2018-19
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001): 15K230
School Name: P.S. 230 DORIS L. COHEN
Principal: MARIA DELLA RAGIONE
Comprehensive Educational Plan (CEP) Outline

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**School Information**

**School Name:** The Doris Cohen School

**School Number (DBN):** 15K230

**BEDS Code:** TBD

**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:** Robin Tygar

**SLT Chairperson:** SuginiaJones

**Title I Parent Representative (or Parent Advisory Council Chairperson):** Tiffany Aristy

**Student Representative(s):** TBD

**CBO Representative:** TBD

**District Information**

**Geographical 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

**Field Support Center (FSC)**
<table>
<thead>
<tr>
<th>FSC:</th>
<th>Executive Director:</th>
</tr>
</thead>
<tbody>
<tr>
<td>Brooklyn North</td>
<td>Bernadette Fitzgerald</td>
</tr>
<tr>
<td>Executive Director's Office Address:</td>
<td>131 Livingston Street</td>
</tr>
<tr>
<td>Executive Director's Email Address:</td>
<td><a href="mailto:Bfitzge2@schools.nyc.gov">Bfitzge2@schools.nyc.gov</a></td>
</tr>
<tr>
<td>Phone Number:</td>
<td>Fax:</td>
</tr>
<tr>
<td>718-935-3954</td>
<td>718-935-2337</td>
</tr>
</tbody>
</table>
### 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 and Family Engagement Policy 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.

<table>
<thead>
<tr>
<th>Name</th>
<th>Position and Constituent Group Represented</th>
<th>Signature (Blue Ink)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Della Ragione</td>
<td>*Principal or Designee</td>
<td></td>
</tr>
<tr>
<td>Sarah Orefice</td>
<td>*UFT Chapter Leader or Designee</td>
<td></td>
</tr>
<tr>
<td>Ben Sargent</td>
<td>*PA/PTA President or Designated Co-President</td>
<td></td>
</tr>
<tr>
<td></td>
<td>DC 37 Representative (staff), if applicable</td>
<td></td>
</tr>
<tr>
<td>Tiffany Aristy</td>
<td>Title I Parent Representative or Parent Advisory Council Chairperson</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</td>
<td></td>
</tr>
<tr>
<td></td>
<td>CBO Representative, if applicable</td>
<td></td>
</tr>
<tr>
<td>Kathleen Drain</td>
<td>Assistant Principal</td>
<td></td>
</tr>
<tr>
<td>Amy Heinrich</td>
<td>Co-Chairs</td>
<td></td>
</tr>
<tr>
<td></td>
<td>Member</td>
<td></td>
</tr>
<tr>
<td>Name</td>
<td>Position and Constituent Group Represented</td>
<td>Signature (Blue Ink)</td>
</tr>
<tr>
<td>--------------------</td>
<td>--------------------------------------------</td>
<td>----------------------</td>
</tr>
<tr>
<td>Julianne Camfield</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Shana Hamilton</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Amber Skylar</td>
<td>Parent</td>
<td></td>
</tr>
<tr>
<td>Emily Connuck</td>
<td>Teacher</td>
<td></td>
</tr>
<tr>
<td>Tiffany Rodriguez</td>
<td>Member/</td>
<td></td>
</tr>
</tbody>
</table>
Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan (CEP) is meant as a tool to facilitate continuous improvement planning—supporting schools in engaging their staff, parents, families, 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 aligned with the school’s state accountability and New York City’s Equity and Excellence for All: Diversity in New York City Public Schools, Strong Schools, Strong Communities, and Framework for Great Schools.

Equity and Excellence for All: Diversity in New York City Public Schools

The New York City Department of Education (NYCDOE) is committed to supporting learning environments that reflect the diversity of New York City. NYCDOE believes all students benefit from diverse and inclusive schools and classrooms where all students, families, and school staff are supported and welcomed. This work is essential to our vision of Equity and Excellence for all NYC students. The research is clear—that all students benefit from diverse, inclusive schools and classrooms. The Equity and Excellence for All initiative is already improving the quality of our schools, making them more attractive to a broader range of students. Through comprehensive educational planning informed by Equity and Excellence for All, schools will continue to work to fulfill the promise of diversity in New York City Public Schools for our families and students.

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 five 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

<table>
<thead>
<tr>
<th>Element</th>
<th>Description</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>Rigorous Instruction</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Supportive Environment</strong></td>
<td>The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.</td>
</tr>
<tr>
<td><strong>Collaborative Teachers</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Effective School Leadership</strong></td>
<td>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.</td>
</tr>
<tr>
<td><strong>Strong Family-Community Ties</strong></td>
<td>School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.</td>
</tr>
<tr>
<td><strong>Trust</strong></td>
<td>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.</td>
</tr>
</tbody>
</table>

### 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 school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to school practice, with the ultimate goal of impacting student achievement. The 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. Systems 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)

### School Quality Guide

The School Quality Guide is an important part of the New York City Department of Education’s (NYC DOE’s) efforts to set expectations for schools and promote school improvement. The report is designed to assist educators to accelerate academic achievement toward the goal of career and college readiness for all students. The report is also available to families and other members of the community who wish to obtain detailed information about a school’s practices and performance. The School Quality Guide includes a mixture of qualitative and quantitative information. For the quantitative information, the report provides multiple years of data, which shed light on trends over time. The report also provides context for the school’s quantitative data by including comparisons to the performance of similar schools and all schools citywide. The report includes school-specific targets for each quantitative metric, set based on the historical performance of similar schools and all schools citywide.

### Title I Requirements and Strengthening Title I Parent Involvement
Title I schools are subject to the Every Student Succeeds Act (ESSA) requirements regarding school accountability, professional development, and parent and family engagement.

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 are required to establish a Title I Parent Committee that will serve as the consultative and representative body for all Title I parents in the school to provide voice into the administration and spending of Title I funds. Title I parents may choose to establish:

- a Title I parent subcommittee of the existing Parent Association (PA)/Parent-Teacher Association (PTA) or;
- a Title I Parent Advisory Council (PAC)

It is recommended that the Title I Chairperson (or alternate representative) attends all regular meetings of the School Leadership Team (SLT). The SLT is responsible for facilitating consultation with the Title I parent committee regarding the joint development of the CEP, Parent and Family Engagement Policy, School Parent Compact (SPC) and the use of the 1% parent involvement set-aside in Title I schools. Title I parent must be consulted regarding the use of the Title I 1% budget. The Title I 1% set-aside is used to supplement parent and family activities as described in the school’s Parent and Family Policy and must be aligned with student achievement goals as outlined in the CEP. For additional guidance on establishing a Title I Parent Committee click here.

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 and complete the Students in Temporary Housing section. Title I schools must also update the Parent and Family Engagement Policy 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**

<table>
<thead>
<tr>
<th>1. What is your school’s mission statement?</th>
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</thead>
<tbody>
<tr>
<td>Our mission statement, written with input from all members of our staff, highlights our beliefs about children and learning.</td>
</tr>
</tbody>
</table>
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.

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.

2. Provide contextual information about your school’s community and its unique/important characteristics, including a description of strategic collaborations/partnerships and/or special initiatives being implemented.

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 1200 students that encompass 25 different languages and dialects.

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 Residence) in grades pre-k through 1st, Brooklyn Children’s Theater in 2nd and 3rd grades, 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 after school 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.

3. Describe any special student populations and what their specific needs are.

We have approximately 400 identified English and New Language students. Over 80% of our students speak another language at home and our community values and honors linguistic diversity. We offer push-in and pull out ENL servicing. In the Fall of 2017 we are starting a Dual Language Spanish program beginning in Kindergarten and 1st grade. In addition we offer ICT classes, approximately 2-3 per grade, SETSS, and 4 Self-Contained settings to meet the varying needs of our students with disabilities. We have a Gifted and Talented track that spans from Kindergarten through 5th grade. We pride ourselves on have a range of settings to meet all of the unique needs of our students.

4. Identify 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.

PS 230 has been accepted for a second year as being a host school for the Learning Partners Program. In the fall of 2018 we will host two schools and focus on best instructional practices for diverse linguistic learners. Before we were a host school, we were a partner LPP school with MS 88 around academic conversation and how to best build a connection between an elementary school and the zoned middle school.

PS 230 is a proud recipient of the Respect for All Designation award in 2018. This comes from our 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 such as 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. We follow the Teachers College Reading and Writing Project which has grown our pedagogy in our literacy curriculum. We are also partners with Teachers College Inclusive Classroom Project (TCICP). TCICP works with our Special Education teachers in order to further our knowledge of diverse learners and the pedagogical practices to support our students.

Growth & Area of Focus

In the spring of 2016 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 students scoring a level 3 or 4 by 6%. This is based on the spring 2016 State scores as we are awaiting the final 2017 Scores. We’ve achieved our 2016 CEP goal of at least 85% of our students making one years reading growth in grade Kindergarten through 5th grade.

In the 2018-2019 year, our area of focus continued to remain in ELA. We had an area of focus in how we are using assessments, both formative and summative, to drive our instruction and helped us create targeted instruction based on what students individually need. We are continuing 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. We are continuing to focus on a tangible goal that is accessible for teachers and students through the reading goal of one years growth.

We will use the area of focus to support the Principal Performance Observation feedback to focusing on the practice of inquiry among our grade level and vertical teacher teams. We will use our Monday Professional Development time to structure vertical and grade level teams to analyze data and create small group targeted instruction in order to individualize instruction for students based on need.
### School Demographics and Accountability Snapshot for 15K230

#### School Configuration (2018-19)
- **Grade Configuration**: PK,0K,01,02,03,04, 05
- **Total Enrollment (2017-18)**: 1168
- **SIG Recipient (Y/N)**: No

#### English Language Learner Programs (2018-19)
- **Transitional Bilingual**: N/A
- **Dual Language**: YES
- **Self-Contained English as a Second Language**: N/A

#### Special Education Programs/Number of Students (2015-16)
- **# Special Classes (ELA)**: 47
- **# SETSS (ELA)**: 8
- **# Integrated Collaborative Teaching (ELA)**: 158
- **# Special Classes (Math)**: 47
- **# SETSS (Math)**: 5
- **# Integrated Collaborative Teaching (Math)**: 156

#### Student Performance for Elementary and Middle Schools (2018-19)
- **ELA Performance at levels 3 & 4**: 50.8%
  - Mathematics Performance at levels 3 & 4: 47.9%
- **Science Performance at levels 3 & 4 (4th Grade)**: 82%
  - Science Performance at levels 3 & 4 (8th Grade): 16%

#### Overall NYSED Accountability Status (2018-19)
- **Adequate Yearly Progress (AYP)** (YSH = Yes Safe Harbor)
  - **Elementary/Middle School**
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: N/A
    - Economically Disadvantaged: N/A
  - **High School**
    - American Indian or Alaska Native: N/A
    - Hispanic or Latino: N/A
    - White: N/A
    - Students with Disabilities: 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

Analysis of the ELA overall data shows a growth of .23 points from 2014-2017.

Approximately 45% of our student population is identified as English as a New Language students.

Analysis of the 2017-2018 MOSL running records showed that an average of 90% of our students made one year’s growth in a reading level. This surpassed our previous goal of 85%. It also shows that approximately 30% of our students are reading at levels 1 & 2.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, 90% of our students will gain one year’s growth in their reading levels per their Fountas & Pinnell running record levels.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All teachers will create a reading growth goal for each student in order to understand the level of one year’s growth.</td>
<td>All teachers</td>
<td>September 2018 until June 2019</td>
</tr>
<tr>
<td>All teachers will study best practices in the teaching of reading during professional development days with our literacy coach following the curriculum of the Teachers College Reading and Writing Project.</td>
<td>All teachers</td>
<td>September 2018 until June 2019</td>
</tr>
<tr>
<td>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.</td>
<td>All teachers</td>
<td>September 2018 until June 2019</td>
</tr>
<tr>
<td>Teachers will use the Title III intervention and enrichment programs in Reading for academic Intervention.</td>
<td>ENL students in grades 2-5</td>
<td>October 2018 until June 2019</td>
</tr>
<tr>
<td>Parent engagement meetings on how to support their student in ELA and Math specific to their grade level.</td>
<td>All parents</td>
<td>October 2018-June 2019</td>
</tr>
<tr>
<td>Teachers, coaches, and admin will attend PD training through TCICP and the BFSC.</td>
<td>Staff, admin</td>
<td>July 2018-June 2019</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

**How will your school engage parents/families and support their understanding of Rigorous Instruction and New York State standards in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.**

Teachers will utilize open school night in September to educate parents on grade level expectations as well as their child’s reading goal for the year.

Jill Renier, parent coordinator, will hold monthly meetings around instructional topics that support our goal of one year’s reading growth.
The ENL team will hold monthly meetings on supporting your English Language Learner in reading.

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.

- 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 TCICP 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 | 21st Century Grant | SIG | 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.

February of 2019, we will expect that 90% of our students will be halfway to their June 2018 reading goal as per the February collection of the Fountas & Pinnell running records.

Part 5b. Indicate the specific instrument of measure that is used to assess progress. (e.g. Performance Series, January Regents, etc.)

Learning walks and observations. Classroom running record overview sheets to capture data. Admin run extra prep per week in order to analyze formative and summative assessments with a lens on reteaching and RTI.

Part 5c. In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.
3. What policies, practices, and structures are in place to ensure you are supporting the whole child?

We have adopted the Social Emotional Curriculum of Responsive classroom over the last 3 years. This has resulted in the use of common language, school-wide norms, and common routines such as morning meetings and the use of chimes. In order to expand our practices around 'Supportive Environments', we decided to focus on the area of students feeling challenged by their teachers and peers.

We used our School Quality Guide to analyze teacher feedback in order to think about the best next goals in creating supportive environments where students feel challenged by teachers and peers. The data revealed:

- 78% of teachers say that students have to work hard to do well.
- 72% of teachers say that students respond to challenging test questions.
- 59% of teachers say that students respond to challenging questions in class.
- 68% of teachers say that students build on each others ideas during class discussions.
- 59% of teachers say that students use data or text references to support their ideas.
- 63% of teachers say that students provide constructive feedback to their peers and teachers.

We think this shows that a low number of students feel that talk, conversation, and peer feedback is not an important part of their learning environment. We see that teachers do not see evidence of this in peer interactions in class.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase the number of teachers that say that students build on each others ideas during class by 10% as seen through the School Quality Guide and school based survey in order to increase academic conversation during lessons.
### Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>100% of new teachers will be provided with the text Academic Conversation by Zwiers &amp; Crawford.</td>
<td>All new staff</td>
<td>July 2018</td>
<td>Administration, coach</td>
</tr>
<tr>
<td>100% of teachers will participate in professional development around planning instruction that includes pedagogical practices from Academic Conversation.</td>
<td>All staff</td>
<td>September 2018-June 2019</td>
<td>Administration, coach</td>
</tr>
<tr>
<td>100% of classroom teachers will receive an observation that focuses on practices from the book Academic Conversation.</td>
<td>All classroom teachers</td>
<td>September 2018</td>
<td>Administration, coach</td>
</tr>
<tr>
<td>All staff will have access to, upload, and share best practices on a shared Google Drive folder for Academic Conversation.</td>
<td>All Staff</td>
<td>July 2018</td>
<td>Administration, coach</td>
</tr>
<tr>
<td>Parent meeting to explain what 'Academic Conversation' means and how talk can help students learn in any language.</td>
<td>all parents</td>
<td>PTA Meeting in October</td>
<td>Principal, Parent Coordinator</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Supportive Environment in order to support the whole child? Include the timeline and identify key personnel and stakeholders responsible for implementation and oversight.

We will hold an information session on the importance and role of talk in learning. We will dispel the myths that when talk interferes with learning. We will work to provide resources based off the work in Academic Conversation to offer a home-school connection resource that parents can use at home.

### 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.

Per Diem in order to provide coverage for planning for professional development.

OTPS to purchase the book Academic Conversation.

#### Part 4b.
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th></th>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>X</td>
<td></td>
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<td>x</td>
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<td></td>
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<td>C4E</td>
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<tr>
<td></td>
<td></td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>
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 2019, 100% of the teaching staff in the school will have had an observation with feedback around Academic Conversation.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Observations, walk throughs, teacher surveys

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.
2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

We have tried several formats for Monday Professional Development Days as well as opportunities for teachers to work together collaboratively. Our teachers have collaborated with vertical and horizontal teams as well as groups outside of the community through our work with TCRWP, TCICP, and Learning Partners. Our goal is for our teachers to answer above 91% on the key questions that focus on collaboration and professional growth.

The following data that shows our need is from our School Quality Guide feedback from staff around collaboration, growth and teaming:

- 91% of teachers say that teachers are actively trying to improve their teaching.
- 83% of teachers say that teachers are eager to try new ideas.
- 90% of teachers say that their school teachers make a conscious effort to coordinate their teacher with instruction at other grade levels.
- 85% of teachers say that their professional development experiences this year have been sustained and coherent.
- 72% of teachers say that they had the opportunities to work productively with teachers from other schools on professional development.
- 60% of our teachers scored an "Effective" over "Highly Effective" in Danielson’s 4E for Professional Growth and Responsibilities.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase the number of classroom teachers that report that they are eager to try ideas to 88% through: work with teachers on their grade level during Monday PD; participation in vertical teams; opportunities to run their own professional development for peers; planning with their grade level (1, 2, 3, 4) in a 6th prep weekly; and collaboration with teachers from other schools in Learning Partners in order to increase professional collaboration, and expand and share best practices as demonstrated by our Quality School Survey.
Part 3a – 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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>All staff members</td>
<td>September 2018-June 2019</td>
<td>Administration, coach, grade level liaisons</td>
</tr>
<tr>
<td>All staff members</td>
<td>September 2018-June 2019</td>
<td>Administration, LPP team</td>
</tr>
<tr>
<td>All teachers</td>
<td>September 2018-June 2019</td>
<td>Administration, coach</td>
</tr>
</tbody>
</table>

Monday professional development time spent in grade level teams, analyzing data and planning for instruction.

Teachers will have the opportunity to apply and be Model Teachers for PS 230 as a Learning Partner Host school.

Extra common planning time on grade level teams on grades 1, 2, 3, and 4 in order to analyze assessments, plan Tier 2 groupings, and plan for targeted individualized instruction.

3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Collaborative Teachers and strategies to promote teacher-parent/family collaborations in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

The work during the collaboration of teams will be used to design Tuesday Parent Engagement workshops that target the needs seen on a grade level from their time together analyzing work.

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.

- Professional Development from Learning Partners as well as hosting LP schools.

  Staff developers from TCICP.

  - 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 per grade level.

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.
### 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 2019, 100% of staff will have had the opportunity to participate in learning with teachers on their grade level as well as from other schools.
- By February 2019, 100% of staff will have participated in Monday professional development in reading, writing, and math.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

LP host agendas, schedules, agendas from PD, coach meetings and schedule.

**Part 5c.** In February 2019, 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

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school’s strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

In keeping in mind the goals of Effective School Leadership, we will continue the work that we had started during the last three years of implementing Responsive Classroom philosophies and routines. We are expanding the work we are doing around social emotional learning to our acceptance as being a pilot school for the E3 initiative. Equity, Excellence, and Empathy is an initiative supported by the Wallace Foundation and supports the idea of emotional intelligence for all. This work is being done by a planning team from PS 230 over the summer at Yale and the Center for Emotional Intelligence.

We saw a need for this work through the following feedback from staff on the 2017-2018 School Survey:

- 87% of teachers say that adults at their school recognize disruptive behavior as a social-emotional learning opportunity.
- 91% of teachers say that adults at their school teach students the skills they need to regulate their behavior (by focusing their attention, controlling their emotions, or managing their thinking, behavior, and feelings).
- 81% of teachers say that adults at their school have access to school based supports to assist in behavioral and emotional escalations.

Part 2 – Annual Goal

Indicate your school’s 2018-19 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 2019, we will increase the percentage of teachers that report that they teach students how to regulate behavior through social-emotional learning opportunities by 5% through professional development from staff members turn-keying training from Yale University’s 'Center for Emotional Intelligence' as seen through the School Quality Guide Survey.
**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:

- Evidence-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).

<table>
<thead>
<tr>
<th>Activities</th>
<th>Target Group(s)</th>
<th>Timeline</th>
<th>Key Personnel</th>
</tr>
</thead>
<tbody>
<tr>
<td>Three staff members will attend the Center for Emotional Intelligence at Yale University.</td>
<td>Admin, Staff</td>
<td>July 2018</td>
<td>Principal, two other staff members</td>
</tr>
<tr>
<td>Staff members from the conference will work with professional coaches from Yale in order to create and implement a staff PD plan.</td>
<td>Admin, Staff</td>
<td>September 2018-June 2019</td>
<td>Principal, two other staff members</td>
</tr>
<tr>
<td>Administration will deliver professional development and learning from the institute in order to support social emotional intelligence in the staff.</td>
<td>Admin, Staff</td>
<td>September 2018-June 2019</td>
<td>Admin, two other staff members</td>
</tr>
<tr>
<td>Parent meeting on philosophies that can translate between school and home around the work done at the Center for Emotional Intelligence.</td>
<td>All parents</td>
<td>December 2018</td>
<td>Principal</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

How will your school engage parents/families and support their understanding of Effective School Leadership and strategies to promote parent leadership and engagement in order to support their children at home? Include the timeline and identify key personnel responsible for implementation and oversight.

Parents will learn about teacher support and development around the work on Emotional Intelligence (E3 Initiative) and how they too can use it as a parenting tool through monthly newsletters, school website and supporting documents, as well as the parent meeting in December.

### 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.

- Professional texts regarding teaching and learning.
- TRAC for conference to New Haven, CT.
- Per session to staff to plan the professional development plan.

#### Part 4b.
Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
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</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
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 2019, 100% of our staff members will have begun the professional development around Emotional Intelligence through the professional development plan developed at the Yale conference and with the coaches from the Center.

Part 5b. Indicate the specific instrument of measure that is used to assess progress.

Review of online tracking document to align goals to professional development.

Review of mid-year observations and how they align to professional goals.

Part 5c. In February 2019, 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**

Briefly summarize your needs assessment by answering each question below using the most current summative and formative data trends relative to this Framework element. For example, data sources should include but are not limited to the Quality Review, NYSED School Report Card, NYC School Quality Guide, NYC School Survey, etc. Number responses accordingly.

1. What are the school's strengths relative to this Framework element? Indicate the data trends, source and year.

2. What is the priority need(s) that will be addressed in the goal and action plan for this Framework element? Indicate the data trends, source and year.

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 most recent Quality Review report listed us Well Developed in the areas of establishing a culture for learning that is communicated to parents. We are well attended at our cultural and school events. During the 2017-2018 school year, our partnership ended with Learning Partners and the wealth of volunteers it brought into the community when they went out of business. They had background checked, vetted, and trained all of our volunteers. In understanding and adhering to the Chancellor’s Regulation on volunteering and security of children, we had a Parent Volunteer Committee form through our SLT.

This committee came up with recommendations to implement for the 2018-2019 school year. We can see the immediate need for this from the feedback from our School Quality Guide where parents stated that:

- 75% of families say that they have had the opportunity to volunteer time to support their school.
- 90% of families say that they get opportunities to visit their child's classroom, such as observing instruction or participating in an activity with their child.

**Part 2 – Annual Goal**

Indicate your school’s 2018-19 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 2019, we will increase the percentage of parents that say that they have had an opportunity to volunteer time to support their school by 5% as seen through the parent survey of the School Quality Guide.
### Part 3a – 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:

- Evidence-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., under/over-credited, SIFE, STH).

<table>
<thead>
<tr>
<th>Activities/Strategies</th>
<th>Target Group(s) Who will be targeted?</th>
<th>Timeline What is the start and end date?</th>
<th>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</th>
</tr>
</thead>
<tbody>
<tr>
<td>The parent coordinator will design a parent volunteer form to be distributed per classroom with classroom needs from teachers for families for the 2018-2019 school year.</td>
<td>Families</td>
<td>September 2018</td>
<td>Parent coordinator, key content staff members, administration</td>
</tr>
<tr>
<td>Admin will collaborate with grade level teams to identify an event that can include family participation every two months.</td>
<td>Staff</td>
<td>September 2018-June 2019</td>
<td>Teachers, administration</td>
</tr>
<tr>
<td>Increase times for families to meet with teachers, through the creation of targeted professional development on topics for parents on Tuesday afternoons, allowing families to have opportunities to support their student at home.</td>
<td>Families, teachers</td>
<td>October 2018-June 2019</td>
<td>Teachers, administration</td>
</tr>
<tr>
<td>Continue and extend number of family-school bridges through multicultural festivals and special events celebrating family cultures in the school.</td>
<td>Families, teachers, community members</td>
<td>September 2018-June 2019</td>
<td>Parent Coordinator, key staff members, administration</td>
</tr>
<tr>
<td>Bi-monthly parent coordinator meeting with administration in order to plan for parent need as seen through parent meetings and communication</td>
<td>Administration and parent coordinator</td>
<td>September 2018-June 2019</td>
<td>Administration</td>
</tr>
</tbody>
</table>

### 3b – Parent and Family Engagement

If any, list the Community Based Organizations or other partnerships that support parent/family and community engagement. Indicate with N/A if not applicable.

Singing Winds, Right at School, BCT, SAYA

### 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.

- Parent coordinator to design survey for parents around volunteering opportunities.
- Teachers to plan for open classroom 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.
<table>
<thead>
<tr>
<th>Tax Levy</th>
<th>Title I SWP</th>
<th>Title I TA</th>
<th>Title II, Part A</th>
<th>Title III, Part A</th>
<th>Title III, Immigrant</th>
</tr>
</thead>
<tbody>
<tr>
<td>C4E</td>
<td>21st Century Grant</td>
<td>SIG</td>
<td>PTA Funded</td>
<td>In Kind</td>
<td>Other</td>
</tr>
</tbody>
</table>

**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 2019, at 100% of families would have had the opportunity to volunteer and attend an event in their child's classroom.

**Part 5b.** Indicate the specific instrument of measure that is used to assess progress.

Parent attendance reports from Parent Coordinator.

**Part 5c.** In **February 2019**, 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.

<table>
<thead>
<tr>
<th>Type of Academic Intervention Service (AIS)</th>
<th>Criteria for determining AIS services (For additional guidance, refer to <a href="#">NYSED’s memo</a>.)</th>
<th>Type of program or strategy (e.g. repeated readings, interactive writings, etc.)</th>
<th>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</th>
<th>When the service is provided (e.g. during the school day, before or after school, etc.)</th>
</tr>
</thead>
</table>
| **English Language Arts (ELA)**           | ● Benchmark assessments  
● Formal and informal assessments  
● Teacher recommendation to CARE team | ● Guided Reading  
● Word Study: Fundations  
● 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 | ● One-to-one  
● Whole & small group  
● Push-in model of ENL 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) | ● During the school day  
● After school  
● Saturdays |
| **Mathematics**                           | ● Benchmark assessments  
● Formal and informal assessments | ● Context for Learning/Number Strings: develop math concepts with a focus on numeracy & computation | ● One-to-one and small group instruction  
● Push-in model of related service providers | ● During the school day  
● After school  
● Saturdays |
<table>
<thead>
<tr>
<th>Subject</th>
<th>Activities</th>
</tr>
</thead>
</table>
| Science | ● Science benchmark assessments  
● Formal and informal assessments  
● Teacher recommendation to CARE team  
|| ● FOSS small group instruction targeted to need  
● Small group instruction based with a focus on academic language support  |
| Social Studies | ● Social studies benchmark assessments  
● Formal and informal assessments  
● Teacher recommendation to CARE team  |
| ● Guided reading  
● Fascinating Words curriculum component involving explicit instruction in academic/content language objectives  
● Title III programs  |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | ● Teacher recommendation to CARE team  |
| ● Counseling provided by school counselor, psychologist, social worker  
● Social skills groups  | ● One-to-one instruction  
● Small group  
● Push-in model of support  |
|  | ● During the school day  
● After school  |
**Section 7: Support for Students in Temporary Housing (STH)**

**Directions:**
- *All* Title I schools must complete Part A of this section.
- *All* Non-Title I schools must complete Part B of this section.

**Supporting Students in Temporary Housing (STH)**

<table>
<thead>
<tr>
<th>Part A: FOR TITLE I SCHOOLS</th>
<th>166 students are currently identified as STH</th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)</td>
<td>166 students are currently identified as STH</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population.</td>
<td></td>
</tr>
</tbody>
</table>

We provide our STH population with academic support via our Saturday programs in ELA and Science. We provide monthly parent workshops to help parents support their students in ELA and Math. We also provide enrichment afterschool during the week in ELA, Math, and Language support. We buy supplies to ensure that we can provide anything the students need (i.e. backpack, paper, pencils etc...)

<table>
<thead>
<tr>
<th>Part B: FOR NON-TITLE I SCHOOLS</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).</td>
<td>We are title 1, see above</td>
</tr>
<tr>
<td>2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.</td>
<td></td>
</tr>
</tbody>
</table>

We are title 1, see above.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison.
Section 8: 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(s) where the response can be found.
- For additional information, visit the Title I Intranet webpage.

Part 1: Title I Status

<table>
<thead>
<tr>
<th>Schoolwide Program (SWP)</th>
<th>Targeted Assistance (TA) Schools</th>
<th>Non-Title I</th>
</tr>
</thead>
<tbody>
<tr>
<td>X</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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.

All PS 230 staff members meet the highly qualified criteria.

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.

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.

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.

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).

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.
Assistant Principals are involved in monthly professional development through an Assistant Principal group with our BFSC. In addition, the administrative team meets with and participates with our staff developers while they are on-site from TCICP.

The principal participates in District Principal professional development that occurs monthly. The principal is involved in monthly professional development with 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.

| N/A |

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).

| N/A |

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.

- Fundations, which is a phonics program, is introduced in pre-K. Our pre-K teachers use Fundations 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.

<table>
<thead>
<tr>
<th>Program Name</th>
<th>Fund Source (i.e. Federal, State or Local)</th>
<th>Funding Amount (Refer to Galaxy for school allocation amounts)</th>
<th>Place an (X) in Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated.</th>
<th>Column A Section Reference(s)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Title I Part A (Basic)</td>
<td>Federal</td>
<td>773,389.00</td>
<td>x</td>
<td>5a,b,c,d,e</td>
</tr>
<tr>
<td>Title II, Part A</td>
<td>Federal</td>
<td>242,902.00</td>
<td>x</td>
<td>5 a,b,c,d,e</td>
</tr>
<tr>
<td>Title III, Part A</td>
<td>Federal</td>
<td>46,696.00</td>
<td>x</td>
<td>5 a,c,d</td>
</tr>
<tr>
<td>Title III, Immigrant</td>
<td>Federal</td>
<td>0</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Tax Levy (FSF)</td>
<td>Local</td>
<td>6,533,614.00</td>
<td>x</td>
<td>5 a,b,c,d,e</td>
</tr>
</tbody>
</table>

1Explanation/Background:

2018-19 CEP
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—so long as the use of funds meets the intent and purposes of the programs from which the funds originate. 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.

The 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 and Family Engagement 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 and Family Engagement Policy and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: Title I schools are required to establish a Title I parent committee that will serve as the consultative and representative body for all Title I parents in the school regarding the Title I program. The Title I parent committee will participate with the School Leadership Team (SLT) in the joint review, planning, and improvement of the school's Title I program. All Title I schools are required to have a Title I Parent Representative or Parent Advisory Council Chairperson that develops a Parent and Family Engagement Policy in collaboration with the School Leadership Team that meets the parental involvement requirements of Title I. The Parent and Family Engagement Policy 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 Parent and Family Engagement Policy that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's Parent and Family Engagement Policy should align with current S/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 Representative or Parent Advisory Council Chairperson is encouraged to use the sample Parent and Family Engagement and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

<table>
<thead>
<tr>
<th>Parent and Family Engagement Policy</th>
</tr>
</thead>
<tbody>
<tr>
<td>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. P.S. 230, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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.</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Support for Parents and Family Members of Title I Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>PS 230 will support parents and families of Title I students by:</td>
</tr>
<tr>
<td>● providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math, and use of technology;</td>
</tr>
<tr>
<td>● 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;</td>
</tr>
<tr>
<td>● fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;</td>
</tr>
<tr>
<td>● providing assistance to parents in understanding City, State and Federal standards and assessments;</td>
</tr>
<tr>
<td>● sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;</td>
</tr>
</tbody>
</table>
● 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;

<table>
<thead>
<tr>
<th>Parental Involvement and School Quality</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
</tr>
</tbody>
</table>

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., ESSA/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 1 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 Elementary and Secondary (ESSA) 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;

Encouraging School-Level Parental Involvement
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)
PS 230, in compliance with the Section 1118 of Title I, Part A of the Every Student Succeeds Act (ESSA), 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: High Quality Curriculum
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 Elementary and Secondary (ESSA) Act.

### I. School Responsibilities: Supporting Home-School Relationships

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;

### I. School Responsibilities: Providing Parents Reasonable Access to Staff

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;
I. School Responsibilities: Providing General Support to Parents

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 Title I requirement for Every Student Succeeds Act (ESSA) 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

**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 2018-19 SY

Directions: Title III supplemental services for ELLs must include all of the following three components:

1. **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.

2. **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.

3. **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. Any updates or revisions to this plan must be made through the iPlan portal by June 30.

### Part A: School Information

<table>
<thead>
<tr>
<th>Name of School:</th>
<th>DBN:</th>
</tr>
</thead>
<tbody>
<tr>
<td>This school is (check one):</td>
<td></td>
</tr>
<tr>
<td>conceptually consolidated (skip part E below)</td>
<td></td>
</tr>
<tr>
<td>NOT conceptually consolidated (must complete part E below)</td>
<td></td>
</tr>
</tbody>
</table>

### Part B: Direct Instruction Supplemental Program Information

<table>
<thead>
<tr>
<th>The direct instruction component of the program will consist of (check all that apply):</th>
<th></th>
</tr>
</thead>
<tbody>
<tr>
<td>Before school</td>
<td>After school</td>
</tr>
<tr>
<td>Saturday academy</td>
<td></td>
</tr>
</tbody>
</table>

| Total # of ELLs to be served: | |
| Grades to be served by this program (check all that apply): | |
| K | 1 | 2 | 3 | 4 | 5 |
| 6 | 7 | 8 | 9 | 10 | 11 | 12 |

| Total # of teachers in this program: | |
| # of certified ESL/Bilingual teachers: | |
| # of content area teachers: | |
Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the
- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here: 

Program #1: Grades 4 and 5 Computer-Based Research and Technology

Purpose and Rationale:
Students will conduct an inquiry-based research project around essential questions for a Social Studies unit of study. Through the use of technology, our ENL students will create a power point presentation that supports themes, concepts, and vocabulary from the unit. In grade 4, the focus will be Native Americans (Iroquois) and grade 5 will focus on European explorers. Students will learn how to appropriately use the Internet to conduct their investigations. They will create a list of research questions and seek answers to these questions by using online sources. Teachers will instruct students on how to navigate different websites for important and useful information. Students will become proficient in strategies for investigations.
Participation in the program will equip our ELL students with the research tools and language models necessary to conduct research projects using a variety of sources. By focusing on Social Studies topics, students will reinforce their understanding of classroom content. An important language goal is for the students to learn the appropriate academic and technical vocabulary inherent in content areas, including familiarity with the structures and organization of non-fiction information found online. In this way, our program will promote the acceleration of academic language and ELL achievement in the content areas. Students will also strengthen their reading and writing skills. As part of the ELL focus on theme based learning, students will use multiple strategies to improve comprehension skills. They will learn how to organize information by importance, pose open ended questions, and interpret information using various note taking strategies. Once their project is complete, students will show their power point presentation to others in their group.

References and Sources:
www.brainpop.com
www.pebblego.com
http://www.bigorrin.org/iroquois_kids.htm
https://www.ducksters.com/history/native_american_iroquois.php
https://www.ducksters.com/biography/explorers/
http://explorers.mrdonn.org/

Target Group:
The target group is 36 Expanding ENL students in grades 4 and 5 who have not reached proficiency on reading and writing on the NYSESLAT, as indicated by the EDAT (ELL Data Analysis Tool).

Schedule and Duration:
The program will run twice a week on Wednesdays and Thursdays from 2:45pm - 4:15pm for 6 weeks on October 17, 18, 24, 25, November 1, 7, 8, 14, 21, 28, 29, and December 5, 2018.

Language of Instruction: English

Number and Types of Certified Teachers:
There will be three teachers (ENL and/or Common Branch certified). We will have three classes with one teacher per group of 12 students.

Materials:
Part B: Direct Instruction Supplemental Program Information

- Chrome books
- Pocket folders
- Chart paper
- Markers
- Notebooks

Teachers will be provided an attendance folder of the children in their group and will be expected to maintain accurate attendance records.

Program notifications will be sent home in the parents’ preferred language informing them that their child was chosen to participate in the program.

Program #2: Grade 1 - 5 Guided Reading After-School Program

Purpose and Rationale:
The purpose of the Guided Reading After-School program is to help our ELL students become independent, strategic readers. When we understand and notice children’s reading behaviors, we can support them and give them exactly what they need to move forward. 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, anecdotal records and the EDAT (ELL Data Analysis Tool). 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. word attack skills, comprehension strategies, academic language, complex text structures, etc.

Teachers will follow 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 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://ww.readwritethink.org/professional-development/strategy-guides/

Target Group:
The target group is 60 ENL students in grades 1-5 who are below reading level and are having difficulty moving to the next reading level as indicated by their running records, reading profiles and by the EDAT (ELL Data Analysis Tool).

Schedule and Duration:
This program will run Wednesdays and Thursdays from 2:45 pm - 4:15 pm on January 9, 10, 16, 17, 23, 24, 30, 31, February 6, 7, 13 and February 14, 2019.

Language of Instruction: English

Number and Types of Certified Teachers:
There will be 10 teachers: 5 licensed ENL teachers and 5 common branch teachers. We will have five classes with one ENL teacher and one common branch teacher per group of 12 students. Teachers will provide direct instruction by team teaching and flexible grouping.

Materials:
Guided Reading leveled sets and student magazines
Chart Paper
Notebooks
Pencils/pens
Markers
Folders
Copy paper
Index cards
Metal rings
Part B: Direct Instruction Supplemental Program Information

Printer ink
Teachers will be provided an attendance folder of the children in their group and will be expected to maintain accurate attendance records.
Program notifications will be sent home in the parents' preferred language informing them that their child was chosen to participate in the program.

Program #3: Reader's Theater Creative Drama After-School Program
Purpose and Rationale:
In the ENL Reader's Theater Creative Drama After-School Program, students will have the opportunity to develop fluency and further enhance their reading comprehension. The purpose of this program is to develop fluency through multiple readings of a text by using expressiveness, intonation and inflection when rehearsing the text. Teachers will model and highlight strategies for deciphering academic vocabulary and phrasing (collocations) as students engage in close reading of content area texts. With the teacher's support, students will read 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/readerstheatre-172/

Target Group
The target group is 48 ENL students in 4th and 5th grade who have not made progress on the NYSESLAT as indicated by the EDAT(ELL Data Analysis Tool).

Schedule and duration:
The program will run twice a week on Wednesdays and Thursdays from 2:45pm-4:15pm on March 6, 7, 13, 20, 21, 27, 28, April 3, 4, 10, 11 and April 17, 2019.

Language of Instruction: English

Number and Types of Certified Teachers:
We will have 4 teachers: 2 licensed ENL teachers and 2 common branch teachers. We will have two classes with one ENL teacher and one common branch teacher per group of 12 students. Teachers will provide direct instruction by team teaching and flexible grouping.

Materials:
New titles of Readers' Theater Sets
Highlighters (various colors)
Elmo
Markers
Copy paper
Digital voice recorder

Teachers will be provided an attendance folder of the children in their group and will be expected to maintain accurate attendance records.
Program notifications will be sent home in the parents' preferred language informing them that their child was chosen to participate in the program.

Program #4: Grades K and 1 Reading and Writing Poetry After-School Program
[“Poetry in Motion”]
Purpose and Rationale:
Poetry plays a critical role in literacy development. It offers a wonderful opportunity to support our ELLs with their reading, writing, speaking and listening skills. In addition, poetry helps to develop fluency and reading comprehension. The opportunity to discover and learn rhythm and rhyme patterns help in the development of oral language skills. In this program the students
Part B: Direct Instruction Supplemental Program Information

will talk about the similarities and differences between poems and stories, have an opportunity to read poems aloud (shared reading), illustrate the poems and write their own poems.

Target Group:
The target group is 24 ENL students in grades K and 1 who demonstrate a need for oral language, vocabulary, reading and writing development, specifically high and medium at-risk students, as indicated by the EDAT (ELL Data Analysis Tool).

Schedule and Duration:
The program will run twice a week on Wednesdays and Thursdays from 2:45pm-4:15pm on the following dates:
May 1, 2, 8, 9, 15, 16, 22, 23, 29, 30, June 5, and June 12, 2019.

Language of Instruction: English

Number and Types of Certified Teachers:
We will have 4 Teachers: 2 Licensed ENL teachers and 2 common branch teachers. We will have two classes with one ENL teacher and one common branch teacher per group of 12 students. Teachers will provide direct instruction by team teaching and flexible grouping.

Materials:
Highlighters (various colors)
Clip boards
Printer ink
Copy Paper
Markers
Index cards
Digital voice recorder
Card stock
Sheet protectors
Binders

Teachers will be provided an attendance folder of the children in their group and will be expected to maintain accurate attendance records.

Program notifications will be sent home in the parents' preferred language informing them that their child was chosen to participate in the program.

Part C: Professional Development

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

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

Begin description here: ______

Professional Development

Rationale:
Part C: Professional Development

In order to best support the participating teachers in the Title III Programs who are responsible for the delivery of instruction and services to ELLs, professional development sessions will be provided by pivotal members of the P.S. 230 community. These sessions will be held in Room 208 in the Upper School building.

Teachers to receive training:
All teachers with ENL, Common Branch or Special Education licenses that are responsible for the delivery of instruction and services to ELLs during the Title III programs will participate.

Descriptions and Rationales:
Program #1: Grades 4 and 5 Computer - Based Research and Technology PD
The Computer-Based Research and Technology PD will give teachers the opportunity to plan effective research lessons to develop how to navigate different websites for important and useful information. The PD will also give teachers the opportunity to plan lessons that teach how to organize the information, pose open ended questions, and interpret information using various note taking strategies.
Facilitator: Kelly Connolly, Technology Teacher; Mary Murphy, Literacy Coach
Date: October 10, 2018; 2:45pm-4:45pm

Program #2: Grade 1-5 Guided Reading After-School Program PD
The Grade 1-5 Guided Reading After-School Program PD will focus on best practices for structuring reading groups, scaffolding reading strategies and designing activities that foster independence by building on student strengths.
Facilitator: Mary Murphy, Literacy Coach
Date: January 3, 2019; 2:45 pm - 4:45 pm

Program #3: Reader's Theater Creative Drama After-School Program PD
The Reader's Theater Creative Drama After-School Program PD will focus on how to use creative drama to develop fluency and word consciousness. Teachers will learn how to incorporate ELL methodologies such as TPR, contextualizing and multiple forms of text representation.
Facilitator: Mary Jacob-Alex, Assistant Principal
Date: February 28, 2019; 2:45pm - 4:45pm

Program #4: Grades K and 1 Reading and Writing Poetry After-School Program
[“Poetry in Motion”] PD
The Grades K and 1 Reading and Writing Poetry After-School Program PD will give teachers the opportunity to plan effective poetry lessons using ENL methodologies and UDL strategies to develop and support ENL students with their decoding, fluency and reading comprehensions skills.
Facilitator: Mary Jacob-Alex, Assistant Principal
Date: April 17, 2019; 2:45pm-4:45pm
## 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: ____**

**ENL Workshops for Parent Engagement:**

**Workshop #1: P.S. 230 101**

**Rationale:**

The purpose of the "PS 230 101" workshop is to provide an opportunity for families to receive information about PS 230's school procedures and events. Families will receive information regarding important people to contact based on student concern (counselor, parent coordinator). School drop off and pick up locations and expectations will be addressed. Families will learn about how to call their student's absence in and contacting their student's teacher through email or phone. The translation feature of our school website will be demonstrated. Families will have an opportunity to engage with our translation headsets to better understand information being communicated.

**Target Group:** All parents/caregivers of ENL students in Grades K-5

**Schedule and Duration:**

Two sessions: September 25, 2018 at 8:30 am

Topics to be covered: School building procedures, teacher/staff contact/communication, translation opportunities,

Name of Provider: ENL team

**Notifying Parents:** Parent invitations will be sent home in parents' preferred languages. Follow up phone calls will be made in the parents' preferred language.

Parents will sign an Attendance sheet, which will be filed in our Compliance Binder. We will also file the workshop agenda in the Compliance Binder.

Each ENL teacher will be paid a total of two hours per session for preparation.

**Workshop #2: Technology Resources**

**Rationale:**

The purpose of the "Technology Resources" parent workshop will be to communicate the school purchased and free online resources that support the classroom content learning. This will provide an opportunity for families to understand the connection between classroom learning and online resources that strengthen skills and strategies in all areas of learning. Families will be provided with a list of online resources that require a student login or school code. A demonstration of resources and a discussion of the content will occur through ENL staff displaying a Powerpoint with sites. Families will have an opportunity to ask questions regarding device concerns and navigation of websites.

**Target Group:** All parents/caregivers of ENL students in Grades K-5

**Schedule and Duration:**

Two sessions: October 23, 2018 at 8:30am

Topics to be covered: computer based learning, online resources, school and home learning connection, device concerns and navigation

Name of Provider: ENL team

**Notifying Parents:** Parent invitations will be sent home in parents' preferred languages. Follow up phone calls will be made in the parents' preferred language.
Part D: Parental Engagement Activities

Parents will sign an Attendance sheet, which will be filed in our Compliance Binder. We will also file the workshop agenda in the Compliance Binder. Each ENL teacher will be paid a total of two hours per session for preparation.

Workshop #3: Learning English as a Family
Rationale: The purpose of "Learning English as a Family" workshop will be to communicate the importance of literacy and language development in the home. ENL staff will provide families with resources and activities that can provide language instruction for the entire family while being highly engaging. Some activities will include vocabulary games, online reading resources and community resources such as the public library. Families will have an opportunity to address concerns or questions they have regarding language development.

Target Group: All parents/caregivers of ENL students in Grades K-5
Schedule and Duration:
Two sessions: January 29, 2019 at 8:30am
Topics to be covered: vocabulary games, reading resources, importance of literacy, community resources
Name of Provider: ENL team
Notifying Parents: Parent invitations will be sent home in parents' preferred languages. Follow up phone calls will be made in the parents' preferred language.
Parents will sign an Attendance sheet, which will be filed in our Compliance Binder. We will also file the workshop agenda in the Compliance Binder. Each ENL teacher will be paid a total of two hours per session for preparation.

Workshop #4: Understanding the NYSESLAT
Rationale: The purpose of this program is to guide parents to better understand their children’s NYSESLAT scores and their proficiency levels and use this knowledge to support the language needs of their children. Parents will participate in workshops explaining the four modalities (speaking, listening, reading and writing) and ways to support their children at home.

Target Group: All parents/caregivers of ENL students in Grades K-5
Schedule and Duration:
Two sessions: March 19, 2019 at 8:30am
Topics to be covered: ENL instructional levels, testing strategies, NY State requirements, assisting students at home
Name of Provider: ENL team
Notifying Parents: Parent invitations will be sent home in parents' preferred languages. Follow up phone calls will be made in the parents' preferred language.
Parents will sign an Attendance sheet, which will be filed in our Compliance Binder. We will also file the workshop agenda in the Compliance Binder. Each ENL teacher will be paid a total of two hours per session for preparation.

Workshop #5: Get Ready for Summer
Rationale: This purpose of this program is to guide parents on the many summer activities available for families in Brooklyn, many of which are free. The workshop will also feature a visit from the Windsor Terrace librarian. She will explain the summer reading programs available in the library. In addition, parents will be guided on how to support their children in reading and writing over the summer vacation.

Target Group: All parents/caregivers of ENL students in Grades K-5
Schedule and Duration:
Two sessions: June 18, 2019 at 8:30am
### Part D: Parental Engagement Activities

Topics to be covered: learning resources, importance of maintaining literacy level, community resources
Name of Provider: ENL team
Notifying Parents: Parent invitations will be sent home in parents' preferred languages. Follow up phone calls will be made in the parents' preferred language.
Parents will sign an Attendance sheet, which will be filed in our Compliance Binder. We will also file the workshop agenda in the Compliance Binder.
Each ENL teacher will be paid a total of two hours per session for preparation.

### Part E: Budget

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

<table>
<thead>
<tr>
<th>Allocation Amount: $___</th>
</tr>
</thead>
</table>

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
<tr>
<td>Professional salaries (schools must account for fringe benefits)</td>
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<td></td>
</tr>
<tr>
<td>1. Per session</td>
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<td></td>
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<tr>
<td>2. Per diem</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Purchased services</td>
<td></td>
<td></td>
</tr>
<tr>
<td>1. High quality staff and curriculum development contracts.</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Supplies and materials</td>
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<td></td>
</tr>
<tr>
<td>2. Must be supplemental.</td>
<td></td>
<td></td>
</tr>
<tr>
<td>3. Additional curricula, instructional materials.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>
**Part E: Budget**

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

<table>
<thead>
<tr>
<th>Budget Category</th>
<th>Budgeted Amount</th>
<th>Explanation of expenditures in this category as it relates to the program narrative for this title.</th>
</tr>
</thead>
<tbody>
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<td>Educational Software (Object Code 199)</td>
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</tr>
<tr>
<td>Travel</td>
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<td></td>
</tr>
<tr>
<td>Other</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td></td>
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</tr>
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</table>

Allocation Amount: $______
DIVISION OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2017-18 AND 2018-19 SCHOOL YEAR

DIRECTIONS: This submission form supports schools with organizing and describing 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 the services of ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Agendas, minutes of LAP meetings, and LAP team members’ attendance at meetings should be kept readily available on file in the school. When preparing your school’s submission, provide extended responses in the available spaces. For additional information, refer to the English Language Learner Policy & Reference Guide.

Part I: School ELL Profile

A. School Information

<table>
<thead>
<tr>
<th>District</th>
<th>Borough</th>
<th>School Number</th>
</tr>
</thead>
<tbody>
<tr>
<td>15</td>
<td>Brooklyn</td>
<td>230</td>
</tr>
</tbody>
</table>

| 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.

<table>
<thead>
<tr>
<th>Principal</th>
<th>Maria Della Ragione</th>
</tr>
</thead>
<tbody>
<tr>
<td>Assistant Principal</td>
<td>Mary Jacob-Alex</td>
</tr>
<tr>
<td>Coach</td>
<td>Lauren O'Neill</td>
</tr>
<tr>
<td>Coach</td>
<td>N/A</td>
</tr>
<tr>
<td>ENL (English as a New Language)/Bilingual Teacher</td>
<td>Adriana DiScipio</td>
</tr>
<tr>
<td>School Counselor</td>
<td>Anselm Scrubb</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Diane Carlesi</td>
</tr>
<tr>
<td>Parent</td>
<td>Tara Schad</td>
</tr>
<tr>
<td>Teacher/Subject Area</td>
<td>Laura Birchfield</td>
</tr>
<tr>
<td>Parent Coordinator</td>
<td>Jill Reinier</td>
</tr>
<tr>
<td>Related-Service Provider</td>
<td>Lisa Bradley</td>
</tr>
<tr>
<td>Field Support Center Staff Member</td>
<td>Tatyana Ulubabova</td>
</tr>
<tr>
<td>Superintendent</td>
<td>Anita Skop</td>
</tr>
<tr>
<td>Other (Name and Title)</td>
<td>Kathleen Drain, AP</td>
</tr>
</tbody>
</table>

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 | 12 |
| Number of certified bilingual teachers not currently teaching in a bilingual program | 0 |
| Number of teachers who hold both content area/common branch and TESOL certification | 6 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 1 |
| 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 not 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] | 0 |
| Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| Total number of students in school (excluding pre-K) | 1170 |
| Total number of ELLs | 326 |
| ELLs as share of total student population (%) | 27.86% |
Part II: ELL Demographics

A. ELL Programs

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

<table>
<thead>
<tr>
<th>Grade</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
</tr>
</thead>
</table>

This school offers (check all that apply):

- Transitional bilingual education program (TBE) Yes No
- Dual language program (DL) Yes No
- Freestanding ENL Yes No

If yes, indicate language(s):
- Spanish

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. TBE=transitional bilingual education; DL=dual language.

<table>
<thead>
<tr>
<th>Program</th>
<th>Lang.</th>
<th>School Year Opened</th>
<th>K</th>
<th>1</th>
<th>2</th>
<th>3</th>
<th>4</th>
<th>5</th>
<th>6</th>
<th>7</th>
<th>8</th>
<th>9</th>
<th>10</th>
<th>11</th>
<th>12</th>
<th>Tot #</th>
</tr>
</thead>
<tbody>
<tr>
<td>TBE</td>
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<td>0</td>
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<td>TBE</td>
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<tr>
<td>DL</td>
<td>Span</td>
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<td>DL</td>
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<td>25</td>
</tr>
</tbody>
</table>

Part III: Assessment Analysis

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

1. What formative assessments or curriculum-embedded assessments (e.g., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments) are being used to guide instructional planning for your ELLs?

   P.S. 230 uses a variety of tools and resources throughout the year to assess the needs of our students, including our ELLs.

   Students are assessed in reading using the Fountas and Pinnell Benchmark Assessment System. Through the use of running records and comprehension questions, teachers are able to identify a student's independent and instructional reading level and differentiate instruction based on the students' abilities.

   In order to develop early literacy skills, such as phonemic awareness, spelling strategies, vocabulary development, word attack and comprehension skills, teachers use a systematic phonics program called Fundations in grades K-3 and Wilson in grades 3-5.

   We also use assessments and rubrics from the TCRWP curriculum to assess the early literacy skills of our students, including our ELLs.
To assess writing, P.S. 230 administers a pre and post on demand writing assessment in grades K-5 throughout the school year. Students also publish writing pieces aligned to the TC writing units.

P.S. 230 uses Investigations in Number, Space and Data (TERC) math curriculum. Assessments are embedded throughout the units. In addition, fluency quizzes are administered to ensure students are memorizing their math facts.

P.S. 230 also uses the Multilingual Literacy SIFE Screener (MLS) for the identification of SIFE students. We analyze the data and use it to guide instructional planning for our ELLs.

Checklists, rubrics, and conference notes are kept to track students’ progress in all academic and content areas. These assessments are used to set goals for students' growth in reading, writing, and math.

Using formative data gathered in individual reading, writing and math conferences, students are placed into flexible small groups designed to meet comprehension, fluency, writing, or math goals made for each student.

2. What structures do you have in place to support this effort?
   In order to support this effort, each classroom has the Fountas and Pinnell Benchmark Assessment System, TC Units of Study in Reading and Writing, and the complete TERC Investigations curriculum. All classroom teachers have a Reading Profile folder in which to record the independent reading levels of each student in their class, which shows the student’s progress throughout the school year. The running records, as well as the reading profile, is made available to the ENL teachers. Classroom teachers, along with ENL Providers, analyze the running records in order to guide instruction. Grade level supervisors also collect and analyze the data throughout the year as well. During grade level meetings and Tuesday Extended Time, classroom teachers and ENL Providers meet to review student assessments and share conference notes and noticings to develop ongoing instruction for the ELL students.

3. What summative assessments or baseline/benchmark assessments (e.g., NYC performance Tasks, Performance Series, ELL Periodic Assessment, HLA Assessment) are being used to identify baseline, progress and areas of need?
   In addition to Fountas and Pinnell Running Records, some grades administer NYC writing performance tasks and/or Math Tasks to students in September to identify baseline, progress and areas of need. 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 state exams, such as the NYSESLAT, ELA, and Math to see how our ELLs are performing. We can then use this information to inform curricular decisions. We understand that our ELL model of instruction must be revisited and evaluated annually to address the needs of our dynamic population. Our curriculum reflects both language and content goals that our ELLs need to meet in order achieve academic success. Finally, we strive to maintain a teaching and learning environment where language and cultural diversity is not only valued, but also viewed as a strength.

4. What structures do you have in place to address interventions once the summative data has been gathered?
   Once the summative data has been gathered, the information is used to set goals for students’ growth in reading, writing, and math. In addition, we use formative data gathered in individual reading, writing, and math conferences. Students are then placed in small, flexible groups designed to meet their individual needs like letter/sound recognition, decoding, comprehension, fluency, grammar, spelling, and skills needed during the writing process. Some small math groups may include number recognition, counting, addition, subtraction, multiplication and division computation skills, as well as solving word problems. Many of our Ells are also invited to attend before school, 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, 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
5. How does your school use 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. What outcome assessments (e.g., NYSELAT, ELA, Math, Regents) data are used to evaluate and inform your ELL programs? ([Refer to the ELL Data Analysis Tool and RLAT from ATS].) We analyze data from the NYSESLAT, as well as the ELA and Math exams, to see how our ELLs are performing on state assessments. We can then use this information to inform curricular decisions. 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. According to the NYSESLAT and ELA Comparison for 15K230 report from the ELL Data Analysis Tool (EDAT), the majority of our ELLs scored either a 1 or a 2 on the 2017 ELA exam. In addition, according to the NYSESLAT and Math Comparison for 15K230 report from the ELL Data Analysis Tool (EDAT), the majority of our ELLs also scored either a 1 or a 2 on the 2017 Math exam. The Data Anaysis for 15K230 Based on Spring 2017 NYSESLAT revealed that 15% of our ELL students scored at the Commanding proficiency level with an additional 5 students scoring a 3 or 4 on the ELA exam and Expanding on the NYSESLAT. This report also tracked NYSESLAT progress, indicating that 90 students advanced 1 proficiency level, 13 students advanced 2 proficiency levels, 1 student advanced 3 proficiency levels, 123 students remained at the same proficiency level, and 16 students regressed 1 proficiency level. According to the Number of NYSESLAT Test Takers and Modalities of Strength report, we noticed that students in grades 1 - 4 overall scored highest in the speaking modality. However, Kindergarten students scored highest in Reading. The majority of ELLs performed the lowest in the Listening modality. According to the At-Risk Level Comparison for 15K230 chart, the largest amount of ELLs (103) fall in the lowest At-Risk level. Looking at this data, we noticed that as each At-Risk level increases, the amount of students decreases. The lowest amount of ELLs (7) fall in the highest At-Risk level. The cumulation of this data helps inform our ELL programs. Based on this data, our Title III programs will include opportunities for the most at risk students to participate in activities that include guided reading, shared reading, poetry, reader’s theater, and word work. A listening component will be added to some of these programs. There will also be a program that strengthens and supports mathematical skills. This data was analyzed by all ENL providers and shared with classroom teachers so that they can collaboratively plan and develop lessons that differentiate instruction.

7. What structures do you have in place to disseminate these findings in order to make adjustments to your programs? Once the NYSESLAT, ELA and Math results have been analyzed, we create tables/graphs that describe our findings. We address students’ progress and areas of need. The findings are discussed at Faculty meetings. Individual grades meet with Administration and our coach to plan for instruction. Each grade level meets regularly with their ENL providers to plan for instruction to meet the needs of all our students. Our ENL teachers share the data from the NYSESLAT with classroom teachers in order to make informed curricula decisions. In addition, the entire school staff is dedicated to analyzing this data during a portion of our Monday Professional Development.
### 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 is divided between 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 six to eight 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, with 3 additional self-contained special education bridge classrooms. Upper grades are grouped heterogeneously and receive both integrated and stand alone instruction. In fifth grade, we have fully integrated a departmentalized model for general education and ICT classrooms. For the 2017-2018 school year, there will be six classrooms, (2 cohorts of 3 classrooms) participating in this model. There will be 2 content specialists for each subject area: 2 writing teachers, 2 reading teachers, and 2 math teachers. One cohort includes a full time ENL certified teacher and the other cohort includes an ENL provider.

   **b. TBE program. If applicable.**
   
   Paste response to questions here:

   **c. DL program. If applicable.**
   
   In September of 2017, we started our first Dual Language Spanish program in Kindergarten. The goal of our program is to create an environment where students will have linguistic and cultural competence in English and Spanish. We will be employing a simultaneous literacy instruction model, with 50/50 language allocation that divides the language of instruction by content area as well as by time. Content areas such as reading, writing, math, and word study are taught both in English and Spanish. One week, English is used 3 times a week and Spanish is used 2 days a week. The following week, Spanish is used 3 times a week and English is used 2 times a week.

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 September of 2017, we started our first Dual Language Spanish program in Kindergarten. The goal of our program is to create an environment where students will have linguistic and cultural competence in English and Spanish. We will be employing a simultaneous literacy instruction model, with 50/50 language allocation that divides the language of instruction by content area as well as by time. 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 between 180 minutes to 360 minutes a week of ENL instruction. 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:

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

Social Studies and Science
Our school has purchased the NYCDOE Passport to Social Studies Units of Study for all grades and many of the supplementary materials that accompany them. These units include supports for all learners and will serve as our primary curriculum for Social Studies. Teachers identify linguistically challenging material and scaffold instruction with visual aids such as maps, atlases, graphic organizers, learner dictionaries, glossaries, pictures, and online digital media tools 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 TERC Investigations Curriculum, which provides the students with opportunities to learn mathematics through inquiry. Our 5th grade teachers are currently participating in New York City's Algebra for All initiative which provides extensive professional Development opportunities for teachers. Through the Algebra for All training, students will leave PS 230 with a solid foundation in mathematical reasoning and pre-algebraic thinking that will enable them to be successful math students in middle school and high school.

All of our English Language Learners are invited to "mathematize" initially in their own informal ways, giving ELLs opportunities to develop expressive language proficiency when talking about mathematical concepts. 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 to look deeply at "big ideas" in mathematics and identify the language demands of investigations. 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 now use the MLS (Multilingual Literacy SIFE Screener) for the Identification of Students with Interrupted/Inconsistent Formal Education in the students' native languages. Reports are generated and shared with classroom teachers in order to utilize the native language as a resource. We also use the Spanish LAB. In the fall, we will start using the BOY/MOY/EOY in our Spanish Dual Language program. We also 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 assessments and parent/student interviews, 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 native language. We train them to use bilingual glossaries so that they are comfortable
5. 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:

b) Plan for Newcomers
When a new student is registered in our school, we provide several supports to facilitate their transition. 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:

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 Leveled Literacy 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:

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:

e) Plan for Former ELLs
Students who are former ELLs receive additional support in the classroom from ENL teachers. They will receive 90 minutes a week of integrated ENL instruction 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.
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

Our school ensures that all ELL-SWDs receive appropriate ENL instruction and their mandated services. ENL teachers review student's IEPs 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 and educational games. Technology is also utilized, for example, laptop accessibility, web-based programs (X-tra Math.org, Imagine Learning, First in Math, Read&Write for Google), interactive programs available on Smartboard technology, and the use of document readers/projectors. We assess students' progress with Fountas and Pinnell reading assessments and intervention kits. In addition we provide teachers and students in our dual language program with TERC curricula, materials, and resources in Spanish.

Our ENL 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, using multimedia resources, collections of themed books, fiction and non-fiction picture books, graphic organizers, charts with visuals and models of writing tasks, bilingual materials and varied pacing for different learners. The learning 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 learning products and output by offering students different formats in which to demonstrate their understanding. 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 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 Fundations for grades K, 1, 2, and 3, Wilson for grades 4 and 5, and Imagine Learning for grades K-5. 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 read IEPs so they are familiar with students’ goals and make instructional accommodations according to the students’ learning needs.

Our policy for special needs students also includes:

7. 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 SWDs 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 both the upper and lower grades, some individual special education students are mainstreamed for specific content areas. The special education teacher and the general education teacher, along with the ENL teacher, create lessons and activities to meet the needs of these 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 ELL-SWDs 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.
8. 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 on 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 Fundations and Wilson comprehensive language arts programs. We enhance our existing curriculum with other curricular resources with intervention and investigative learning resources such as Algebra for All, Fountas and Pinnell Leveled Literacy Intervention, Reader’s Theater, Imagine Learning, Purposeful Pairs (fiction/non-fiction texts).

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, interactive 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 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.

9. Based on data and trends, what new programs or improvements will be considered for the upcoming school year?

This year, we have a school wide focus on increasing academic conversations throughout the school day. We are using Academic Conversations by Jeff Zwiers & Marie Crawford as our mentor text. This text identifies core communication skills needed for students to hold productive, academic conversations across content areas. The staff is studying ways to improve critical thinking skills, literacy skills, and academic vocabulary and grammar. In addition, after analyzing the EDAT data and trends, we incorporated First In Math for Grades 4 and 5. This program helps students acquire, reinforce and retain essential math skills. It develops their critical thinking, problem solving, and communication abilities. Also, we created a new Title III program that focuses on poetry incorporating Climb Into a Poem. Poetry is one of our school wide initiatives this year because it builds community, fluency and vocabulary, and opens venues for speaking and listening. Poetry can be accessible for ELLs because they can find ways to express themselves. Finally, we will maintain some of 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.

10. If you had a bilingual program, what was the reason you closed it?

N/A
11. 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 EDAT 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: Music and Movement for grades K and 1, BCT (Brooklyn Children's Theater) for grades 2 and 3, and Arts Connection residency for grades 4 and 5. Additionally, grade 4 receives Mark Morris Dance Company. Saturday programs include Cooking, New York Cares, Robotics, Tennis, Saturday Science and Art. After-school programs include the Garden Club, BCT (Brooklyn Children's Theater) program, 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 draft for more detail).

12. 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 libraries and online learning programs (MYON, Imagine Learning, pebblego.com, brainpop.com) and TC video archives. Students also have access to tablets, Chrome books and laptop computers on each floor in the Upper School. In the Lower School, students have access to computers in our new, state of the art computer lab. 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.

13. How is home language support assessed and delivered in each program model (DL, TBE, and 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. In our Dual Language class, content areas such as reading, writing, math, and word study are taught both in English and Spanish. One week, English is used 3 times a week and Spanish is used 2 days a week. The following week, Spanish is used 3 times a week and English is used 2 times a week. Emergent literacy is taught in both languages depending on the schedule for the week. Both program models provide home language support through the use of bilingual books, bilingual dictionaries and word to word content area glossaries when appropriate. For certain activities, students are grouped according to native language so they can help each other and converse in their home language. At times, school personnel provides support to students, especially to those who are having difficulty with content-related material. Students are given native language support in math, science and social
studies to develop content and language goals in preparation for state exams. During the content area exams, students may simultaneously use English and alternative language editions. For low incidence languages, oral translations may be given when students are taking content area exams. Native language support and grade/age appropriate content is also provided through bilingual checklists, rubrics and glossaries. (See plans for subgroups). Finally, our ENL/Bilingual teachers participate in ongoing professional development.

14. 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 (see #13), voice-to-text applications, guided and shared reading group instruction, small-group foundational reading, math and writing groups based on the students cognitive needs.

15. If your school shares a building (collocation), how do you share resources and/or coordinate efforts to ensure that all of the ELLs' needs (academic, linguistic, socioemotional) are met?

Our school does not share a building with another school.

16. 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, along with our Parent Coordinator, 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), introductions to key staff and other members of the school community and end-of-day debriefing with the ENL teacher. 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:

17. What language electives are offered to ELLs?

P.S. 230 has over 20 different languages represented, of which many are low incident languages. Most instruction in content areas is in English, except for our Kindergarten Dual Language class. However, students occasionally opt for native language testing in the content areas, which is provided. 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. As a result, language electives are not applicable to P.S. 230.

18. 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)?

P.S. 230's Dual Language Program uses a self-contained model. The same teacher provides full-day instruction in English and Spanish, alternating days. Content areas such as reading, writing, math, and word study are taught both in English and Spanish. One week, English is used 3 times a week and Spanish is used 2 days a week. The following week, Spanish is used 3 times a week and English is used 2 times a week. Emergent literacy is taught in both languages depending on schedule for the week.
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 and non-pedagogic staff.) 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?

All K-5 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 literacy. There are two staff developers assigned to P.S. 230. One staff developer works with grades K-2 and the other works with grades 3-5. They are on site for a total of 10 days across the school year. Teachers are selected to work with the staff developers based on both the teacher and student needs. Teachers are also given the opportunity to select TC calendar days based on a topic of their interest or need.

Additionally, teachers are provided professional development by administration, content coaches, and colleagues during Monday afternoon PD time. 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.

The year-long PD calendar for Monday afternoons includes three cycles (4-5 sessions each) of analyzing data for the ELA and Math tests, making instruction plans, and monitoring progress. Additionally every six weeks, PD will be presented based on the mentor text, Academic Conversations by Jeff Zwiers and Marie Crawford.

2. 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.

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?

P.S. 230 provides multiple opportunities for ENL teachers 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 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.

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

At PS 230, we understand that parent involvement is critical to student success. ELL parents are encouraged to be actively involved in the life of our school. During the school year, parents are invited to attend curricular meetings and workshops developed by our ENL team on instructional issues, assessments, and strategies to support children’s academic progress. The parent workshops being offered during the 2017 - 2018 school year are as follows:

Translators are available at all meetings to assist parents and answer any questions. Translation devices are provided for Spanish, Bengali, and Chinese families. Many of our ELL parents participate in Saturday Family Science, which involves interactive, content-based STEM activities for families at every grade level. We also provide several cultural events that welcome families to collaborate and be involved in PTA and school events.

PS 230 has developed partnerships with agencies and community-based organizations, which provide workshops or services to ELL parents such as NYU's Langone Center for Early Childhood Health and Development, CITE (Center for Integrated Teachers’ Education) and The Singing Wings. We also maintain partnerships with several public and private agencies that encourage interactive family literacy opportunities. These include the Brooklyn Public Library, Arts Connection, Brooklyn Children’s Theater, and the Brooklyn Conservatory of Music. During these events and workshops, 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.

Ongoing, effective communication with parents is our number one priority. We will continue to encourage parents to use our school website regularly, which can be translated into over 60 languages. Postings on the website include suggestions on ways to support children’s learning at home as well as how to access community resources, trips, educational media, etc. Parents are kept informed about important dates and school documents through the school website, email blasts, and backpack mail. Parents are also free to stop in to visit the parent coordinator to voice concerns. Our parent coordinator is able to organize events, collaborate with community partners, create and distribute promotional materials, monitor parent involvement, and assess the needs of the families. 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. Feedback from our informal surveys are used to plan for parent involvement activities and strive to revise them as the population evolves.

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:
Part V: ELL Identification Attestation

Principal Certification

In accordance with New York State’s Commissioner’s Regulations Part 154 as outlined and implemented in the New York City’s ELL Policy and Reference Guide, I, Maria Della Ragione, testify that the following ELL identification procedures and activities are adhered to and staff are trained on the following:

1. The ELL Identification Process is completed for each student within 10 school days of enrollment (20 school days for students entering with IEPs).
2. Enrollment status of each newly admitted student is determined
   a. If student has been in NYS public schools within past 2 years, our school contacts previous school to obtain ELL status relevant assessment scores, and proficiency level.
3. The home language of the student is determined by a trained and licensed pedagogue.
   a. The parent completes the Home Language Identification Survey in the parent’s preferred language; translation services are provided by a bilingual staff member, the DOE’s over-the-phone translation services, or an alternative, high quality translation service.
4. Eligibility for the NYSITELL is determined.
   a. If the newly enrolled student is entering with an IEP, the school’s Language Proficiency Team (LPT) recommends eligibility to the principal, who obtains final approval from the superintendent.
5. Student is administered the NYSITELL, if eligible.
6. Parent notification letters are sent to the parent in the parent’s preferred language.
   a. Parent is notified of their child’s ELL status.
7. If the student is identified as an ELL and the student’s home language is Spanish, the student is administered the Spanish LAB.
9. If student is an ELL, parent is invited to the parent orientation meeting.
   a. Parent orientation meeting provides parents with an explanation of each ELL program models offered in NYC; the parent video describing the three programs is presented (in parent’s preferred language); parents are encouraged to ask questions so that they are informed about all ELL programs; translation and interpretation services are provided throughout the meeting.
10. ELL is placed in the ELL program that the parent selected.
    a. If the ELL program that the parent selected is not available, the parent is offered a transfer to a school with that program in accordance with DOE transfer policies.
    b. If the ELL remains in the school, the ELL is placed in English as a new language and our school keeps track of parent choice so that when minimum thresholds are met, we can open the ELL program of choice.
11. Parents are notified that they have 45 days to appeal the ELL status of their child (ELL Reidentification Process).
12. If the ELL Reidentification Process is implemented for any student, the principal reviews the decision of any student whose ELL status was changed because of the ELL Reidentification Process within 6 to 12 months.
## Part VI: LAP Assurances

**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.

<table>
<thead>
<tr>
<th>Name (PRINT)</th>
<th>Title</th>
<th>Signature</th>
<th>Date (mm/dd/yy)</th>
</tr>
</thead>
<tbody>
<tr>
<td>Maria Della Ragione</td>
<td>Principal</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Mary Jacob-Alex</td>
<td>Assistant Principal</td>
<td></td>
<td>6/3017</td>
</tr>
<tr>
<td>Jill Reiner</td>
<td>Parent Coordinator</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Adriana DiScipio</td>
<td>ENL/Bilingual Teacher</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Tara Schad</td>
<td>Parent</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Diane Carlesi</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Lisa Bradley</td>
<td>Teacher/Subject Area</td>
<td></td>
<td>6/30/17</td>
</tr>
<tr>
<td>Lauren O’Neill</td>
<td>Coach</td>
<td>Wanda Acevedo</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Coach</td>
<td>Anselm Scrubb</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>School Counselor</td>
<td>Anita Skop</td>
<td></td>
</tr>
<tr>
<td>6/30/17</td>
<td>Superintendent</td>
<td>Tatyana Ulubabova</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Field Support Center Staff Member</td>
<td></td>
<td>Kathleen Drain</td>
</tr>
<tr>
<td>Assistant Principal</td>
<td>Other N/A</td>
<td>Laura Birchfield</td>
<td></td>
</tr>
<tr>
<td>N/A</td>
<td>Other 6/30/17</td>
<td>N/A</td>
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<tr>
<td>N/A</td>
<td>Other N/A</td>
<td>1/1/01</td>
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2018-2019 LANGUAGE TRANSLATION AND INTERPRETATION PLAN FOR PARENTS

Requirement under Chancellor’s Regulations A663 for all schools

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

The principal has designated the following staff member as the primary Language Access Coordinator (LAC) in Galaxy. If there is more than one LAC, list all.

<table>
<thead>
<tr>
<th>First Name</th>
<th>Last Name</th>
<th>Title</th>
<th>Has the LAC attended a 2018-19 training conducted by the Field Language Access Coordinator? Yes/No</th>
<th>The LAC was involved in the development of this plan? Yes/No</th>
</tr>
</thead>
<tbody>
<tr>
<td>(*Primary)</td>
<td></td>
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</tbody>
</table>

* The Field Language Access Coordinator and Translations & Interpretation Unit will communicate with the LACs on translation, interpretation, compliance and budget.

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 that cannot communicate in English (not just parents of ELL students).

Part A: Identification and Assessment of Parents that Cannot Communicate in English

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)
   • Automate The System (ATS) reports
   • Student Emergency Contact cards
   • 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. List ALL languages, including English, which are represented in your school community. This information can be found in the Parent’s Preferred Language Report (RCPL) ATS report.
<table>
<thead>
<tr>
<th>Language</th>
<th>Written Preferred</th>
<th>Percent Written</th>
<th>Oral Preferred</th>
<th>Percent Oral</th>
</tr>
</thead>
<tbody>
<tr>
<td>Albanian, Bengali, Chinese, Spanish, Arabic, Polish, Ukrainian, Urdu, Thai, Hatian Creole, Russian, Philippino.</td>
<td></td>
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<td></td>
</tr>
</tbody>
</table>

3. From the list of parents’ preferred languages provided in the previous question, list any languages that represent at least a 10% population (minimum 20 families) of your school or more (excluding Arabic, Bengali, Chinese, English, French, Haitian Creole, Korean, Russian, Spanish and Urdu). If this is not applicable to your school please write N/A.

Part B: Communications Calendar & Language Services

1. List the documents your school typically disseminates every year that require translation, roughly when they will be distributed to families, and plans to translate the documents.

<table>
<thead>
<tr>
<th>Document Name</th>
<th>Month/Frequency Distributed to Families</th>
<th>How do you plan to translate? Include procedures to ensure timely provision of translated documents to parents.</th>
</tr>
</thead>
<tbody>
<tr>
<td>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.</td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

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, when they will occur, and plans to provide interpretation at those meetings.
3. Describe your school’s communication strategy to reach families that cannot communicate in English in the event of a school emergency.

Part C: Training Staff on Policies and Procedure

Describe how your school will ensure that all staff members are aware of the goal of Chancellor’s Regulation A-663 and what resources are available to meet compliance.

Part D: Providing Notice of Language Assistance Services

Describe how your school will make parents that cannot communicate in English aware of their right to receive information. Include any:
- Translated signage
- Brochures/flyers/letters shared with parents
- Any parent engagement events where this is expressed (i.e. PTA meetings, international parent’s night, etc.)

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.

2018-19 CEP
Part E: Monitoring Provision of Language Services

Describe mechanisms your school will use to gather feedback from parents that cannot communicate in English on the language services they receive. How has your school implemented the feedback to improve language services?

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.