Science and Art, which involves interactive, content-based literacy activities with families. During these events, we rely on our school staff and community (i.e. school aides, paraprofessionals, parents) as well as bilingual staff from the partnering organizations to provide translation services.

5. How do you evaluate the needs of the parents? 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 regularly. Postings will include suggestions on ways to support children's learning at home as well as how to access community resources, trips, educational media, etc. Also parents are kept informed about important dates and school documents through the school website, email blasts, and backpack mail. 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. 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 informal surveys to plan for parent involvement activities and strive to revise them as the population evolves.

6. How do your parental involvement activities address the needs of the parents? Our parental involvement activities are able to address the needs of the parents. We are able to assess parents' needs through verbal requests and provide workshops and meetings that address parents' issues and concerns. We also provide cultural events that welcome families to collaborate and be involved in PTA and school events. We are able to provide translation services by relying on our school community. Our parent coordinator is able to organize the events, collaborate with community partners, create and distribute promotional materials, monitor parent involvement, and assess the needs of the families.

D. Additional Information

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

Paste response here:

School Name: PS 230**School DBN: 15K230**

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Maria Della Ragione	Principal		11/12/15
Mary Jacob-Alex	Assistant Principal		11/12/15
Jill Reiner	Parent Coordinator		11/12/15
Adriana DiScipio	ENL/Bilingual Teacher		11/12/15
Tara Schad	Parent		11/12/15
Diane Carlesi	Teacher/Subject Area		11/12/15
Lisa Bradley	Teacher/Subject Area		11/12/15
Mary Murphy	Coach		11/12/15
Lauren O'Neill	Coach		11/12/15
Anselm Scrubb	School Counselor		11/12/15
Anita Skop	Superintendent		11/12/15
O'Mayra Cruz	Borough Field Support Center Staff Member _____		11/12/15
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **15K230** School Name: **PS 230**
Superintendent: **Ms. Skop**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learnndoe.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

During registration, parents complete the Department of Education's Home Language Survey as well as a school-generated form in which parents indicate their preferred language for written materials. Additionally, teachers are able to reference the blue emergency card and inform the school aides of the number of notices they need in the various languages. We are also able to respond to verbal requests when parents arrive at the school for parent meetings, conferences and special events.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

Albanian, Bengali, Chinese, Spanish, Arabic, Polish, Ukrainian, Urdu, Thai, Hatian Creole, Russian, Philippino.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

We disseminate similar forms yearly, mainly translated through the DOE, their translation service, or our in-house translators. We hand out discipline codes from the DOE, monthly newsletters, parent-teacher conference announcements and enrichment flyers. All translated through the above services. Numerous school events are planned throughout the year. We are able to provide in-house translation and interpretation services.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

We have a Curriculum Night on September 17th and on May 12th. We hold Parent Teacher conferences on November 5th and March 3rd. We also hold parent meetings every Tuesday, as needed per teacher and student need. Our School Based Support Team is in constant contact with families as well as our Attendance Teacher. Our Parent Coordinator is in daily contact with families and holds parent meeting daily. We have monthly meetings hosted by LINC's for parents around parent topics. Parent Teacher Association meetings are monthly and always include a seminar around content learning to support their student.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Through the support of our school aides, paraprofessionals, and the NYC Department of Translation, we are able to provide both translation and interpretation services to families during school events such as Parent-Teacher Conferences, Open Houses and family workshops. We are also able to translate documents, flyers, and other parent-facing materials using school aides. Workshop presenters such as NYU'S Child Study Center, provide translated materials.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

We use in-house staff to translate calls and small meetings in person. We have also used the Translation and Interpretation unit. We have used outside translators from local schools and colleges for other translation. PTA meetings are translated by parents that are on the Member at Large board for the PTA.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

All teachers and staff have been provided with a copy of the "I Speak" card by the parent coordinator and have been debriefed on how to use the services.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

At the beginning of the school year, the parent coordinator provides all teachers with the DOE brochure that outlines the support provided by the translation and interpretation services. Teachers then provide this brochure to parents. Parent Coordinator also verbally presents these available services at all PTA meetings and Pre-K and Kindergarten Orientations.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator organizes forums for parents to come together, ask questions and voice concerns. In October, an event was planned for parents of Spanish-speaking families and was led by the school's bi-lingual psychologist and social worker. This event was advertised by a Spanish flyer and email and was also posted on the school calendar. Additional forums for other languages are being planned for the year.