



P.S. 30 MANHATTAN

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 05M030
ADDRESS: 144-176 EAST 128TH ST., NEW YORK, NY 10035
TELEPHONE: (212) 876-1825
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 30 **SCHOOL NAME:** Raphael Hernandez/Langston Hughes

SCHOOL ADDRESS: 144-176 East 128th Street, New York, NY 10035

SCHOOL TELEPHONE: (212) 876-1825 **FAX:** (212) 876-4034

SCHOOL CONTACT PERSON: Teri Stinson **EMAIL ADDRESS:** tstinso@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Douglas LaPierre

PRINCIPAL: Teri Stinson

UFT CHAPTER LEADER: Douglas LaPierre

PARENTS' ASSOCIATION PRESIDENT: Monique Anderson

STUDENT REPRESENTATIVE:
(Required for high schools) N/A

DISTRICT AND NETWORK INFORMATION

DISTRICT: 05 **CHILDREN FIRST NETWORK (CFN):** 3.10

NETWORK LEADER: Dr. Yvonne Young

SUPERINTENDENT: Gale Reeves

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at

<http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>).

Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Teri Stinson	*Principal or Designee	
Douglas Lapierre	*UFT Chapter Chairperson or Designee	
Monique Anderson	*PA/PTA President or Designated Co-President	
Wilma Barbosa	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
Lewis DeMarco	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Cecilia Land	CBO Representative, if applicable	
Bharat Rampersad	Member/UFT Para-professional	
Lydia Torgbor	Member/UFT Teacher	
Alice Leacraft	Member/Parent	
Makeeba Testamark	Member/Parent	
	Member/	
	Member/	
	Member/	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

SCHOOL VISION AND MISSION

The vision at P.S. 30 is for our students to be educated with a standards based curriculum, through deliverance of instruction that focuses on academic rigor with an emphasis on raising the level of meta-cognition among our students so they are able to articulate their learning. The following three components depict our beliefs for our students: 1. A strong sound curriculum that is organized around major concepts in each discipline, and set of standards (NYS Standards) that every student is expected to meet; expectations are clear and well defined so students can articulate their learning; assessments are aligned with curriculum standards and multiple criteria of assessments are used to ensure fair and credible evaluations. The use of Accountable Talk which sharpens student's thinking and reinforces their ability to use knowledge is practiced in all classrooms (Meta-cognition). 2. A nurturing and challenging environment where students are respected as learners and provided the opportunity to be risk-takers, analyze and construct knowledge and be accountable for their learning. 3. A school environment which is conducive to quality education where exemplary works are displayed throughout the building and student's accomplishments are celebrated. There is a cohesive teacher and student relationship, in which all teachers are engaged in in-depth teaching and students are learning.

Furthermore, our vision is to foster amicable and productive partnerships with the parents and guardians of our student body. All students, staff, and parents will be cognizant of all expectations. The Leadership Team will keep members of the school community informed on all relevant school mandates, data, and other information.

Mission

P.S. 30 is a diverse community of learners dedicated to enabling all students to reach high standards of academic achievement. Through an exemplary standards-based curriculum and instruction, a safe and nurturing environment, effective collaboration and communication among staff, parents, children, and the broader community, we will enable students to become independent thinkers.

P.S. 30M is located on 128th Street and Lexington Avenue. This is a Pre-K to fifth grade school. The building is well kept, and evidence of student achievement is displayed throughout the classrooms and hallways. According to the latest data of 2009, 63.64% of the student's are African Americans, 33.66% are Hispanic, 1.47% is White and 0.49% is Asian and 0.74% is Native America. One hundred (100) of the students have IEP's of which 24.57% of the total student population. There are six (6) inclusion classes and four (4) are self-contained classes. All

of these classes receive full teacher support services as prescribed in the new continuum. The school houses two (2) Pre-K classes, two (2) Kindergarten classes, three (3) First Grade classes, and three (3) Second Grade classes, two (2) Third Grade classes, two (2) Fourth Grade classes and three (3) Fifth grade classes. The student body is served by sixty-nine (69) teachers, 14 paraprofessionals and additional support staff. This makeup includes one (1) principal, three (3) assistant principals, one (1) Teacher Center Specialist, one (1) literacy coach and one (1) math coach, four (4) guidance counselors, two (2) secretaries, two (2) safety officers, ten (10) school aides and one (1) parent coordinator. All teachers on staff are fully licensed and certified. 75.8% hold a master's degree and 53% have more than five years teaching experience.

In the 2009-10 school year, P.S. 30M had 7 cluster positions. For school year 2009-10 there were nine (9) cluster positions. For school year 2010-2011, P.S. 30M will have six (6) clusters. The cluster positions were decided by a UFT Consultation Committee in collaboration with the administration, as per the UFT Contract. The subject areas to be taught by clusters are:

- Mathematics (1)
- Science (1)
- Dance and Movement (1)
- Art (1)
- Music (1)
- Literacy (1)

P.S. 30 will continue to implement the city-wide program in Math and further implement the America's Choice Balanced Literacy in the Fall of 2010. The staff will include one (1) full time literacy coach, and one (1) math coach.

The findings of a comprehensive needs assessment resulted in the identification of several priorities for improving student performance, implementation of Balanced Literacy Approach for reading, which consist of independent reading, guided reading, shared writing, independent writing, read alouds, writer's notebooks, word study and conferencing. This literacy approach will continue through the school year 2010-2011. It will be the uniformed literacy framework, and will be implemented during literacy periods for grades K-5. Currently all grades (K-5) are using Everyday Mathematics.

Administration/Organization

The administration consists of a principal and two assistant principals. One assistant principal is assigned to oversee the lower grades, Pre-K through 2 as well as academic intervention services, and the other assistant principal supervises grades 3 through 5 as well as special education. An administrative assistant coordinates testing. A professional development team is currently in place and meets weekly to support the instructional program and coordinates all professional development activities throughout the school.

In consultation with the Leadership Team, P.S. 30M has joined a School Learning Support Organization. We belong to the CFN-3.10 Network or Community Learning Support Network. The CFN – 3.10 provides us with the following:

1. Extra support services for adequate instruction for student.
2. Professional Development on-site and Support in all curriculum areas.
3. P.S. 30M has maintained their Standards-based curriculum.

4. Communication with a cohort of schools with similar student population and academic challenges.

Teachers are observed regularly and provided feedback that supports planning and delivery of instruction. The leadership conducts teacher performance reviews annually. The administration and the professional development team review data with lead teachers who then articulate the data to classroom teachers for implementation of instruction.

The new continuum that is incorporated at P.S. 30M has an inclusion class on every grade except Kindergarten. There will be four self-contained special education classes at P.S. 30M in school year 2010-2011.

P.S. 30M is proud of the many accomplishments that have taken place during school year 2009-2010. The ELA scores increased by up to 50 points in grades 3-6. There was a strong initiative to provide support and standardized assessment based on district initiatives and teacher needs. The Professional Development team will provide in-class modeling, peer coaching, and workshops to enhance the implementation of the America's Choice Reading Program, Everyday Mathematics, Impact Mathematics, Science Core Curriculum as well as the Social Studies Core Curricular.

Authentic assessments by teachers will continue with the development of data portfolios and work folders for each student. Authentic student work, as well as testing data such as the Acuity McGraw-Hill, Orchard, DRA and Running Records, will continue to be used to drive instruction. Intervention services for students in programs such as Wilson, Foundations LEAP, provide students with additional support in literacy and mathematics. The English Language Arts/Math-Saturday Academy for 3-5 grade students will provide extra support.

School-wide technology is an intricate part of the curriculum and school community. An open access computer lab and mobile unit has ensured that computers are accessible to the entire school community. The development of an Intranet has provided a communication network between parents, teachers, and students within the school community. We hope that the Intranet will provide a strong collaboration between home and school.

P.S. 30M is looking forward to continued support from our current Learning Support Network. We will have support in the areas of professional development, and in the implementation of the new mathematics programs as well as the balanced literacy model. The school leadership team will continue to monitor and work collaboratively to implement the school's Comprehensive Education Plan (CEP).

Staff

At present 100% of the instructional staff are fully licensed appointed teachers. 100% of staff has four or more years teaching experience. 75.8% of the staff have a Masters degree or higher. P.S. 30M has a UFT Teacher Center Specialist; and has three coaches for the 2010-2011 school year.

Graham-Windham School Based Mental Health Program

P.S. 30M houses this community based organization which provides mental health and well being services to our school community. The SBMHP is funded through state grant from the State Office of Mental Health (OMH). These services are the direct result of a partnership between OMH and the State Office of Education to meet a need that was evident in New York City schools. The program is staffed by five permanent staff members who include a psychologist and a social worker. The Graham-Windham staff provides individual counseling, art therapy, psycho-educational groups, therapy groups, support groups, crisis intervention and referral resources.

Graham-Windham services the students, parents and families of the P.S. 30M community. They also provide some support for school staff and from time to time facilitate specialized staff development. For a student to receive counseling there must be parent/guardian permission which is obtained with a signed consent form which becomes part of the record. Another important part of the SBMHP is to foster and develop parental involvement in the school. Lastly, an important piece that Graham-Windham provides is a summer enrichment program for students attending summer school. Graham-Windham has been with P.S. 30M since July 2001. They will continue to service our community school year (2010-2011).

There are approximately 300 students enrolled at P.S. 30M in Pre-K through grade 5. There are 1.47% White, 63.64% Black, 33.66% Hispanic, and 0.49% Asian and 0.74% Native American. Presently, we have 54% male and 46% female students. An attendance plan is being implemented, which includes monitoring, intervention, and preventative strategies. There is daily monitoring of the ATS system attendance. We have achieved 90% to 94% attendance on many days. To date we have a yearly average of 92.9% attendance. Out of our total population 35 students are receiving ESL (ELL) services. 101 of our special education students are receiving mandated services.

Professional Development

Extensive professional development is an integral part of the overall instructional program at P.S. 30M. Professional development will be provided by the professional development team, which consists of one ELA and Social Studies Coach and One Science and Mathematics Coach.

The professional development team will coordinate all professional development activities at P.S. 30M. The components of professional development are as follows:

- The monthly grade meetings for approximately forty-five minutes for planning and/or providing professional development in all curriculum areas.
- The Literacy Coach will provide on-going support such as team teaching model, planning of units, genre studies and the continued implementation of America's Choice-Phase IV.
- Academies (paid) after-school throughout the school year.
- Professional Development scheduled during the UFT contracted monthly faculty conferences.
- Summer Institute in late August in preparation for the 2011 – 2012 school year.

A sample professional development will include, but will not be limited to:

- **Writer’s Workshop**
- **Reader’s Workshop/Leveled Libraries**
- **ELA/Student Portfolios and Readers/Writers Notebook**
- **Science Core Curriculum**
- **Everyday Math and Impact Math**
- **Academic Rigor**
- **Social Studies Core Curriculum and Understanding by Design**
- **Looking at Student Work**
- **Databinders – How and Why**

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT					
School Name:	Raphael Hernandez/Langston Hughes/P.S. 30 Manhattan				
District:	05	DBN #:	05M030	School BEDS Code:	310500010030

DEMOGRAPHICS									
Grades Served in 2009-10:	* Pre-K	* K	* 1	* 2	* 3	* 4	* 5	● 6	● 7
	● 8	● 9	● 10	● 11	● 12	● Ungraded			
Enrollment:				Attendance: % of days students attended*					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Pre-K	27	31	24				94%	92.9%	93%
Kindergarten	43	52	50						
Grade 1	57	53	35	Student Stability: % of Enrollment					
Grade 2	47	57	47	(As of June 30)			2007-08	2008-09	2009-10
Grade 3	37	31	49				88%	87%	87%
Grade 4	43	54	51						
Grade 5	37	43	38	Poverty Rate: % of Enrollment					
Grade 6	47	53		(As of October 31)			2007-08	2008-09	2009-10
Grade 7							73.1%	75.6%	90.2%
Grade 8									
Grade 9				Students in Temporary Housing: Total Number					
Grade 10				(As of June 30)			2007-08	2008-09	2009-10
Grade 11							11	7	7
Grade 12									
Ungraded	10	10	3	Recent Immigrants: Total Number					
				(As of October 31)			2007-08	2008-09	2009-10
Total	369	384	297				38	34	36
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2007-08	2008-09	2009-10	(As of June 30)			2007-08	2008-09	2009-10
Number in Self-Contained Classes	48	48	48						

DEMOGRAPHICS							
No. in Collaborative Team Teaching (CTT) Classes	54	63	62	Principal Suspensions	23	27	25
Number all others	48	45	46	Superintendent Suspensions	5	6	4
<i>These students are included in the enrollment information above.</i>							
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number (As of October 31)			
(As of October 31)	2007-08	2008-09	2009-10	CTE Program Participants	2007-08	2008-09	2009-10
# in Trans. Bilingual Classes	NA	NA	NA	Early College HS Participants			
# in Dual Lang. Programs	NA	NA	NA				
# receiving ESL services only	26	38	42	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	8	6	10	(As of October 31)	2007-08	2008-09	2009-10
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers	58	58	56
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	4	4	4
(As of October 31)	2007-08	17	21	Number of Educational Paraprofessionals	17	21	12
	NA	NA					
				Teacher Qualifications:			
Ethnicity and Gender: % of Enrollment				(As of October 31)	2007-08	2008-09	2009-10
(As of October 31)	2007-08	2008-09	2009-10	% fully licensed & permanently assigned to this school	100%	100%	100%
American Indian or Alaska Native	4	3	3	Percent more than two years teaching in this school	99%	99%	99%
Black or African American	234	233	234	Percent more than five years teaching anywhere	99%	99%	99%
Hispanic or Latino	134	149	150				
Asian or Native Hawaiian/Other Pacific Isl.	2	0	0	Percent Masters Degree or higher	98%	99%	99%
White	5	4	3	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	100%	100%	100%
Multi-racial	0	0	0				
Male	174	207	210				

DEMOGRAPHICS							
Female	168	172	175				

2009-10 TITLE I STATUS				
<input checked="" type="radio"/> Title I Schoolwide Program (SWP)	<input checked="" type="radio"/> Title I Targeted Assistance	<input checked="" type="radio"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input checked="" type="radio"/> 2006-07	<input checked="" type="radio"/> 2007-08	<input checked="" type="radio"/> 2008-09	<input checked="" type="radio"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>		If yes, area(s) of SURR identification:					
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input checked="" type="radio"/> No <input checked="" type="radio"/>							
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):							
<u>Differentiated Accountability Phase (Check <input checked="" type="checkbox"/>)</u>				<u>Category (Check <input checked="" type="checkbox"/>)</u>			
				Basic	Focused	Comprehensive	
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement (year 1)							
Improvement (year 2)							
Corrective Action (year 1)							
Corrective Action (year 2)							
Restructuring (year 1)							
Restructuring (year 2)							
Restructuring (Advanced)							
Individual Subject/Area Outcomes	Elementary/Middle Level (<input checked="" type="checkbox"/>)			Secondary Level (<input checked="" type="checkbox"/>)			
	ELA:	<input checked="" type="checkbox"/>		ELA:			
	Math:	<input checked="" type="checkbox"/>		Math:			
	Science:	<input checked="" type="checkbox"/>		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
Student Groups	Elementary/Middle Level			Secondary Level			
	ELA	Math	Science	ELA	Math	Grad. Rate**	Progress Target
All Students	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Ethnicity							
American Indian or Alaska Native	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Black or African American	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				
Hispanic or Latino	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>	<input checked="" type="checkbox"/>				

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Asian or Native Hawaiian/Other Pacific Islander	✓	✓	✓				
White	✓	✓	✓				
Multiracial	✓	✓	✓				
Other Groups							
Students with Disabilities	✓	✓	✓				
Limited English Proficient	✓	✓	✓				
Economically Disadvantaged	✓	✓	✓				
Student groups making AYP in each subject							

Key: AYP Status

√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status		

Note: NCLB/SED accountability reports are not available for District 75 schools.

*For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade	A	Overall Evaluation:	Well-Developed
Overall Score	81.6	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	Well-Developed
School Environment (Comprises 15% of the Overall Score)	B	Quality Statement 2: Plan and Set Goals	Well-Developed
School Performance (Comprises 25% of the Overall Score)	B	Quality Statement 3: Align Instructional Strategy to Goals	Well-Developed
Student Progress (Comprises 60% of the Overall Score)	A	Quality Statement 4: Align Capacity Building to Goals	Well-Developed
Additional Credit	6.0	Quality Statement 5: Monitor and Revise	Well-Developed
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school's use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

Student Performance Trends:

ELA:

Students scoring in levels 3 and 4 in grades 3 through 5 have increased by 9% as compared to school year 08-09 scores.

Mathematics:

Students scoring in levels 3 and 4 in grades 3 through 5 have increased by 3% as compared to school year 08-09 scores.

Science:

Students scoring in levels 3 and 4 in grade 4 have increased by 2% as compared to school year 08-09.

Social Studies:

Students scoring in levels 3 and 4 in grade 5 have increased by 5% as compared to school year 08-09.

Greatest Accomplishments over the last years:

P.S. 30 has sustained its State NCLB Accountability Standing as "In Good Standing" for the past 8 years. The school was once on SURR for a total of six years.

What are the most significant aids or barriers to the school's continuous improvement?

The most significant aid in helping the school move forward has been maintaining low student to teacher ratios as teachers provide tutorials for students throughout the school day. Having a very strong AIS program, including Saturday Academy, After School Programs, and on-going assessments utilized to drive instruction.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

- Pre-K through grade 5 teachers will effectively plan and implement lessons that are based on current student data.
- By June 2011 the percentage of all grade 3 – 5 students meeting proficiency in ELA will increase by 7% as measured by the 2011 State Exam. Focus on guided reading; develop phonemic awareness; develop fluency and stamina, including oral reading skills and reading comprehension.
- By June 2011, students, grades 1 - 5 will increase the quantity and improve the quality of their writing in non-fiction, specific genres, short and extended responses.
- By June 2011 the percentage of all grade 3 – 5 students meeting proficiency in Mathematics will increase by a minimum of 5% as measured by the 2011 State Exam. Mathematics: (A) To focus on Problem Solving (B) Develop Exploration (C) Develop Investigation Skills. Unit testing at the end of every unit. Use of Acuity assessment. Sept. to June. The unit tests are from Everyday Math.
- By June 2011 the percentage of all grade 5 Science students will demonstrate proficiency in: (A) organizing themes (B) developing inquiry-based experiences (C) and integrating the curriculum to mathematics, literacy, technology, and the arts. Unit testing at the end of every unit. Use of Acuity assessment. Sept. to June.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA Reading

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 the percentage of all grade 3 – 5 students meeting proficiency in ELA will increase by 7% as measured by the 2011 State Exam. Focus on guided reading; develop phonemic awareness; develop fluency and stamina, including oral reading skills and reading comprehension</p>	
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Start Date: September 2010 Target Population : Students in Pre-K through 5th Grade Frequency: Daily Duration: 120 Minutes per day September through June. Resources: State Standards Books, Options, Measuring Up, Kaplan Actions/Strategies/Activities: 90 Minute Literacy Block, 45 minute skills period, Common preparation periods, After School program Tuesday through Thursday, Saturday program, Tutorials ratio of 1-5 throughout the school day.</p>	
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<p>Contract For Excellence Allocation: Time on Task, monies provide salary for teachers who tutor students through the school day. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction.</p>	
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Evidence of growth will be monitored vis-à-vis: 1. Running Records, DRA (as per our approved DY0), Scantron, Orchard, Databinders and Student Portfolio Assessments on an on-going basis. The DRA will be administered 4 times during the school year.</p>	

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): ELA (Writing)

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, students, grades 1 - 5 will increase the quantity and improve the quality of their writing in non-fiction, specific genres, short and extended responses.</p> <p>To focus on the four standard based genres (narrative account, narrative procedure, response to literature and informational text) areas, and produce quality pieces, while building vocabulary. To focus on writing Narrative Accounts, develop use of adjectives, and proper grammar and build vocabulary. Use of DRA and DWA to assess four times a year. Also monthly acuity assessments. September to June.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Start Date: December 2010 Target Population : Students in Pre-K through 5th Grade Frequency: Daily Duration: 120 Minutes per week September through June. Resources: State Standards Books, Options, Measuring Up, Kaplan Actions/Strategies/Activities: 90 Minute Literacy Block, 45 minute skills period, Common preparation periods, After School program Tuesday through Thursday, Saturday program, tutorials with a ratio of 1-5 students, throughout the school day.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>Contract For Excellence Allocation: Time on task, monies provide salary for teachers who tutor students through the school day. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction.</p>

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth will be monitored vis-à-vis: 1. DWA (as per our approved DY0), Scantron, Orchard, and Student Portfolio Assessments on an on-going basis. The DRA will be administered 4 times during the school year.</p>
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SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** *Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.*

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011 the percentage of all grade 3 – 5 students meeting proficiency in Mathematics will increase by a minimum of 5% as measured by the 2011 State Exam. Mathematics: (A) To focus on Problem Solving (B) Develop Exploration (C) Develop Investigation Skills. Unit testing at the end of every unit. Use of Acuity assessment. Sept. to June. The unit tests are from Everyday Math.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Start Date: September 2010 Target Population : Students in Pre-K through 5th Grade Frequency: Daily Duration: 90 Minutes per day September through June. Resources: State Standards Books, Options, Measuring Up (Mathematics) Actions/Strategies/Activities: 45 minute mathematics period daily, 45 minute skills period daily, Common preparation periods, After School program Monday through Thursday, Saturday program, and Tutorials ratio of 1-5 throughout the school day.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contract For Excellence Allocation: Time on Task, Monies provide salary for teacher who tutors students through the school day. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval of periodic review; instrument(s) of measure; projected gains

Evidence of growth will be monitored vis-à-vis: 1. Chancellor approved and mandated Predictive assessments and Acuity, Scantron, Orchard, and Student Portfolio Assessments. These will be on-going. These will be administered 4 times during the school year.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2008-09 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for NCLB/SED improvement (SURR, SINI, and SRAP) must identify a goal and complete an action plan for each subject/area of identification.

Subject/Area (where relevant): Science

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>To focus on organizing themes, develop exploration and investigation skills. (A) To focus on organizing themes (B) Develop Inquiry-Based Experiences (C) Integration of the curriculum to mathematics, literacy, technology, and the arts. Unit testing at the end of every unit. Use of Acuity assessment. Sept. to June. The unit tests are from the Insights program.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Start Date: September 2010 Target Population : Students in Pre-K through 5th Grade Frequency: Three Times a Week (for Three 45 minute periods a week) Duration: One 90 minute block per week and one 45 minute period per week. September through June. Resources: State Standards Books, Options, Measuring Up (Science) MacMillan Science Text/Workbooks. Actions/Strategies/Activities: 90 minute science period weekly, plus a 45 minute period weekly, Common preparation periods, After School program Monday through Thursday, Saturday program, Tutorials ratio of 1-5 throughout the school day.</p>

<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contract For Excellence Allocation: Time on Task, Monies provide salary for teacher who tutors students through the school day. Schedule will allow for common planning, PD (training) for staff in AIS and general instruction.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval of periodic review; instrument(s) of measure; projected gains</i></p>	<p>Evidence of growth will be monitored vis-à-vis: 1. Scantron, Orchard, and Student Portfolio Assessments. These will be on-going. These will be administered 4 times during the school year.</p>

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

**APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)**

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	7	N/A	N/A	7	0		
1	11	11	N/A	N/A	11	0		
2	17	17	N/A	N/A	13	0		
3	20	20	N/A	N/A	10	0		
4	27	27			25	0		
5	23	23			20	0		
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.

- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, pull out programs, 37.5 minutes four times a week. Wilson, Passport Voyager, Great Leaps, Foundations, Orchard.
Mathematics:	After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, pull out programs, 37.5 minutes four times a week. Orchard, Unit Practice, Measuring Up.
Science:	After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, 37.5 minutes four times a week. MacMillan Unit Practice, Orchard, Measuring Up Science.
At-risk Services Provided by the Guidance Counselor:	Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.
At-risk Services Provided by the School Psychologist:	Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.
At-risk Services Provided by the Social Worker:	Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.
At-risk Health-related Services:	Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Directions: In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school’s approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval.

- There will be no revisions to our school’s approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school’s approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school’s approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school’s 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections’ II and III below.

Section I. Student and School Information

Grade Level(s) K-5 Number of Students to be Served: 33 LEP 33 Non-LEP

Number of Teachers 1 Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Section II. Title III, Part A LEP Program Narrative

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

P.S. 30 has 33 ESL students These ESL students were identified by the LAB-R in the 2010-2011 school year. The students receive instruction in English from a fully certified ESL teacher as per Part 154. Instruction is provided utilizing a push-in/pull-out model of instruction. In order to better meet the needs of the students, they will be placed in small groups based on the NYSESLAT scores. Teachers, including the ESL teacher will provide individualized instruction in Literacy, Science and Social Studies during and throughout the regular school day.

With the Title III funds, the school will offer an after school program for the 33 identified ELL students. The Title III will be using a program to develop the students in the areas of Listening, Speaking, Reading, and Writing. The program is the LEAP program. Leap is an artistic program that ties in literacy to the arts. Students will develop literary skills by reading stories and representing these stories through puppetry. They will also represent poetry through dances that represent poems from all over the world. The rationale for implementing these programs for Title III is that, "research has shown that the quality not the quantity of English exposure is the major factor in English acquisition, that is, the second language input must be comprehensible". (Krashen, 1996)

In order to fulfill the needs of the new changing student population at P.S. 30, materials will be purchased with Title III funds. Materials such as dictionaries, in the most common languages such as Arabic, French, and Spanish. Libraries in other languages so that they are accessible to newly arrived students who speak languages other than English, as well as curriculum based materials such as books on tape, hands on materials, computer programs, etc.

The after school program will target grades 3-5: Students will meet Tuesdays and Thursdays from 3:00-4:00pm beginning in November 2010 through June 2011. The students will be served by a certified ESL teacher. The per session for the after school program will be paid for by Title III funds for direct instruction to the students as per SAM 53 guidelines. The number of sessions will be as follows: 1 TR x 1 hr x \$49.89 X 81 = \$4,041.00 per session. The supervisor of the program will be an AP who will be supervising another school program that will be taking place at the same time. This will be at no cost to Title III funds.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Professional Development

Our staff will be undergoing comprehensive training/staff development two times per month during regularly scheduled grade conferences, and faculty conferences. They will also participate in academic academies for two hours on ten Fridays after school hours. They will receive staff development in how to individualize instruction for all students..

Teachers will receive staff development in Science and Social Studies. Fully trained and certified Science and Social Studies staff developers will provide the staff development. Teachers will be trained in how to use guided reading activities to promote student growth. The reading selections that will be utilized will be content area-based, i.e. Science and Social Studies.

The entire teaching staff at P.S. 30 will participate in this training. There are approximately 20 teachers. The staff development begins on October 5, 2010 and continues until the last week of June 2011. Student gains will be monitored every 6 weeks through the use of Orchard Technology Program. By the end of the school year NYSESLAT scores will have shown significant student gains.

Teachers will also be able to get individual staff development as per individual needs vis-a-vis the Literacy Coach, and the Teacher Center Facilitator, funded by Tax Levy FSF and Title I SWP. In addition teachers will receive professional development from the ESL teacher, Ms. Santos, funded by Tax Levy FSF.

The Leap Consultants will be contacted to be a part of the school wide PD program. They will be scheduled to provide training to our teachers for eight weeks, two sessions per week, for a total of 16 sessions. This professional development will be funded by Title III funds, for a cost of

The success of the PD will be assessed by on-going teacher assessments, and observation of teacher work in the classrooms, as well as student progress.

The Orchard Program is a technology based Literacy and mathematics program that supports the work the teachers are doing in their classrooms. The program allows for students assessments every 4 to 6 weeks and provides the staff with a clearly delineated break down of the strands in which the students will need support. Each pupil's assessment is tailored and therefore the teacher is able to tailor instruction to each individual child.

Parent and Community Participation

At the beginning of the school year a needs assessment will be prepared for distribution to the parents. Based on the results, workshops will be held once every month for parents.

Teachers such as the ESL teacher and the coaches will be invited to present at these workshops. Parental attendance at meetings at P.S. 30 has proven to be best during the morning hours. Therefore, we expect that the bulk of the parents that will participate at workshops, to be during the morning workshops. We expect that approximately 20 parents will participate at our workshops.

The workshops to be held once months will begin in September and end in May.

These workshops will be at no cost to Title III, with the exception of materials to be purchased for parents. Materials such as lending libraries that parents can take home to read to their children, as well as take home materials that will be discussed within the workshops that would address how parents can help their child and themselves as they learn a language other than English.

Section III. Title III Budget

School: 30 BEDS Code: 310500010030

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem	\$4,041.00	Students in grades 3 – 5 will receive direct instruction from a licensed ESL teacher for 81 sessions at 1 hour.
Purchased services - High quality staff and curriculum development contracts.	\$7,000.00	The LEAP program will provide direct instruction for students as well as professional development for teachers.
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	\$2,059.00	Bilingual dictionaries, computer programs, classroom libraries, etc.
Educational Software (Object Code 199)	NA	Students will participate in classroom programs such as Kaplan for lower grades, Acuity for upper grades and Ed Performance for the Early Morning Academy.
Travel	NA	
Other – Parental Involvement	\$1,500.00	Workshops, lending libraries, and take home materials.
TOTAL	\$15,000.00	

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.
Based on our demographics and ethnic data we have found. We identify our families in need of translation services vis-a vis utilization of the Home Language Identification survey, emergency cards and ATS. This is also how we maintain the information of record. Our school also interviews all parents at registration; our ESL teacher meets with all new ELL students.
2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.
Our findings have been reported to the school community vis-à-vis our parent coordinator, our PA meetings, and back packed letters. We utilize the Home Language Identification survey, emergency cards and ATS is used as well.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.
Language assistance services will be provided by in house school staff as well as parent volunteers. We presently have an ESL teacher and school aide who translate all documents sent home to parents in Spanish. For the parents who speak French and Urdu we utilize the services provided by the DOE as well as the free online translation services.
2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.
At all public parent meetings/workshops translation services are provided in house. We have many staff members who speak Spanish, including A.P.'s and the Principal. The principal also speaks French. We invite a local community member to translate into Urdu.

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

We have fulfilled Section VII of Chancellor's Regulations A-663 regarding parental notification through back pack letters, our parent coordinator, our general PA meetings and posters displayed throughout our lobby.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$277,052.00	\$40,584.00	\$317,636.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$2,771.00	\$406.00	\$3,177.00
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$13,853.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$27,706.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: ____ 100% ____

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

The Core Inquiry Team has compiled an analysis of skills for both ELA and Math based on the 2010 State Exams. Professional development was provided to staff by the professional development team to assist teachers in identifying patterns, learning targets and strategies to promote student understanding.

Together with the School Leadership Team, a close review of pertinent testing (assessment) data is conducted. An analysis is made and needs are identified in core curriculum areas. A plan is devised in order to meet the identified needs.

The SLT meets monthly and the data is shared with parents and constituents to gain an understanding of next steps and implications for instruction.

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

The administration, core inquiry team, teacher teams and professional development teams has identified students performing at different tier levels and AIS is being provided at different entry points for students.

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

PS 30M has an A.M. Academy, after-school program, pull-out AIS program, Spring Academy, Saturday Academy and a Friday afterschool book club.

- o Help provide an enriched and accelerated curriculum. **Grades 3 – 5 students who have technology once a week are working on prescribed on-line programs designed for that student based on the Fall ITAs and Predictive.**

- o Meet the educational needs of historically underserved populations. **Using the data, we have made every effort to meet the needs of all students.**

Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.

- o Are consistent with and are designed to implement State and local improvement, if any.

Classroom teachers have selected 7 students for both ELA and Math to promote student learning.

3. Instruction by highly qualified staff.

Please see page: 7, 11.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

See page: 8 and 9.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

P.S. 30M does not have a high teacher turn-over. However, when a new teacher has to be recruited, a team of teachers and administrators recruit staff through Teach for America, and the Teaching Fellows pool.

6. Strategies to increase parental involvement through means such as family literacy services.

Learning Leaders, Guidance Counselors, Coaches, Administrators, Parent Coordinator, and the PTA Executive Board prepare and execute workshops every year in order to attract more parents into the school community. Workshop titles are decided based on needs assessments conducted every school year. Parents are encouraged to request workshops they would benefit from. Telephone, and home visits are conducted to encourage participation in activities. The PTA also sponsors BBQ's, and other events, such as picture taking to bring out parents and families.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

P.S. 30 maintains a close relationship with community organizations who transition their students into our pre-k and kindergarten. We visit their site and meet with parents and families. They also come to our site to continue relationships already formed. These organizations include, Addie Mae Collins, ABC, and Salvation Army.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

An Inquiry Team whose primary focus is analysis of on-going data and matching instruction to the needs identified by this data meet monthly and as needed. These teams include all teachers, from classroom teachers to area clusters. The groups are guided and spear-headed by school administrators, A.P.'s and Principal. The selection of the assessment tools was made in consultation with teaching staff.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

See pages: 22.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

P.S. 30M utilizes monies from Violence Prevention grants every school year. This money is utilized to support after school programs. P.S. 30 works with two CBO's located on site. These are Graham Windham and Harlem Hospital. The two (2) CBO's, work with us all day and into the after school program. We have a part-time after school psychiatrist provided by Graham Windham, and serving the families and children most in need.

Section II: “Conceptual” Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

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

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

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use

of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (<input checked="" type="checkbox"/>)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (<input checked="" type="checkbox"/>) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (<input checked="" type="checkbox"/>)	Page #(s)
Title I, Part A (Basic)	Federal	X			\$277,052.00		
Title I, Part A (ARRA)	Federal	X			40,584.00		
Title II, Part A	Federal	X			177,069.00		
Title III, Part A	Federal	X			15,000.00		
Title IV	Federal			X	N/A		
IDEA	Federal	X			140,635.00		
Tax Levy	Local	X			3,854,187.00		

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **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 IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State’s Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: _____ **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school’s identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

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.)

PS 30M has 8 students.

2. Please describe the services you are planning to provide to the STH population.

We provide parent outreach through our parent coordinator, workshops and guidance.

Part B: FOR NON-TITLE I SCHOOLS

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).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
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 in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 030 Hernandez/Hughes					
District:	5	DBN:	05M030	School		310500010030

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	11	
	K	v	4	v	8	12	
	1	v	5	v	9	Ungraded	v
	2	v	6		10		

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	23	24	27		91.7	92.9	92.3
Kindergarten	43	50	37				
Grade 1	58	35	34	Student Stability - % of Enrollment:			
Grade 2	55	47	42	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	55	49	51		85.9	90.3	91.1
Grade 4	44	51	42				
Grade 5	45	38	40	Poverty Rate - % of Enrollment:			
Grade 6	39	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		73.1	90.2	95.2
Grade 8	0	0	0				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		23	41	36
Grade 12	0	0	0				
Ungraded	9	3	4	Recent Immigrants - Total Number:			
Total	371	297	277	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					4	2	6

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	35	32	41	Principal Suspensions	25	20	27
# in Collaborative Team Teaching (CTT) Classes	45	46	37	Superintendent Suspensions	7	8	8
Number all others	21	7	7				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	54	51	48
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	26	28	13
# receiving ESL services only	37	42	TBD				
# ELLs with IEPs	6	10	TBD	Number of Educational Paraprofessionals	8	9	13

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	0	% fully licensed & permanently assigned to this school	100.0	98.0	100.0
				% more than 2 years teaching in this school	81.5	84.3	91.7
				% more than 5 years teaching anywhere	77.8	84.3	95.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	100.0
American Indian or Alaska Native	0.8	1.0	0.7	% core classes taught by "highly qualified" teachers	80.4	100.0	100.0
Black or African American	56.3	52.2	50.2				
Hispanic or Latino	39.6	42.1	44.4				
Asian or Native Hawaiian/Other Pacific	0.5	0.3	0.0				
White	2.2	2.7	4.7				
Male	52.0	49.8	53.1				
Female	48.0	50.2	46.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase		Category			
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander							
White	-	-					
Multiracial	-	-	-				
Students with Disabilities	v	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups making	5	5	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	62.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.7	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	6.7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	43.1						
<i>(Comprises 60% of the</i>							
Additional Credit:	3.8						

KEY: AYP STATUS	KEY: QUALITY REVIEW SCORE
v = Made AYP	U = Underdeveloped
vSH = Made AYP Using Safe Harbor Target	UPF = Underdeveloped with Proficient Features
X = Did Not Make AYP	P = Proficient
- = Insufficient Number of Students to Determine AYP	WD = Well Developed
	NR = Not Reviewed

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Title I Parent Involvement Policy and Parent-School Compact for P.S. 30M

Section I: Title I Parent Involvement Policy

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore P.S. 30M [*in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act*], is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. P.S. 30M'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 Advisory Council, as trained volunteers and welcomed members of our school community. P.S. 30M will support parents and families of Title I students by:

1. Providing materials and training to help parents work with their children to improve their achievement level (e.g., literacy, math and use of technology);
through monthly workshops with Coaches and Parent Coordinator.
2. 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;
including the Special Needs students, providing information on IEP's, test mods., content knowledge and progress reports, parent link workshops on school leadership team.
3. Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
in constant dialogue with parents.
4. Provide assistance to parents in understanding City, State and Federal standards and assessments;
workshops provided by coaches and relevant staff to disperse information in all testing areas and assessments through workshops.

5. Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand **by letter, posters, flyers and parent coordinator serving as liaison between school and parents**

6. Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

P.S. 30's

2010 -2011 Professional Development Schedule

Date	Audience	Topic
September 7, 2010	Grades Pre –K - 5	Introduction to Common Core Standards – Literacy/Math
October, 2010	Parents - Grades K - 5	Parent Workshop Introduction to Common Core Standards – Literacy/Math
October 14, 2010	Parents - Grades K - 5	Parent Workshop – Science Curriculum
November 2, 2010	Grades Pre –K - 5	Professional Development Day – Looking at Data and the CCSS
December 1, 2010	Parents - Grades K - 5	Parent Workshop – IEP's – 8:30am & 5:30pm
December 17, 2010	Parents - Grades K - 5	Lunch & Learn – Math the Write Way
January 3, 2011	Grades Pre –K - 5	Conferencing Notes
January 13, 2011	Parents - Grades Pre –K - 5	Parent Workshop - HIV
January 14, 2011	Parents - Grades Pre –K - 5	Parent Workshop - HIV
January 19, 2011	Parents - Grades Pre-K - 5	Parent Workshop – Cholesterol
January 19, 2011	Grades 3 - 5	Acuity Instructional Workshop – Lunch & Learn
January 22, 2011	Grades Pre –K - 5	Looking at the CVT
February 9, 2011	Parents – Grades Pre-K - 5	Breast Cancer Awareness
February 12, 2011	Grades Pre –K - 5	Looking at the CVT
March 10, 2011	Parents - Grades K - 5	Parent Workshop – Home/School Connection – 8:30am & 5:30pm
March 12, 2011	Grades Pre –K - 5	America's Choice Workshop – Literacy Through the CCSS
March 19, 2011	Grades Pre –K - 5	America's Choice Workshop – Math Through the CCSS

P.S. 30M's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the P.S. 30M 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, P.S. 30M will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the Central Office for Family Engagement and Advocacy (OFEA);

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system (e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;)
- host the required Title I Parent Annual Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings (e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed; and
- 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.

P.S. 30M will further encourage school-level parental involvement by:

- hosting educational family events/activities during Open School Week and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Advisory Council;
- make available use of our lending library; instructional materials for parents.
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;

Section II: School-Parent Compact

P.S. 30M, [in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act] is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. P.S. 30M staff and the parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

School Responsibilities:

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

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to State Standards;
- offering high quality instruction in all content areas; and
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening a Title I Parent Annual 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, child care or home visits 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; and
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- Ensure that staff will have access to interpretation services in order to communicate with limited English speaking parents effectively.
- 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; and
- planning activities for parents during the school year (e.g., Open School Week);

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents; and
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

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. I will also:
 - communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
 - respond to surveys, feedback forms and notices when requested;
 - become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
 - participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;

- take part in the school’s Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups (e.g., school or district Title I Parent Advisory Councils, School or District Leadership Teams; and
- share responsibility for the improved academic achievement of my child;

Student Responsibilities:

- attend school regularly and arrive by 8:00a.m.;
- 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; and
- always try my best to learn

This Parent Involvement Policy (including the School-Parent Compact) was distributed for review by P.T.A. Board Members on May 14, 2010.

This Parent Involvement Policy was updated on April 1, 2011.

The final version of this document will be distributed to the school community on April 15, 2011 and will be available on file in the Parent Coordinator’s office.

A copy of the final version of this policy will also be submitted to the Office of School Improvement as an attachment to the school’s CEP and filed with the Office for Family Engagement and Advocacy.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster <i>type here</i>	District 05	School Number 030	School Name Rafael Hernandez
Principal Ms. Teri Stinson		Assistant Principal Marisol Vasquez	
Coach Ms. Russel		Coach <i>type here</i>	
Teacher/Subject Area Joli Scollo/ 2nd Grade Teacher		Guidance Counselor Ms. Ivette Cordero	
Teacher/Subject Area <i>type here</i>		Parent <i>type here</i>	
Teacher/Subject Area <i>type here</i>		Parent Coordinator Dorothy Spann	
Related Service Provider Ms. Jessica Santos (ESL)		Other <i>type here</i>	
Network Leader <i>type here</i>		Other <i>type here</i>	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	277	Total Number of ELLs	33	ELLs as Share of Total Student Population (%)	11.91%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

In order to ensure that the English Language Learners are appropriately identified, P.S. 30 follows the following steps for the initial identification of these ELLs;

- When parents come in to register their child for the first time, they are given a Home Language Survey, (HLIS) to fill out. The person conducting the initial registration process is the school secretary. She has an understanding with the ESL teacher (which is state certified in ESL) in which she knows to notify the ESL teacher when there is a parent of a child who speaks a language other than English. If the ESL teacher is notified she sits with the parent and conducts an informal interview in which she asks the parents the questions on the HLIS form.
- After the registration process is completed and all interviews are completed, the ESL teacher looks over all HLIS forms and determines which students are those that speak a language other than English, and that eligible to take the LAB-R.
- Before administering the LAB-R the ESL teacher goes into the history of these students to make sure that if they are coming in a grade other than Kindergarten that they are indeed first time admits to the NYC public school system, and that they have never taken the LAB-R.
- Parents of the students who will be taking the LAB-R are sent letters notifying them that their child has been identified as a student who speaks a language other than English, and that because of this they will be taking the LAB-R to determine whether or not they are entitled to receive ESL services. These letters are sent in the native language of the parents as per what the parents indicate on the HLIS.
- Students take the LAB-R and the ESL teacher grades it as per the state guide lines, in order to determine if the child is eligible. Once the teacher grades the exam, hand-scores are kept on file and with that done parents are notified whether or not their child is entitled to receive bilingual services. These letters are sent in the parents' native language as well.
- When using the NYSESLAT to evaluate students the NYSESLAT from the prior spring is looked at. Students who have obtained a proficiency level score are notified and their parents as well. Parents receive a letter informing them that their child is no longer entitled to receive ESL services because they have passed the NYSESLAT. These letters are sent to parents in both English and their native language as provided by the state. Students who have not obtained a proficiency level on the NYSESLAT are informed of their progress as well as their parents. Parents are informed as to the score obtained and the proficiency level the student obtained. Parents are also informed that their child will continue to receive ESL services for the present school year.
- Parents of those students who are entitled are invited to attend an orientation in which the ESL teacher whom is a licensed pedagogue shares with them the three parental choices that the city provides; which are Transitional Bilingual Classes, Dual Language, and English as a Second Language. At this orientation meeting parents who speak Spanish will have translation services, and if it is requested and noted prior that there is a parent who speaks another language such as Arabic, French, etc. translation services are provided as permitted. Parents are informed that currently P.S. 30 only offers an ESL program. They are informed of how the ESL program works at the school and the other programs that their children as ELLs can participate in. If they are interested in another program described they have the option to go to the placement office and request that their child is placed in one of those programs. At this orientation parents are given the parent survey and program selection form in English and in their native language when available as well. In order to ensure that these forms are returned the ESL teacher sits with parents at this meeting and helps the parent fill out the forms. If there is a parent who does not speak English present the ESL teacher makes sure that there is someone present who speaks the native language of the parent and if that isn't possible future arrangements are made in order for the parent to come back and visit with an interpreter. If parents feel that they need to go home and discuss their decision with their spouse or partner, they have the opportunity to take the forms home and return them within a two day time frame. If the forms aren't returned the ESL teacher calls the parents to remind them as well as sends out a reminder letter. If the forms aren't returned within the time frame that is established between parent and teacher, the students default program as per Part 154 is a Transitional Bilingual Program.
- After reviewing the program selection forms for the past few years the trend in program choices for P.S. 30 that parents have been requesting is an ESL program. The ESL program that we offer is aligned with parent requests. Sometimes there are parents that request that their child be placed in a Bilingual class. Because P.S. 30 does not have a Bilingual Program the steps that the school

follows are:

Parent requests a Bilingual class The certified ESL teacher sits with the parent and listens to what the parent is looking for in a specific program. The ESL teachers calls the local placement office and informs them that she will be sending a parent over with the parents specific requests and also explains that this is because a Bilingual or Dual Language program isnt offered at P.S. 30. Parent is sent to the placement office where there they are placed in a school of their choice
If in the future there were enough students in two consecutive grades, P.S. 30 would open up a Bilingual Class.

Part III: ELL Demographics

A. ELL Programs

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

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained	0	0	0	0	0	0								0
Push-In	1	2	1	2	2	2								10
Total	1	2	1	2	2	2	0	0	0	0	0	0	0	10

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	33	Newcomers (ELLs receiving service 0-3 years)	23	Special Education	10
SIFE	0	ELLs receiving service 4-6 years	9	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/>	<input type="checkbox"/> 0						

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP								
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American:

Asian:

Hispanic/Latino:

Native American:

White (Non-Hispanic/Latino):

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	5		4	6								24
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic		1		1	1	3								6
Haitian														0
French			1		1									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	6	5	6	1	6	9	0	33						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

P.S. 30 understands and strongly believes that a clear understanding of the needs of our ELLs is crucial to succeeding in helping our ELLs learn the English language. P.S. 30 only offers a freestanding ESL program, this program provides instruction in English with Native language support, emphasizing English Language Acquisition. Our students come from many different language backgrounds P.S. 30 follows a push-in/pull-out program. Students who are at the beginning and intermediate levels of proficiency are pulled out during their prep period in their schedules so that the readers and writers workshop lessons aren't interrupted. These students are pulled-out in order to fully address the individual needs of the students as newcomer English Language Learners. These students spend the majority of their day in all English content instruction, but the ESL teacher plans carefully with the general education teacher to ensure curricular alignment.

The students who have been in ESL various years receive the service through push-in. In the push-in model the ESL teacher works with ELLs during content instruction in collaboration with regular classroom teachers to provide language acquisition and vocabulary support while retaining content instruction time. This is done to ensure that not only the students are receiving the ESL service but so that they are not missing out on very important content area instruction as well. While in ESL, groups are formed heterogeneously, but in the same grade unless the teacher feels that even though a student is in a lower grade or upper grade from the group pulled and a student would work better being there that is done as well. Teachers follow a specific schedule and work collaboratively with the ESL teacher when it comes to ensuring that the ELLs receive their mandated minutes as per Part 154. Classroom teachers are orientated at the beginning of every school year when they have ELLs in their classroom in terms of what their mandates are and when and where they will be seen. This is done so that the teacher understand the importance of an ELL receiving the ESL services they are entitled to. When the ESL teacher plans to push in several periods a week, she works with the classroom teacher to make sure that it's within what the teacher plans on teaching for that week the instruction addresses the needs of the ELL as well as there being differentiated instruction taking place. Because P.S. 30 provides an ESL program only, all classroom teachers teach monolingual English classes and students who are entitled to ESL receive ESL for the minutes they are mandated to receive as per their proficiency scores on the LAB-R and NYSESLAT.

P.S. 30 delivers content area instruction to ELLs by following the curriculum that is currently in place which is aligned to state standards. P.S. 30 teaches its ELLs with the same materials that the monolingual students learn with except with differentiated approaches. TPR is used, scaffolded lesson, hands-on learning approaches, picture cues, labeling, graphic organizers, sentences prompts, cloze activities are all some of the strategies that are used. Materials are selected by the ESL certified teacher to ensure that the materials are appropriate for the proficiency level of the ELLs.

ELLs who have been in US schools less than three years will be serviced following an ESL pull-out model. These students will receive ESL classes during the mandated amount of time that is required as per their proficiency level on the LAB-R and NYSESLAT. These students who are in testing grades, will participate in AIS tutoring one period a day during schools hours to address both math and literacy skills. These students are also placed in an after-school program as well that address these skills. Students are assisted by their classroom teachers by providing them with differentiated instruction on the subject area being taught in class. Also ESL teacher will work collaboratively with the classroom teacher in order to address the students' needs while conducting a pull-out. Teachers will meet bi-

weekly to discuss what they feel are skills that should be taught while the child is being pulled-out by the ESL teachers. Regular informal and formal assessments will be conducted in order to ensure and monitor student progress.

P.S. 30 does not currently have SIFE students. Our plan for SIFE students is to provide them with the extra help they need in order to get them on grade level. Besides ESL, the school provides tutoring in the majority of all subject areas but especially focus on Literacy and Math during school hours and in an after-school program Tuesdays, Wednesdays, and Thursdays. Tutoring is provided by certified teachers and would allow this type of student to learn on a one to one basis because all tutoring sessions are taught in small groups. These students can also participate in programs such as “Wilson” which helps them with phonics and parts of speech. They will also participate in skills periods which are held daily Monday through Friday and these periods are taught by certified teachers. During these periods students work on skills that the teacher has identified the student is struggling with. The skills are both in math and literacy. Every Friday of the week these skills are assessed to determine whether or not the student has learned it. If it is determined that they haven't mastered the skill then the teacher is given the opportunity to reteach the skill as a group or individually through personal conferencing sessions.

Long Term ELLs and ELLs with special needs also have the opportunity to participate in programs that are given through out the school year as mentioned above. There are programs that meet before and afterschool that address student needs b y focusing on specific skills. These programs not only address skills needed but also incorporate technology as well as differentiated instruction by certified teachers. These students depending on their needs are placed in programs such as “Wilson” to help them get on grade level and to reach Proficiency. This would also apply to our newcomers. Students who have special needs are able to participate in all of the programs mentioned above as well as whenever needed they are provided with a one to one Para that speaks their native language for any difficulties they may have.

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

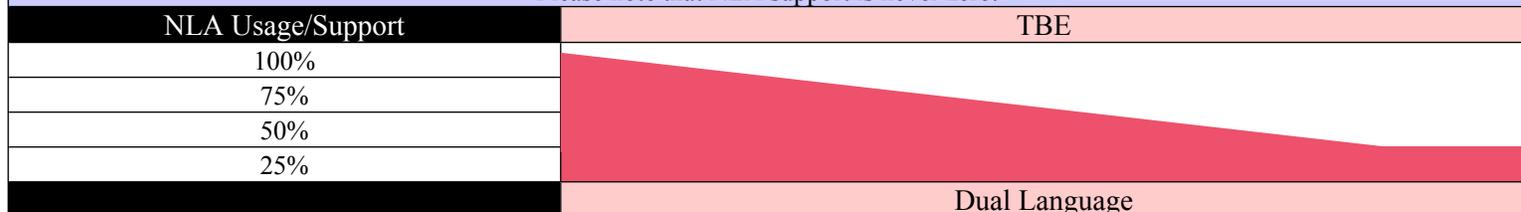
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

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

Native Language Arts and Native Language Support

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



100%			
75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED

B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

For our students who have reached proficiency on the NYSESLAT the ESL teacher and the classroom teacher may meet to discuss any of the difficulties that the student may be displaying now that they no longer receive ESL. The ESL teacher on a regular basis may also do a push-in to assist the child and speak to the child and help him or her with what they are doing at the moment and to measure any additional needs. These student as per request by the ESL teacher are placed in the extended time session in order to assist these kids with help in Literacy and Math. These ELLs also continue to have the testing accommodations for up to two years that they had when they were still considered ELLs, these testing accommodations include separate location, and time extensions.

For this year and the next upcoming year, P.S. 30 has been and will continue to provide the ESL students with the opportunity to receive language through arts. P.S. 30 hires outside certified ESL teachers who work with language and math skills through artistic classes such as puppetry, quilt making, movement and cooking. Students are very eager to participate in these programs and there has been

evidence through informal assessments that students acquire language and vocabulary as well as basic math skills such as measuring, adding and learning multiplication from this program. Students also have the chance to participate when funds are available in an artistic after-school program as well where students work on murals, sculptures and other artistic projects in order to learn speaking and listening skills through cooperative learning and projects. At this time no programs will be eliminated.

ELLs in P.S. 30 have the opportunity to receive AIS tutoring. Students are placed in small groups of no more than 8 children and ELA and Math skills are addressed to help students improve in areas that they have shown weaknesses in. ELLs are also invited and placed in the afterschool program that is held three times a week in which ELA and Math skills are taught as well. The afterschool program for these students is taught by an ESL certified teacher, who uses specially selected materials that fit the needs of individual students. In order to make sure that the students are receiving what is needed, classroom teachers have grade meeting in which teachers discuss the common trend of where the students need the most help in, and they work collaboratively to give each other ideas that have worked and new teaching skills they can try. This is done for the afterschool, tutoring groups as well as regularly scheduled teaching lessons as well.

There are many materials available to ELLs in the building. Students are allowed to have library time where they go and select books that they can read for enjoyment. Also the computer lab is readily available to them and on the computers there is software that addresses reading, phonetics, math, science, and social studies skills. P.S. 30 also have classes that ELLs participate in such as art, movement and music. Teachers have found that the ELLs that participate in these classes have developed strong language skills. P.S. 30 also offers a drama class where ELLs participate and act out in different ways besides using verbal language.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

For professional development, the P.S. 30 staff has one to one consultation meetings with the ESL teacher when they have doubts or questions about how to teach the ELLs in their classrooms. In order to insure the minimal 7.5 hours of ELL training for all staff, the ESL teacher provides the faculty with mini workshops that revolve around instruction, identifying the needs of ELLs, testing and activities that teachers may use with ELLs. These workshops are held once a month. Some of the topics of discussion are as follows:

- How to use the NYSESLAT results for grouping and driving instruction.
- Stages of English Language Acquisition.
- How to plan differentiated instruction for the 4 levels of English Literacy, and the five stages of English language Acquisition.
- Assessment, evaluation, and placement of ELLs.
- Understanding the socio-cultural perspective and its implications for students with interrupted formal education.

When students are transitioning from elementary school to middle school the guidance counselor in charge of the middle school applications follows a specific protocol to make sure that these students have an easy transition process. The guidance counselor collaborates with the ESL teacher in making sure that she has a list of names of students who are going to middle school who are entitled to bilingual services. When this is done she holds meetings for parents in which parents are orientated about the schools that are available to

students within and outside of the district. Parents of students who speak languages other than English are strongly encouraged to attend so that they may be orientated as to what middle schools offer bilingual services, and what they should do if there is a school outside of the district that offers a type of bilingual service they are interested in. Students who are also 11 years of age and older have what is called a academic transitional plan in which it is stipulated what the kids should be focused on in their new middle school as well as bilingual services and other related services they are entitled to.

E. Parental Involvement

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

P.S. 30 is currently working on getting more parents to become more involved in the school community. Workshops are offered that fit parent needs, these needs are found by parental requests in terms of topics of interest.

P.S. 30 partners with other agencies and community based organizations to provide workshops for the general parent population which includes ELL parents. These organizations include, Harlem Hospital, The Borinquen Health Clinic, UFT, Con Edison, and Bank of America. These organizations present workshops to parents on topics that parents have requested they would like to learn about. These topics are found through surveys that are sent home by the parent coordinator in order to figure out what it is parents would be interested in learning about so that there would be more parental participation. Some of these topics range between Bed Bugs, Diabetes, How to Quit Smoking, etc.

P.S. 30 has some parental participation in which they have reached through putting up fliers to promote workshops, calling parents, as well as word of mouth in which some parents are designated to inform parents in the community of the workshops that are held at least once a month.

Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	3	2		2	3								11
Intermediate(I)			4	1	3	4								12
Advanced (A)	5	1	2		1	1								10
Total	6	4	8	1	6	8	0	0	0	0	0	0	0	33

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

LISTENING /SPEAKING	B	1												
	I		2	1		1	2							
	A	5	2	3		2	2							
	P			2	1	2	3							
READING/ WRITING	B	1	2	1		2	2							
	I		1		1	3	5							
	A	5	1	5			1							
	P													

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1	2		3
4	3	2			5
5					0
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3			2		2		1		5
4			6		2				8
5									0
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			4		3		1		8
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies					
	Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
5									0
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	0	0	0	0				
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

P.S. 30 utilizes DWA and DRA to assess early literacy skills of monolingual students as well as ELLs in the classrooms. The results obtained are analyzed and are used to see what skills the students are weakest in. These skills are listed and small groups are formed and the skills are taught. After teaching the skills the students are re-assessed using the same DWA and DRA except with different literature to determine if there has been growth in the understanding of the skills being taught. Teachers also use observation in order to determine if a student just didn't test well, and if that is the situation, the student is changed from one group to another so that the individual student needs are met.

When examining the four modalities of Listening, Speaking, Reading and Writing the patterns that were revealed across the proficiency levels were as follows;

K-1: The ELLs in Kinder are balanced when it comes to both the reading, writing, listening, and speaking modalities. There were five students who scored at the advanced level in all four modalities, and one who scored at the beginning level in all four modalities. In first grade 2 students obtained a beginning level proficiency score and 2 obtained an advanced level. In the reading and writing modalities 2 students scored in the beginning level, 1 student scored in the intermediate level, and 1 in the advanced level.

2-4: The Second grade students did very well in the listening and speaking modalities. 3 students obtained an advanced level of proficiency, and two obtained a proficient level. 1 student however scored an intermediate level In the reading and writing modalities 5 students obtained an advanced level, and one obtained a beginning level, but this student is a newcomer ELL. In grade three there was only one student tested. This student was proficient on the listening and speaking modalities and was at the intermediate level in the reading and writing modalities. In grade four for the listening and speaking modalities there was 1 student who was in the intermediate level, 2 were in the advanced level, and 2 students were proficient. In the reading and writing modalities 2 students were in the beginning level and 3 were in the intermediate level.

5-6: P.S. 30 only has fifth grade there is no longer a 6th grade. In the listening and speaking modalities 2 students were in the intermediate level of proficiency, 2 were in the advanced level and 3 students were proficient. In the reading and writing modalities 2 students were in the beginning level, 5 were in the intermediate level, and 1 was in the advanced level.

The patterns across the proficiency levels will affect instructional decisions. While analyzing the schools NYSESLAT and LAB results it became clear that instruction should be focused on the weakest areas in the majority of the grade levels which were Reading and Writing. P.S. 30 will provide these students with English Language arts in their regular classroom as well as with ESL. Depending on their proficiency levels students will receive ESL on a daily basis in blocks of 45 minutes. ELLs also have the opportunity to participate in Tutoring that addresses both Reading and Writing after school and on Saturdays. There are also school based programs such as "Orchard" and "Voyager" which give the students the opportunity to improve these target areas. Lower grade students are screened within the school and if it is necessary they participate in the "Wilson" program which helps students improve in the area of phonetic awareness, decoding skills, and writing skills.

After examining the students testing results the following patterns were observed;

The NY State Math

- There were five students who took the State Math exam grade 3 last year. 2 students obtained a level 2, and 2 students obtained a level 3. In grade 4 last year eight students took the state Math Exam. 6 students obtained a level 2 and 2 students obtained a level 3

The NY State Science

- There were 7 students who took the grade 4 Science exam. Four students obtained a level 2, three obtained a level 3 and one obtained a level 4.

The New York State English Language Arts Exam

- In third grade one student obtained a level 2, and two students obtained a level 3. In grade four three students obtained a level 1 and two students obtained a level 2. The students who obtained a level one are new comer ELLs who have been in the ESL program 1-3 years.

The English Language Learners in P.S. 30 took their subject area exams of math and science in English. They took these exams in English because this is the language that they felt most comfortable taking the exams in, with the exception of one newcomer ELL who took the math exam in Spanish, as well as the science exam. Teachers use the results of these exams to understand the individual needs of the students in their classrooms, as well as the ELLs. Teachers analyze the results based on skills and teach to the skills the children need to work on. Teachers provide differentiated instruction as well as form guided reading groups. AIS instruction is also provided to these students to address reading and math skills.

The school leadership team and teachers use the results of the interim assessments, formal and informal assessments in order to monitor how their students are progressing. Once an assessment is analyzed teachers form groups to teach skills they feel the student needs to learn or re-learn and they re-assess to monitor progress. Some of the skills that have been found to be giving the most students especially ELLs trouble, are skills such as the main idea, fact/opinion, context clues, and poetry analysis. When results of these assessments arrive not only does the ESL teacher receive the results but so does the classroom teacher. When they evaluate their results and see what areas the students need to improve on whether it is reading, writing, listening or speaking, they create activities and lessons that address their needs. Both teachers work collaboratively to ensure that learning is occurring. The ESL teacher carefully selects materials, and follows a pacing calendar to make sure that all skills are taught and re-taught.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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