



PS 30R

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL: 31/ STATEN ISLAND/ 31R030

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 30 **SCHOOL NAME:** The Westerleigh School

SCHOOL ADDRESS: 200 Wardwell Ave

SCHOOL TELEPHONE: 718.442-0462 **FAX:** 718.442-4265

SCHOOL CONTACT PERSON: Denise N. Spina **EMAIL ADDRESS:** dspina@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Lori Slimas

PRINCIPAL: Denise N. Spina

UFT CHAPTER LEADER: T. Walsh

PARENTS' ASSOCIATION PRESIDENT: Vera Micelli

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

DISTRICT: 31 **CHILDREN FIRST NETWORK (CFN):** 410

NETWORK LEADER: Altagracia Santana

SUPERINTENDENT: Erminia Claudio

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
Denise N. Spina	*Principal or Designee	
T. Walsh	*UFT Chapter Chairperson or Designee	
Vera Micelli	*PA/PTA President or Designated Co-President	
	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Vincenza Alberano	Parent	
Cindy Gerber	Parent	
Diane Pilatsky	Parent	
Diana Hernandez	Parent	
Lori Ortega	Teacher	
Lori Addressi	Teacher	
Michell O’Rourke	Teacher	

(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.

If you want the best public education for your child with 100% highly qualified teachers, cutting edge and forward thinking curriculum, fully engaged parent body, service driven student council, and full partnerships with community and business, then P.S. 30 is the place for your children.

P.S. 30 is a Grand Old Lady that has served her community for over 100 years in Westerleigh, Staten Island. She presently holds 850 smiling children who run into her building daily. Over the past 3 years we have given her a face lift. On the outside: shrubbery, new fencing, and schoolyards to playgrounds. On the inside: 21st Century library, new children's bathrooms, new brightly colored floors for classrooms and hallways, refurbished stately main lobby, and we have upgraded broadband within the entire school. There is so much more to come.

Our school has two full time physical education teachers, everyone receives physical education. In addition, we have a full arts department by licenses teachers in visual arts, theater, and music (band and recorder). For our hard working parents/guardians, many of whom are City workers, we have provided an after-care program from 2:20 p.m. to 6:00 p.m.

Our teachers receive constant professional development that keeps them knowledgeable about current and best practices. Our teachers are leaders and support their colleagues using data to drive their instruction. For our children who are struggling we offer Academic Intervention and Leveled Literacy Intervention. This year we are a DOE funded I-Zone school. Children in grades 4 and 5 use I-Zone technology to access curriculum. The children love it!

Our PTA and all class parents and volunteers sponsor activities such as Book Fairs, Holiday Fair, Carnival, Character Hat Day, and bring in outside vendors to provide assembly programs for our children.

Our entire school is involved in plays. Grades K, 1, and 2 have Junior Assembly and Grades 3, 4, and 5 have Senior Assembly. Families of the class performing are invited to these plays. The children are eager to perform, sing, dance, and memorize their lines for their big day.

P.S. 30 is a cut above because all of our parents and staff are proactive in any and all issues that benefit children. On a final note we would like to share our children's mission statement developed in conjunction with our student council and all our children at P.S. 30.

P. S. 30 Student Mission Statement:

The mission of the PS 30 family is to provide each student with a diverse education in a safe and supportive environment. We are centered on meeting students at their instructional level to provide them with a valuable learning experience. Parents and caregivers are seen as valued partners in layering the foundation of independent, life-long learners. Building bridges between strengths and weaknesses is the ultimate goal. (Created 2007-2008)

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:	P.S. 30 Westerleigh				
District:	31	DBN #:	31R030	School BEDS Code:	353100010030

DEMOGRAPHICS									
Grades Served in 2009-10:	<input type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
	<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> 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	0	0	0		94.6	94.9	TBD		
Kindergarten	127	133	152						
Grade 1	150	138	133	Student Stability: % of Enrollment					
Grade 2	137	142	141	(As of June 30)	2007-08	2008-09	2009-10		
Grade 3	128	146	143		95.3	96.6	TBD		
Grade 4	140	127	145						
Grade 5	134	147	116	Poverty Rate: % of Enrollment					
Grade 6	0	0	0	(As of October 31)	2007-08	2008-09	2009-10		
Grade 7	0	0	0		23.9	22.8	34.1		
Grade 8	0	0	0						
Grade 9	0	0	0	Students in Temporary Housing: Total Number					
Grade 10	0	0	0	(As of June 30)	2007-08	2008-09	2009-10		
Grade 11	0	0	0		1	7	TBD		
Grade 12	0	0	0						
Ungraded	1	1	1	Recent Immigrants: Total Number					
				(As of October 31)	2007-08	2008-09	2009-10		
Total	817	834	832		3	5	3		
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	78	75	63						
No. in Collaborative Team Teaching (CTT) Classes	0	12	32	Principal Suspensions	16	5	TBD		
Number all others	104	95	80	Superintendent Suspensions	6	0	TBD		
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS							
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	2007-08	2008-09	2009-10	
# in Trans. Bilingual Classes	0	0	5	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	0	Early College HS Participants	0	0	0
# receiving ESL services only	25	31	22	Number of Staff: Includes all full-time staff			
# ELLs with IEPs	3	1	15	(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	56	59	TBD
Overage Students: # entering students overage for grade				Number of Administrators and Other Professionals	18	16	TBD
(As of October 31)	2007-08	2008-09	2009-10	Number of Educational Paraprofessionals	10	10	TBD
	0	0	TBD				
				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	100.0	100.0	TBD
American Indian or Alaska Native	0.4	0.4	0.2	Percent more than two years teaching in this school	82.1	83.1	TBD
Black or African American	4.6	4.0	5.0	Percent more than five years teaching anywhere	69.6	67.8	TBD
Hispanic or Latino	17.1	18.0	17.3				
Asian or Native Hawaiian/Other Pacific Isl.	7.0	7.2	8.1	Percent Masters Degree or higher	91.0	92.0	TBD
White	70.9	70.4	67.7	Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)	94.4	91.9	TBD
Male	54.7	54.0	54.9				
Female	45.3	46.0	45.1				

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY	
SURR School: Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>	If yes, area(s) of SURR identification:
Designated as a Persistently Lowest-Achieving (PLA) School: Yes <input type="checkbox"/> No <input type="checkbox"/>	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):	
<u>Differentiated Accountability Phase (Check ✓)</u>	<u>Category (Check ✓)</u>

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

		Basic	Focused	Comprehensive
In Good Standing (IGS)	✓			
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 (✓)		Secondary Level (✓)	
	ELA:	✓	ELA:	
	Math:	✓	Math:	
	Science:	✓	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	✓	✓	✓				
Ethnicity							
American Indian or Alaska Native							
Black or African American	-	-	-				
Hispanic or Latino	✓	✓	-				
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	5	5	1				

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	B	Overall Evaluation:	➤
Overall Score	61.3	Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	✓
School Environment (Comprises 15% of the Overall Score)	7.3	Quality Statement 2: Plan and Set Goals	➤
School Performance (Comprises 25% of the Overall Score)	13.8	Quality Statement 3: Align Instructional Strategy to Goals	➤
Student Progress (Comprises 60% of the Overall Score)	36.4	Quality Statement 4: Align Capacity Building to Goals	✓
Additional Credit	3.8	Quality Statement 5: Monitor and Revise	➤
<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?
-

P.S. 30 is a neighborhood school in the Westerleigh section of Staten Island, which serves over 847 students in both general education and special education, K-5. The staff demonstrates a willingness to participate in professional development and collaborative partnerships with their colleagues through common planning time and intera-visitations. The staff at P.S. 30 believes strongly in fostering a positive school community for all students through quality instruction and engagement. Parents are active participants and assist the school in creating a strong community.

The Core Data Team meets regularly and is comprised of veteran staff members who take the role of researchers very seriously. The Data Team is steadfast on improving vocabulary instruction for a targeted group of students in grades 3, 4 and 5 and disseminating that information to staff for improved student achievement, school-wide. The Data Team has engaged their colleagues to examine student achievement through research based practices that are aligned to the Common Core Standards.

In an effort to strengthen instruction and improve the 2009-2010 Progress Report grade of C, P.S. 30 has begun to implement the methodology of Junior Great Books. With this shift in instruction, students and teachers are now engaged in quality literature that build student capacity, improves critical thinking and promotes higher student achievement through text-based Socratic discussion in a shared inquiry environment.

P.S. 30 recognized that the Socratic Method had a direct correlation to raising student achievement and therefore sought to obtain The Staten Island Foundation grant for \$15,000 for the 2010-2011

school-year. The grant along with the school provided the materials and professional development necessary to implement Junior Great Books and the Shared Inquiry Model.

The school was pleased to become 1 of 30 elementary schools to pilot I-Zone, which is a NYCDOE sponsored program focused on raising student learning and achievement through computer adaptive software. I-Zone rethinks the way in which instruction is delivered in a 21st Century Global learning environment through personalized instruction and assessment. Students now have access to world-class instruction through virtual learning modalities. In addition to I-Zone being innovative for students, the school is also addressing an area of improvement from the 2010 Quality Review, which was technology.

All of the above statements speak to some of our greatest accomplishments and significant aids, in our continued effort to raise student achievement. When considering our current challenges and trends, we reviewed the Progress Report, Quality Review and NYS school report card. An analysis of the data shows the following:

ELA:

There has been a decrease noted in levels 3 and 4, with only 62.7% of students obtaining proficiency in grades 3, 4 and 5. The data, more specifically the item-skill analysis is trending to the notion that students are losing proficiency because there is a lack of deep questioning and critical analysis, especially in grade 4. There is also a trend that SWDs are not performing as high as their counterparts on the NYS assessments, for example; only 2% of SWDs received a level 4 on the NYS ELA exams. The median student proficiency on the NYS ELA exams has dropped from the previous year from 3.39 to 3.13. The data has also shown us that students identified in the lowest 1/3rd Citywide are making progress on the NYS ELA exams.

To address these trends, P.S. 30 has sought professional development, common planning time, the use of a Leveled Literacy Intervention Teacher, collaboration with the Core Data Team to analyze student work and a SBO for teachers to analyze data weekly. Additionally, our second graders are now assessed using English Language Arts Performance (ELAP-Plus), which is a diagnostic tool for the performance indicators and competencies of the NYS ELA exam. ELAP-Plus provides teachers with a detailed item-skill analysis two times a year, which is used to form skill-based groups in the classroom.

Math:

There has also been a considerable decrease in math scores, with only 73.6% of students obtaining proficiency in levels 3 and 4. The data is trending to the notion that all students are having difficulty with number sense and operation, as well as tackling multi-step word problems. Through the work of the Data Team, it was evident that students cannot answer word problems due to readability and the lack of basic math operations. The median student proficiency on the NYS Math exams has dropped from the previous year from 3.89 to 3.57. Additionally, our second graders are now assessed using Mathematics Application and Performance (MAP), which is a diagnostic tool for the performance indicators and competencies of the NYS Math exam. MAP provides teachers with a detailed item-skill analysis two times a year, which is used to form skill-based groups in the classroom.

To address these trends, P.S. 30 has sought professional development on the Common Core Standards in conjunction with, examining student work at common planning times, maintaining the use of math exemplars and instituting two Math cluster positions, which service grades 3, 4 and 5 twice a week. The newly created Math cluster positions will enhance and support the Math instruction in all classrooms using concrete practices to raise student achievement.

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.

REVISED

GOAL 1 ELA

By June 2011, 50 % (201) students in grades 3, 4, and 5 including ELL 's and SWD, will have an increase of .5 in their proficiency level as measured by the New York State ELA exam

GOAL 2 DATA & GOAL SETTING

By June 2011 100% (15) classroom teachers and 100% (286) students in grades 4 and 5 including ELL and SWD classes will use technology (laptops and Smartboards) to support their learning.

I-Zone is a DOE sponsored pilot technology curriculum which supports differentiated instruction.

GOAL 3 MATH

By June 2011, 50% (200) of students in grades 3, 4, and 5, including ELL's and SWD will have an increase of .5 in their proficiency level as measured by the New York State Math Exam.

GOAL 4 DATA INQUIRY TEAM: VOCABULARY

By June 2011, the core inquiry team will implement research based vocabulary instructional strategies with a group of targeted third, fourth and fifth grade students including ELLs and SWDs and measure progress of the targeted students using Performance Series and Pearson Success Maker on an interim bases resulting in a 5% increase of scores for 90% of the targeted students from pre and post-tests in vocabulary which will result in an overall increase in performance on the NYS ELA exams

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.

ELA

Subject/Area :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 50 % (201) students in grades 3, 4, and 5 , including ELL ‘s and SWD, will have an increase of .5 in their proficiency level as measured by the New York State ELA exam</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><u>Actions/Strategies/Activities:</u> Performance Series, grade 3, 4, and 5 three times a year, to identify student strengths and weaknesses in reading and to plan instruction based on the data</p> <p>I-Zone (grades 4 and 5) daily assessment to provide differentiated instruction using use real time data</p> <p><u>Target Population(s):</u> Grade 3, 4 and 5 students, including Ell’s and SWD</p> <p><u>Responsible Staff Members:</u> Teachers</p> <p><u>Implementation Timeline:</u> 3 times a year</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Formal and informal observations</p> <p><u>Target Population(s):</u> All teachers</p> <p><u>Responsible Staff Members:</u> Administration</p> <p><u>Implementation Timeline:</u> Daily</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Intervention programs and Socratic methodology</p> <p><u>Target Population(s):</u> grades 3, 4, and 5 (levels 1 and 2)</p>

	<p><u>Responsible Staff Members:</u> SETTS, LLI and classroom teachers</p> <p><u>Implementation Timeline:</u> Daily</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Grade 3 Junior Great Books, I-Zone Pearson Success Maker for grade 4 and 'Time 2 Know for grade 5</p> <p><u>Target Population(s):</u> students in grades 3- 5</p> <p><u>Responsible Staff Members:</u> Teachers</p> <p><u>Implementation Timeline:</u> Daily</p> <hr/> <p><u>Monitor and Revise:</u> Examine the assessments (Ed Performance</p> <p>October 2010: Grade 3- Ed Performance Grade 4- Ed Performance , Pearson's SuccessMaker Grade 5 – Ed Performance, 'Time 2 Know'</p> <p>January 2011 Grade 3- Ed Performance Grade 4- Ed Performance , Pearson's SuccessMaker Grade 5 – Ed Performance, 'Time 2 Know'</p> <p>March 2011 Grade 3- Ed Performance Grade 4- Ed Performance , Pearson's SuccessMaker Grade 5 – Ed Performance, 'Time 2 Know'</p> <p>May 2011 NYS ELA exam Grade 3- Ed Performance Grade 4- Ed Performance , Pearson's SuccessMaker Grade 5 – Ed Performance, 'Time 2 Know'</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</p>	<ul style="list-style-type: none"> • <u>C4E</u> • <u>Title 1 ARRA TA</u> • <u>Tax Levy</u>

categories, that will support the actions/strategies/activities described in this action plan.

Indicators of Interim Progress and/or Accomplishment

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

- **Teachers in grades 3-5 will administer and analyze assessments, IZONE data and Performance Series data, to identify student strengths and weaknesses**
- **Based on administrations' observations of instruction provide feedback/coaching to teachers on moving instruction forward in ELA.**
- **Teachers of grades 3-5 will provide intervention/enrichment based on on-going assessment data.**
- **SETTS and LLI teachers will provide AIS services during the extended day, for 50 minutes, on Guided Reading, 2 times a week.**

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.

DATA & GOAL SETTING

Subject/Area :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011 100% (15) classroom teachers and 100% (286) students in grades 4 and 5 including ELL and SWD classes will use technology (laptops and Smartboards) to support their learning. I-Zone is a DOE sponsored pilot technology curriculum which supports differentiated instruction.</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><u>Actions/Strategies/Activities:</u> Assistant Principal will meet monthly with grade 4 and 5 teachers during common planning time to facilitate differentiation.</p> <p><u>Target Population(s):</u> Grade 4 and 5 students, including ELL’s and SWD</p> <p><u>Responsible Staff Members:</u> Assistant Principal and Classroom Teachers</p> <p><u>Implementation Timeline:</u> Monthly</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Professional Development in Differentiated Instruction for reading and math</p> <p><u>Target Population(s):</u> Grade 4 and 5 teachers</p> <p><u>Responsible Staff Members:</u> DOE I-Zone specialists</p> <p><u>Implementation Timeline:</u> 3 times a week</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Differentiated Intervention/enrichment based on real-time data</p> <p><u>Target Population(s):</u> Grades 4 and 5 all students</p> <p><u>Responsible Staff Members:</u> Classroom teachers</p> <p><u>Implementation Timeline:</u> Daily</p>

	<p><u>Actions/Strategies/Activities:</u> Formal and Informal observations</p> <p><u>Target Population(s):</u> Grades 4 and 5 teachers</p> <p><u>Responsible Staff Members:</u> Administration</p> <p><u>Implementation Timeline:</u> As needed</p> <hr/> <p><u>Monitor and Revise:</u> Examine the assessments</p> <p style="text-align: center;"><i>an example</i></p> <p>October 2010: Grade 4- Ed Performance , I-Zone weekly data Grade 5 – Ed Performance, I-Zone weekly data</p> <p>January 2011 Grade 4- Ed Performance , I-Zone weekly data Grade 5 – Ed Performance, I-Zone weekly data</p> <p>March 2011 Grade 4- Ed Performance , I-Zone weekly data Grade 5 – Ed Performance, I-Zone weekly data</p> <p>May 2011 Grade 4- Ed Performance , I-Zone weekly data Grade 5 – Ed Performance, I-Zone weekly data</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>	<ul style="list-style-type: none"> • DOE sponsored grant

<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>November 2010: 2% increase in overall student performance as measured by ED performance and I-Zone weekly data</p> <p>January 2011: 2% increase in overall student performance as measured by ED performance and I-Zone weekly data</p> <p>March 2011: 2% increase in overall student performance as measured by ED performance and I-Zone weekly data</p> <p>May 2011: 2% increase in overall student performance as measured by ED performance and I-Zone weekly data</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 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.

MATH

Subject/Area :

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 50% (200) of students in grades 3, 4, and 5, including ELL’s and SWD will have an increase of .5 in their proficiency level as measured by the New York State Math Exam.</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><u>Actions/Strategies/Activities:</u> Performance Series grades 3, 4, and 5, to identify student strengths and weaknesses in Math and to plan instruction based on data.</p> <p>I-Zone (grades 4-5) daily assessment to provide differentiated instruction using real time data</p> <p><u>Target Population(s):</u> Grade 3, 4, and 5 students, including ELL’s and SWD</p> <p><u>Responsible Staff Members:</u> Teachers</p> <p><u>Implementation Timeline:</u> 3 times a year</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Formal and informal observations</p> <p><u>Target Population(s):</u> All teachers</p> <p><u>Responsible Staff Members:</u> Administration</p> <p><u>Implementation Timeline:</u> Daily</p> <hr/> <p><u>Actions/Strategies/Activities:</u> Intervention programs and Exemplar word problems</p> <p><u>Target Population(s):</u> Grades 3, 4, and 5 (levels 1 and 2)</p>

	<p><u>Responsible Staff Members:</u> SETTS, and classroom teachers</p> <p><u>Implementation Timeline:</u> Daily</p> <hr/> <p><u>Actions/Strategies/Activities:</u> HSP Math for grade 3 and I-Zone Pearson Success Maker grade 4, and Time to Know Grade 5</p> <p><u>Target Population(s):</u> Grades 3, 4, and 5</p> <p><u>Responsible Staff Members:</u> Teachers</p> <p><u>Implementation Timeline:</u> Daily</p> <hr/> <p><u>Monitor and Revise:</u> Examine the assessments</p> <p>October 2010: Grade 3- Ed Performance Grade 4- Ed Performance , Pearson’s SuccessMaker Grade 5 – Ed Performance, ‘Time 2 Know’</p> <p>January 2011 Grade 3- Ed Performance Grade 4- Ed Performance , Pearson’s SuccessMaker Grade 5 – Ed Performance, ‘Time 2 Know’</p> <p>March 2011 Grade 3- Ed Performance Grade 4- Ed Performance , Pearson’s SuccessMaker Grade 5 – Ed Performance, ‘Time 2 Know’</p> <p>May 2011 NYS ELA exam Grade 3- Ed Performance Grade 4- Ed Performance , Pearson’s SuccessMaker Grade 5 – Ed Performance, ‘Time 2 Know’</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with</p>	<ul style="list-style-type: none"> • <u>C4E</u> • <u>Title 1 ARRA TA</u> • <u>Tax Levy</u>

specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

Indicators of Interim Progress and/or Accomplishment
Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

- **Teachers in grades 3-5 will /coaching to teachers on moving instruction forward in Math.**
- **Teachers of grades 3-5 will provide intervention/enrichment based on on-going assessment data.**
- **SETTS and LLI teachers will provide AIS services during the extended day, for 50 minutes, on 2 times a week and on common preps.**

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.

DATA INQUIRY TEAM: VOCABULARY

Subject/Area :

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, the core data inquiry team will implement research based vocabulary instructional strategies with a group of targeted third, fourth and fifth grade students including ELLs and SWDs and measure progress of the targeted students using Performance Series and Pearson Success Maker on an interim bases resulting in a 5% increase of scores for 90% of the targeted students from pre and post-tests in vocabulary which will result in an overall increase in performance on the NYS ELA exams</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><u>Actions/Strategies/Activities:</u></p> <ul style="list-style-type: none"> • Survey the staff on their perceptions of vocabulary instruction • Inquiry team members will research best practices for vocabulary instruction • Implement research based vocabulary instructional strategies aligned with the listening and speaking Common Core Standards • Teach specific vocabulary through explicit instruction and the use of new words • Teach independent strategies that students can use to unlock the meanings of words through instruction in strategy content and processes • Differentiate instruction based on the needs of ELLs, emergent readers and the opportunities afforded by technology (I-Zone) • Develop general vocabulary by structuring an environment that builds word awareness through the availability of good books to encourage wide reading and also teacher modeling of word interest • Assess targeted students on a quarterly basis using teacher made vocabulary assessments and Performance Series • Highlight best-practices in vocabulary instruction • Communicate progress with the school on our data board and newsletter <p><u>Target Population(s):</u> Teachers as researchers, targeted at-risk students in grades 3, 4 and 5 including ELLs and SWDs</p> <p><u>Responsible Staff Members:</u> Data Inquiry Team Members, Assistant Principal and Classroom Teachers</p>

	<p><u>Implementation Timeline:</u> September 2010 through June 2011</p> <p><u>Monitor and Revise:</u></p> <p>October 2010: Grade 3- Ed Performance and vocabulary pre-assessment Grade 4- Ed Performance , Pearson’s Success Maker and vocabulary pre-assessment Grade 5 – Ed Performance, ‘Time 2 Know’ and Vocabulary pre-assessment</p> <p>January 2011: Grade 3- Teacher created vocabulary assessment Grade 4- Teacher created vocabulary assessment Grade 5- Teacher created vocabulary assessment</p> <p>March 2011: Grade 3- Ed Performance Grade 4- Ed Performance , Pearson’s Success Maker Grade 5 – Ed Performance, ‘Time 2 Know’</p> <p>June 2011: Grade 3- Ed Performance and vocabulary post-assessment Grade 4- Ed Performance , Pearson’s Success Maker and vocabulary post-assessment Grade 5 – Ed Performance, ‘Time 2 Know’ and vocabulary post-assessment</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>	<ul style="list-style-type: none"> • <u>Title 1 ARRA TA</u> • <u>Tax Levy</u>

Indicators of Interim Progress and/or Accomplishment

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

- **Projected gains for the quarterly assessments listed above:**
- **October: Vocabulary pre-assessment and base-line Performance Series tests administered**
- **January: 1.5% increase on the teacher created vocabulary assessment as measured against the October vocabulary pre-assessment**
- **March: 2% increase from the January teacher created vocabulary assessment and October Performance Series**
- **June: 1.5% increase from the March Performance Series and on the vocabulary post-assessment**

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	3	3	N/A	N/A	1	0	4	10
1	69	69	N/A	N/A	1	0	4	8
2	57	57	N/A	N/A	1	0	3	12
3	56	56	N/A	N/A	1	0	1	6
4	65	65	17	17	1	0	2	8
5	68	68	4	4	1	0	1	6
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:	Academic Intervention Services are provided during and after the school day. Teachers work with small groups as part of our extended day program. During the school day, Leveled Literacy Intervention is used by our reading teacher to help students who are not meeting the English/Language Arts Standards. Related service providers and Learning Leaders (parent volunteers) work with students 1:1 or in small groups to work on basic skills to help with decoding, comprehension, writing and speaking.
Mathematics:	Classroom teachers work with at-risk students in small groups after the school day as part of our extended day program. During the school day, AIS support in mathematics is provided in small groups with instruction focused on problem solving and how to choose a strategy appropriate for a given problem.
Science:	Classroom teachers work with at-risk students, as needed, during and after the school day. Non-fiction science themed books are used during guided reading lessons to improve literacy, content vocabulary and comprehension of the science curriculum.
Social Studies:	Teachers enrich our Social Studies curriculum to increase student achievement for those at-risk of not meeting the standards. Teachers focus on building vocabulary within the content area, teaching students how to use and build an outline to organize main ideas/supporting details and how to use various documents to support their comprehension and writing in the Social Studies content area. Non-fiction books are used during small group guided-reading sessions to envelope Social Studies in the ELA block during the school day.
At-risk Services Provided by the Guidance Counselor:	On any given day, the guidance counselor provides counseling to students who are in crisis. This includes peer mediation, crisis intervention and parent conferences. Counseling sessions can be conducted in a group or 1:1 setting.
At-risk Services Provided by the School Psychologist:	Throughout the school day, as needed, the school psychologist consults with teachers, providers and parents, supplies referrals to community resources and provides crisis intervention.
At-risk Services Provided by the Social Worker:	ERSSA (Educationally Related Support Service Assistance), Individual and group counseling; crisis intervention; family intervention: concrete services/referrals to community agencies, etc. The social worker is also available to assist students who are anxious about coming into school.

At-risk Health-related Services:

During the school day, our school nurses work with students to improve health and hygiene. They organize programs and conduct information sessions related to asthma, juvenile diabetes, allergies, proper Epi-pen/inhaler use and hand washing/ prevention of germ spreading.

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.

**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.

A. Language Allocation Policy Team Composition

Network Cluster <i>type here</i>	District 31	School Number 030	School Name Westerleigh School
Principal Denise N. Spina		Assistant Principal Dennis Forde, Alan Ihne	
Coach Wanda Torres		Coach	
Teacher/Subject Area Kristie Contrares/ 1st grade		Guidance Counselor Jennifer Reich	
Teacher/Subject Area <i>type here</i>		Parent Vera Micelli	
Teacher/Subject Area <i>type here</i>		Parent Coordinator Kathie Stefanski	
Related Service Provider Melissa D'Antonio (SETTS)		Other <i>type here</i>	
Network Leader Altagracia Santana		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	847	Total Number of ELLs	36	ELLs as Share of Total Student Population (%)	4.25%
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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.

1. At P.S 30 we make a concerted effort to closely adhere to CR Part 154 Regulations in regards to identifying, assessing and placing our ELL students into the appropriate program. Several protocols have been established by the pupil accounting secretary in conjunction with the permanently certified E.S.L teacher/program coordinator in order to ensure that ELLs are identified upon registration. Each new entrant into the system is given the HLIS, which are readily available in the main office in the primary home languages other than English that are popular within the community (English, Spanish, Arabic, Chinese and Urdu). The ESL teacher is present upon request in order to perform the following duties:

- Inform the family about the assessment and placement process prospective ELLs undergo
- Arrange interpretation if need be so that families are well informed about the HLIS and the process there child will undergo to determine if he/she is an ELL

-Conducts an interview with both the parents/guardians as well as with the child to confirm that a language other than English is spoken at home and to assign the most appropriate OTELE code to the HLIS form. Staff members who are comprised of both pedagogues and paraprofessionals are called upon request in order to translate for families during registration. Staff members are available to translate from English to Spanish and from Arabic to Spanish.

The students with an OTELE code other than English are promptly administered the LAB-R by the ESL teacher/coordinator. The tests are then hand scored and the E.S.L teacher/coordinator determines eligibility into a bilingual program based on the most current cut off scores provided. All new students are identified through this process well within the legal timeframe given (the first ten days after they are admitted into the New York City school system). During the allotted time period, the following Spring, the NYSESLAT is administered by the ESL teacher.

2. In September, during the largest influx of new registrant, and then subsequently through the course of the year as is needed, orientation meetings are conducted to apprise ELL parents of the different programs available in the New York City school system for their children. Prior to the meeting HLIS forms are reviewed to determine what languages the documents need to be presented in and to

secure translations and interpreters well in advanced. During an orientation meeting, parents view the DVD provided by the Department of Education in the EPIC (ELL Parent Information Case) that explains the different types of bilingual programs available in the Department of Education. The ELL teacher and the Parent Coordinator discuss the options available in our school, and also discuss the importance of returning the Program Selection form. The parents are given the opportunity to complete the Program Selection form at the meetings, and are also given brochures in their native languages, also provided by the Department of Education's EPIC. Because the DVD offers a great array of language to select from there is rarely an instance where a parent does not have the opportunity to view the information in a language they do not understand. However, if this should occur, every effort is made to have a translator from the interpretation unit, or from the community to translate the pertinent information for the parent. Both the ELL teacher and the Parent Coordinator- who are present at the meeting- review the entire parent selection survey and entertain all questions and concerns. Orientations are offered on an ongoing basis during the year to the parents of newcomer ELLs within 10 days of their admittance into the system, immediately after they are identified as an ELL student. When parents are unable to attend the orientation meetings, the ELL teacher and parent coordinator arrange a private meeting to discuss their options and select a bilingual program for their child.

3. Within 10 days of entering P.S 30, identified ELLs are given entitlement letters, inviting them to the orientation, as well as the Program Selection form and Orientation Survey in the home language of the families. The ELL teacher makes every effort to disseminate information to the parents in order to ensure that they are aware of the bilingual programs available and are able to make the most befitting choice for their child. To that end, in the event that a parent does not respond to the initial outreach, they are contacted on a weekly basis, by phone and by resending the information home, until they make an appointment for an orientation and complete the Program Selection forms and along with the Surveys. Each outreach attempt is recorded and all letters sent to parents are copied and filed.

4. After parents are apprised of the bilingual programs that are available and they have selected their program choice, forms are reviewed to ensure that we are meeting the parent's request. P.S 30, due to overwhelming parental preference and low numbers of students who speak one language other than English on each grade, offers a freestanding E.S.L program, and does not currently offer any other type of bilingual program. Though parents very seldom choose another option besides than freestanding E.S.L, the ELL teacher will explain that in the event that there are enough students on a grade to support a bilingual program of their choice and enough parents request it, we would oblige with their request, however, at the moment their program of choice is not available at our school, so they can request a transfer to a school that offers their program of choice. In the interim between being placed in their program of choice they are welcome to opt in to the present ESL program.

5/6 During the past three years 99% of the returned Parent Selection forms have reflected a parental choice of having a free - standing ESL as their program of preference. Therefore, our freestanding ESL program is directly aligned with the parents' requests. Should the parent request another type of bilingual program, every effort is made to inform them of how they can transfer their child to a different school that offers bilingual programs that are not available at PS 30, or to offer them the "opt in" option into PS 30's ESL program while they await their first choice placement. Periodically, these forms along with the number of children on each grade who speak the same languages are reviewed by the ESL teacher and administration to ensure that we are offering the first choice of the parents and adhering to the CR Part 154 guidelines that clearly state we must offer bilingual programs based on parental preference.

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

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	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
Dual Language <small>(50%:50%)</small>														0
Freestanding ESL														
Self-Contained														0
Push-In	6	13	2	5	6	4								36
Total	6	13	2	5	6	4	0	0	0	0	0	0	0	36

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	36	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	15
SIFE	2	ELLs receiving service 4-6 years	7	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	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	
TBE										0
Dual Language										0

ESL	29		8	7		8	0			36
Total	29	0	8	7	0	8	0	0	0	36

Number of ELLs in a TBE program who are in alternate placement: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other _														0
TOTAL	0													

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
Other ____																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other ____									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages): _____	Number of third language speakers: ____
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	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	3	7	2	3	5	2								22
Chinese	1	1												2
Russian														0

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
Bengali														0
Urdu						1								1
Arabic	1	3		2	1									7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish	1													1
Albanian														0
Other		2				1								3
TOTAL	6	13	2	5	6	4	0	36						

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.

1. a. In recognition that research supports a push-in, collaborative teaching program model, the E.S.L program at P.S 30 is a push -in program, which employs a collaborative effort between the E.S.L teacher and the classroom teachers. The E.S.L teacher applies ESL strategies within the ELLs' classroom environment, adhering to the identical curriculum and standards that are being taught to the all students. However, in order to differentiate instruction and meet the needs of low level English oral language skills, beginning new entrants are pulled out for lessons that target the social aspect of English and allow them to develop basic oral language skills. Once they have mastered sufficient English to follow directions and are more comfortable in the classroom, they are served only within the push-in/collaborative teaching model.

b. As it is a push-in model all students are grouped on grade level. However, a classroom on a given grade may have both a newcomer who is at the beginning and those students who are intermediate as well as advanced, therefore, proficiency is mixed within the grade level due to the nature of the push in model. However, differentiation based on individual needs of the ELLs is an ongoing effort on the part of the ELL teacher and the classroom/ content specialty teacher.

2. The E.S.L teacher works closely with the classroom teachers as well as the administration to ensure that the minimum number of mandated minutes of E.S.L are scheduled for each ELL, based on their proficiency level. As we have a relatively small population of ELLs, P.S 30 often exceeds the minimum number of mandated minutes of E.S.L instruction. Advanced students receive two block periods of 100 minutes per week, and therefore receive a total of 200 minutes of E.S.L weekly. Intermediate and Beginning students receive six 50 minute periods weekly, as well as one block period of 100 minutes weekly, and therefore receive 400 minutes a week of E.S.L instruction.

3. In order to convey concepts, especially more abstract rather than concrete concepts, a variety of E.S.L strategies are applied to content area lessons to enable ELLs to make content accessible to them. Some of these techniques include but are not limited to:

- Realia
- TPR (Total Physical Response)
- Sheltered English,
- scaffolding information
- cooperative learning activities
- projects
- Multimodality learning experiences (offering visual, tactile and kinesthetic activities to allow for multiple opportunities for conceptualization)
- Offering real life experiences that connect to the curriculum (trips, guest speakers, and performances).
- Learning through artistic expression (music, art, poetry).
- The vocabulary introduction routines utilized in the RIGOR program (a researched based method of teaching content vocabulary to ELLs, created by Margarita Caldaron).

Though the primary language of instruction during the aforementioned methodologies is English, P.S 30 has made bilingual dictionaries available in all classrooms in the primary languages of their ELLs and former ELLs (Spanish, Arabic , Chinese and Urdu). In addition, in our effort to support Native Language Literacy, Spanish Literacy and dual language (Spanish/English) libraries have been placed in classrooms on each grade level.

Lastly, the E.S.L teacher collaborates with the classroom and content area teacher in order to employ C.A.L.L.A (Cognitive, Academic Language Learning Approach) techniques to modify how material is presented to the ELLs in order to make it more accessible for them.

4. A. Instruction for SIFE students: Several programs and instructional strategies have been established to meet the unique and

multifaceted challenges of SIFE students. In order to facilitate a program that simultaneously teaches these students social and academic English language skills, E.S.L instruction focuses on both English for basic communication, English literacy skills, as well as introducing grade appropriate content concepts as well as the specific vocabulary that is necessary to access this curriculum. Specific programs utilized by both the E.S.L teacher and the classroom teacher in order to support the aforementioned goals for SIFE students include RIGBY'S On Our Way to English (3rd and 4th grade newcomers kits) as well as the research based literacy program, RIGOR. TPR, C.A.L.L.A as well as multimodality teaching are approaches used to teach these students.

Lastly, Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom.

B. Because the "newcomer" category is quite broad (children who are undergoing 1-3 years of services) the strategies used to teach these students vary depending on English proficiency levels, grade level, performances on both formal and informal assessments (when available). For new entrants that have low oral language proficiency skills the following provisions are set in place for them to acquire English:

-E.S.L lessons are given by the E.S.L teacher, allowing them the opportunity to learn social aspects of the language that they may not have the opportunity to learn from their classroom environment. English in My Pocket and the On Our Way to English Newcomer Kits are mainly used for these lessons.

E.S.L teacher consults and collaborates with the classroom teacher in order to make the content area lesson more accessible to the student through visual and tactile cues and activities (i.e T.P.R, using photos or pictures, graphic organizers), extensive modeling.

Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom.

For students who are newcomers, yet are proficient in speaking and understanding English, yet struggle with English literacy and writing, the following programs used and strategies implemented on their behalf:

- RIGOR program for grades three through five is used by both the ESL teacher and the classroom teacher in order to provide basic literacy instruction while teaching grade appropriate content areas.
- Foundations is used by the classroom and reinforced the E.S.L teacher to improve phonemic awareness as needed
- I-Zone programs (both Time to Know and Success Maker) are technology based literacy and mathematics programs used in grades 4 and 5 that allow the ESL and classroom teacher to differentiated instruction and use data to drive instruction for the ELL students.
- Extra opportunities for guided reading and writing are offered to ELLs by the E.S.L teacher, during their literacy block.
- Once an ELL is entering their second or third year of service and little progress is noticed, they can begin to receive AIS services (Leveled Literacy Intervention) as well as SETTS, for additional support.
- Extra opportunities for collaborative learning are offered to ELLs with the classroom environment.
- Enrichment activities that incorporate the arts are part of the ESL program (i.e Reader's Theater, cooking

C/D. A tiered intervention plan has been established by the Pupil Personnel Team for the ELLs who are on their fourth year of service or more, (this includes long term ELLs, of which there are none presently enrolled at PS 30, currently). The plan is as follows:

- The E.S.L teacher differentiates instruction based on feedback from teachers and service providers (when applicable), formal and informal assessments are used to create lessons based on their individual/group needs. These lessons are generally centered around literacy and or writing, and follow the main tenants of balanced literacy (read alouds, guided reading, and shared reading) Programs that support this effort are RIGOR, and I-ZONE programs.
- Tier two interventions that are generally offered to ELLs who have been served for four years or more include AIS services and at-risk SETTS, during which Leveled Literacy Intervention, as well as IZONE programs are implemented to support the students in their effort to

master content area curriculum.

- As a tier one intervention, the ESL teacher consults and collaborates with the classroom teachers in order to create a climate in which the ELL students can better access the curriculum. Together, they plan for ELLs to learn new concepts through multimodality activities, collaborative learning exercises and through experiential opportunities (i.e trips, art and guest speakers).

E. For ELLs with special needs, the ELL teacher devises an individual plan based on assessments, the students' IEP goals, as well as feedback from the special education teacher and any service providers they may have. As many of the special needs ELLs have a language and or speech disorder and receive speech and language services, the ESL teacher and the speech and language teacher often collaboratively plan for effective language goals. Programs and strategies that support the aforementioned initiative include:

- Foundations
- Earobics (technology based program to address phonemic patterns in language)
- On Our Way to English
- IZONE (technology based literacy and mathematics programs)
- RIGOR (Reading Intervention Goals for Older Readers)
- Authentic experiences connected to content (i.e science experiments, cooking, art projects, trips and guest speakers).
- Full Arts Department (Music, Performing Arts and Visual Arts) and Physical Education
- Visual, tactile and kinesthetic activities to convey conceptual meaning
- Academic vocabulary enrichment through RIGOR strategies set forth by Margarita Caldaron and C.A.L.L.A strategies.
- Extra cooperative learning opportunities

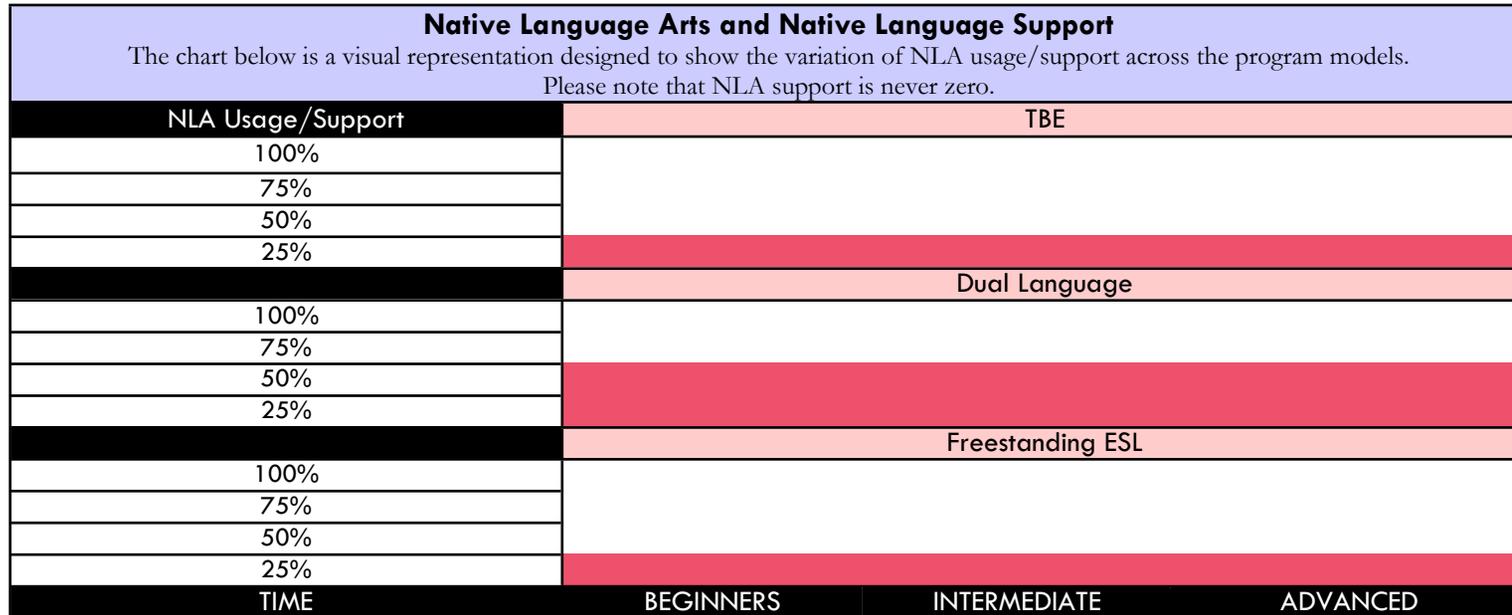
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	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



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?

Paste response to questions 5-14 here

5. Targeted interventions that have been implemented in order to better serve ELL students include:

-Foundations (this address the phonetic and phonemic awareness of our new entrants and ELLs in the lower grades (k-2).

- On Our Way to English – newcomer kits (newcomers grades 3-5).

-English in Your Pocket (Rigby's on Our Way to English)- Beginning students in grades K-2)

-IZONE technology based programs ("Time to Know" and "Success Maker") target 4th and 5th grade students and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELLs who are advanced and intermediate proficiency levels on the NYSESLAT. This group of students have four or more years of E.S.L service.

-RIGOR (Reading Intervention Goals for Older Readers) is used for those students in grades 3 through five who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELLs with more than four years of service as well as the special education population are targeted with this program.

- Leveled Literacy Intervention is offered to ELLs who are speak English proficiently yet struggle with academic based language and literacy.

-At-Risk SETTS offers differentiated instruction based on grade and ability level in mathematics and literacy. Most students who receive at risk SETTS are at risk students who have been services for three or more years.

The aforementioned services are delivered in English, however, native language materials (library books, bilingual dictionaries and glossaries) are made available to the students in order to support native language arts, along with the English interventions.

5. In order support the transition into the mainstream classroom, the ELL teacher continues to monitor the former ELLs for two years and offers support to them, as needed. If assessment results and teacher reports reflect the need for ESL, or literacy services, every effort is made to provide E.S.L on an "at risk" basis or Leveled Literacy Intervention services offered by the AIS provider.

6. We would like to incorporate performing arts by planning performances for the ELL students. This will ideally be a collaborative

effort between the Performing Arts teacher and the ESL teacher. Our aspiration is that this will be a creative outlet for the ELLs to enhance their English oral language skills, as well as their content area and literacy skill set.

7. Enhancements to the ESL program, and ELL services/ opportunities are; providing push-in services, additional storytelling lessons conducted by professional storyteller, collaborative efforts to incorporate the arts in ESL instruction (esl and performing arts teacher collaboration).

8. We are not eliminating any bilingual program in our school, as we are required to maintain our current E.S.L program in compliance with CR Part 154.

9. In order to ensure ELLs are afforded every opportunity to engage in all school based activities, notices are always sent home in the home language of the parents to notify families of the opportunities their children have to participate in special school events and programs. Our ELLs are involved in an array of activities including student council elections, afterschool center sports and other activities, and the holiday fair.

10. Materials that are available to conduct instruction include the following:

RIGOR Level One & Two Kits

-Leveled libraries in the ESL resource room, and in each classroom

On Our Way to English Newcomers Kits (for grades 3-5)

- English in Our Pocket (beginning oral language program grades K-2)

-Reader's Theater (Benchmark Press)

-English Explorer (guided reading sets from Benchmark Inc. especially designed for ELLs and special needs children)

-English literature library for grades K-2

-Guided Reading books (Levels B-G)

-Books on tape

-listening centers

-laptop carts in each classroom to support the use of IZONE and other technology based programs

-projectors and ELMO(document scanner) machines

-Bilingual glossaries in multiple languages (Spanish, Arabic, Urdu and Chinese)

-Bilingual libraries in Spanish/English

-Duel Language Libraries

11. Although there are no bilingual programs at the school, the administration and faculty recognize and appreciate the value of ELL students' native language and culture.

In order to allow ELLs to develop and utilize their native language arts skills, students are taught how to and encouraged to use bilingual dictionaries and dual language library texts. Writing in one's native language is accepted and encouraged when a student feels they are better able to express their ideas in their own language. In addition, ELL students are encouraged to share aspects of their culture with their classmates (e.g artisan crafts, music, photographs, etc.) This provides the students with an opportunity to experience a sense of importance and contribute to classroom discussions. The ELL teacher used students' native cultures as a reference point when selecting topics to cover in her classes (literature, current events, geography etc.).

12. When selecting a program to target ELLs age and grade appropriate materials are selected in order to ensure grade level curriculum is accessed, regardless of reading level, and the student is interested and not belittled by material that seems below or too above their age group. For instance, high interest, grade appropriate content at a low reading level materials are used to instruct ELLs who are in the higher grades, yet are at lower reading levels.

13. Prior to the beginning of school, ELL parents are able to pre register students, speak to the parent coordinator in order to familiarize themselves with the school and are invited to workshops conducted for new parents such as the kindergarten Parent Meeting, conducted by the parent coordinator.

14. Though we do not presently offer any language electives to our students, we would like to have a Spanish cluster program, budget providing to enrich the language skills of both ELL and EP(English Proficient) students in the building.

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)?

not applicable

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.

Paste response to questions 1-3 here

1. At PS In order to meet the needs of our ELL population, it is imperative that the ESL teacher interface with the classroom teacher to plan appropriate academic strategies. It is for this reason that professional development will focus on the importance of planning long term goals for our ELL students as well as the development of academic language development in the content areas. As our data reflects a need to bolster the English literacy of our ELL students, literacy instruction of ELLs will be the main topic of professional development during the 2010-2011 school year. A resident professional developer will offer in depth professional development by introducing various teaching techniques that will be implemented in our classrooms to help each student broaden their base of cognitive academic language and to reach his/her full academic potential. Some of these techniques include but are not limited to: Sheltered English, scaffolding, activities, cooperative learning, grouping, and project models. The special education teachers underwent and will continue professional development in new programs for struggling readers that have been purchased to supplement their normal classroom programs. In addition, on going professional development during the school year will occur through regular opportunity for the classroom teachers to consult with the ELL teacher, who is continually in the classrooms with ELL students. To that end, the ELL teacher works collaboratively with the classroom teacher to further develop language skills in all modalities employing the CALLA (Cognitive Academic Language Learning Approach) method as well. Moreover, the literacy coach, who has extensive training in the aforementioned E.S.L strategies is available to arrange demonstration lessons, on-site professional development sessions with the classroom teachers through out

the year. In addition, we have launched a school wide effort to address the listening and speaking portions of Common Core Standards. As the relationship between oral language skills and literacy is strong, we recognize the importance of bolstering the oral language proficiency and listening comprehension of all of our students in order to bolster their academic based vocabulary as well as their reading comprehension skills.

Lastly, the ELL teacher will be turn keying information about the most current methods of teaching ELLs and aligning instruction with the new core curriculum standards. In particular, we will be addressing the Common Core Standards for

2. Fifth grade teachers work to prepare all students, including ELLs for the middle school settings, and are supported in their endeavors by attending professional development that is targets middle school standards and curriculum. This allows them the teachers to prepare units and lessons that match the new level of academic rigor that will be required of the students in middle school. For ELLs in particular, fifth grade teachers are trained in using strategies for bolstering academic language, as this becomes increasingly important in the secondary school environment. Lastly, fifth grade teachers are informed of the various ELL programs available in the local middle schools, so that they can disseminate this information to the ELL parents and students.

3. The resident ELL consultant, along with the ELL teacher will providing at the 7.5 mandated hours of ELL training per the Jose P. legislation, during the school year. Training will include sensitivity trainin, a basic approach to appropriately handling children and their families of various cultures, as well as ESL methodolgies that are applicable to the classroom environment (T.P.R, collaborative learning, oral language development and listening activites, and scaffolding the material of the content curriculum as well as building academic vocabulary.

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?

Paste response to questions 1-4 here

1.P.S 30 serves a community with a rich tradition of school involvement. The PS 30 PTA is vibrant and the parents involved plan several events and fundraisers to enhance the quality of the students' educational experience and to create a unique and special school environment for their children.

2. For the past three years, the parent coordinator has organized a program for parents to volunteer in the school and truly enrich the lives of the children. The outside agency that assists in training parents to tutor children and formalize the process of hiring volunteers is called Learning Leaders. The parent volunteers in the Learning Leaders have been working with ELL students since the inception of the program, and truly bolstered the confidence of the ELLs and offered them supplemental one on one instruction in reading and mathematics. We have had ELL parents involved in this program, as well as involved in the PTA.

The ELL teacher in collaboration with the parent coordinator are planning the following workshops and events for ELL parents and or modification of school workshops for all parents:

- Translators for the Core Curriculum Workshop for parents
- IS/MS for 5th grade parents (highlighting the bilingual programs available at the local middle schools)
- Translators for Bullying Workshop offered by the New York School Safety and Community Affairs.
- Translators for Internet Safety Meeting
- Literacy Workshops for bilingual parents (conducted by the Literacy Coach).

The needs of the parents are continually evaluated through feedback given to the teachers, concerns raised at the monthly PTA meetings, and needs assessment surveys conducted by the Parent Coordinator. As the ESL teacher maintains regular communication with the parents of ELLs, they will often raise concerns with her and every effort is made to address their issues. Families that are newly arrived to the country for instance may require support in establishing their basic needs such as health insurance and need to learn about how schools operate in the United States. Our staff works diligently to assist these families with various issues, to secure in order to create an overall safe and comfortable home and school environment for the child. An example of how PS 30 responds to ELL parent issues is how the ESL teacher created adult ESL classes in response to ELL parent requests to have an affordable way of learning English.

- The parent coordinator and the ESL teacher work collaboratively to disseminate information to ELL parents about school happenings, academic matters, community issues (i.e safety) as well as Department of Education procedures and processes that are necessary to understand.

Parent activities are planned according to their feedback about how they can be better supported by the school, and surrounding any topic the faculty or administration deem pertinent for parents to know in order to for the students to be academically successful.

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	6	2	2	1	1								13
Intermediate(I)		5	0	3	2	1								11
Advanced (A)	4				3	3								10
Total	5	11	2	5	6	5	0	0	0	0	0	0	0	34

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										
	A		2	2	2	2							
	P		5		2	4	3						
READING/WRITING	B		6	2	1	1							
	I		3		3	2	1						
	A		1			2	2						
	P		0			1							

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	5	1			6
5		2			2
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									0
4	3		1		2				6
5			2						2
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									0
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 ___				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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.

Paste response to questions 1-6 here

1. Several formal and informal assessments are used to evaluate the literacy skills of students K-5. TCWRP (Teacher's College Writing and Reading Program) assessment is given monthly in order to assess progress in literacy. The results of the latest TCWRP baseline, September/October assessments reflect that the majority of ELL students are a half a year to a year below grade level in reading skills. (Please refer to tabel of results in additional information section of LAP document).

ELL students in grades 3-5 have higher mathematics scores than ELA scores, as seen across the grades as there are more students scoring at a level three in mathematics than in the ELA. This evidence supports the notion that our ELLs in the higher grades need to greatly improve their literacy skills, and we as a school community of learners need to continue analyzing data in order to identify and target their weaknesses. The ELL teacher along with the classroom teachers will be desegregating data that emerges from predictive assessments (Acuity and ELL Predictive assessments) in order to achieve this goal.

2. There is evidence that the ELLs are gaining proficiency in English as they move through the grades, as the number of beginners progressively decreases and the advanced students increases from grades Kindergarten to Five. This is evident in the NYSESLAT data, as there are 6 beginners in first grade and only one (who is a newcomer) in the fifth grade. Most intermediate students are in second and third grade, further supporting the notion that students who begin in ESL in Kindergarten and first grade (which they normally do) gain proficiency each year.

3. The ESL teacher along with the classroom teachers of ELLs desegrate the information yeilded from the NYSESLAT in order to poinpoint specific English language strengths and weaknesses the ELLs have. When planning to differentiate instruction for these students, desegragated NYSESLAT results assist teachers in deciding which skills the individual ELLs most need to work, and individual activities are planned accordingly. For instance, if NYSESLAT scores for a child are much weaker in the area of reading and writing rather than spaeking and listening, supplemental literacy activities will be planned for that particular student. If a child has not yet achieved proficiency on the listening and speaking portion of the NYSESLAT, then the ELL and classroom teacher provide supplemental opportunities for that student to practice English speaking and listening, and they may still need instruction in social, basic English communication skills.

4. a. In analyzing the different NYSESLAT modalities, results reflect that the strongest aspect of the students' English language skills are the listening and speaking strands of the exam, while the ELL students tend to struggle most with writing and reading. This is a trend that is consistent across the grades, and evidenced by the fact that school-wide approximately 70% of ELL students scored at the Beginning or Intermediate level on the reading and writing strands of the NYSESLAT, while nearly 100% of them are either proficient or advanced on the reading and writing strands of the NYSESLAT. Consequently, literacy is an aspect of ELL education that both the ELL and classroom teacher are planning to bolster during the 2010-2011 year. Supplemental literacy instruction will be necessary for the ELLs. This also reflects the need to focus on academic vocabulary, as our ELLs are learning social English skills, yet have more difficulty with literacy and academic based language.

b/c The ELL periodic assessments will be used to create specific and concrete goals for the ELLs, as the results reveal individual strengths and weaknesses in all four language strands. The results of ELL periodic assessments will be used as a powerful tool for the ELL and classroom teacher to differentiate instruction, and to set individualistic and group goals for activities such as guided reading and mini lessons. We have not had the opportunity to review the first set of results, as it was administereed only a few weeks ago, however, we will update this portion of the LAP once the data inquiry team as well as the ESL teacher review and analyze these results.

6. The success of our ELLs is evaluated using both formal and informal assessment instruments and on an continual basis throughout the schol year. The main tools that are used guage the ELLs succes are:

- NYSESLAT scores
- State Examination scores (when applicable) (Especially the ELA)
- TCRWP
- ELL Periodic Assessments

- Acuity
- Running Records
- monthly performance assessments given by the ELL teacher
- Anecdotal/ observation notes kept by the classroom teacher
- class portfolios

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.

Fall TCRWP			
Kindergarten	1st grade	2nd grade	
Level AA-(Preprimer)- 5 students	Level A- 4 students	Level C- 2 students	
Level A- 1 student	Level B/C- 2 students		
	Level E- 1 student		

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)

Denise Spina	Principal		
Dennis Forde	Assistant Principal		
Kathy Stefanski	Parent Coordinator		
Karen Corbo	ESL Teacher		
Vera Miceli	Parent		
Kristie Contreras	Teacher/Subject Area		
	Teacher/Subject Area		
Wanda Torres	Coach		
	Coach		
Jennifer Reich	Guidance Counselor		
Altagracia Santana	Network Leader		
Alan Ihne	Assistant Principal		
	Other ___		
	Other ___		
	Other ___		

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: 36 _____ LEP _____ Non-LEP _____

Number of Teachers 1 _____ Other Staff (Specify) None _____

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.

In order to address the literacy and oral language development of our ELLs in grades K-2, P.S 30 will be arranging a series of professional storytelling lessons conducted by Ramona King, a professional storyteller. Each class will in grades K-2 will have two sessions with Ms. King, during which time she will present a story, have the children act out scenes and respond to the experience through writing or pictorial representation. Both ELL and English proficient students will be involved in the program in order to ensure that ELLs reap the benefit of expanding Oral English Language with both English Proficient students as well as their ELL peers in the classroom. Ms. King will be offering her services over the span of 14 days, and will conduct three 45 minute sessions per day, totaling 42 45 minute sessions. The program will occur during November and December, two times a week. The cost of her services is \$425 per day, and will total \$5,950.00 for the 14 days. In order to support this story telling effort, children will be continually listening and responding to books on tape that were purchases through the previous year's Title III grant. In order to facilitate this ongoing effort, additional headphones and CD players will be purchased.

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.

At P.S 30, we recognize our need to continually improve upon our pedagogical practices in regards to teaching our ELL students literacy, in particular oral language development. Since assessment data (TCRWP, NYSESLAT and ELA results) reflects a deficiency in literacy skills of ELLs students, we would like to have a consultant work directly with our teachers in grades K-2 assist classroom teachers with using ESL strategies while teaching literacy to ELL students. Topics will include strategies for teaching vocabulary to ELLs, how to scaffold material for ELLs, corporative learning techniques, ways of implementing ELL strategies within the main tenants of balanced literacy (with special emphasis on guided reading with ELLs), and developing English oral language skills while teaching literacy. One of our CEP goals is to address the Listening and Speaking Common Core Standards, and this storytelling initiative will lend itself to this goal.

Section III. Title III Budget

School PS 30 BEDS Code: 031R030

Allocation Amount: 15,000.00		
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		
Purchased services - High quality staff and curriculum development contracts.	\$7,000.00	Professional development (provided by CITE- College of Saint Rose) 35 sessions at \$200.00 each total of \$7,000.00
	\$5,950.00	Professional storytelling lessons by Ramona King- 14 days@ \$425.00 = \$5,950.00
Supplies and materials - Must be supplemental.	\$1,200.00	

- Additional curricula, instructional materials. Must be clearly listed.		Cassette Recorders, Headphones To support storytelling lessons and oral language development.
Educational Software (Object Code 199)		
Travel		
Other		
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.
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.

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.
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.
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>.

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:		\$233,744	\$233,744
2. Enter the anticipated 1% set-aside for Parent Involvement:		\$2,337	\$2,337
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:		*	
4. Enter the anticipated 10% set-aside for Professional Development:		*	

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**.

School-Parent Compact

PS 30 and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the 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 that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010-2011.

Required School-Parent Compact Provisions

School Responsibilities

PS 30 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning and nurturing environment that enables the participating children to meet the State's student academic achievement standards as follows:
 - a. Balanced Literacy using the Workshop Model for Reading and Writing
 - b. HSB Mathematics for grades K-6
 - c. NYS Science curriculum using an inquiry-based model
 - d. NYS Social Studies core curriculum using the NYC recommended scope and sequence and a Core Knowledge curriculum
 - e. Additional subjects include, physical education, art, music, dance
 - f. Additional AIS provided to students struggling to meet CCSS as needed during the day
2. Hold parent-teacher conferences at least twice annually in elementary schools during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held:
 - a. November and in March school-wide
 - b. On an as-needs basis throughout the year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a. Written reports and conferences with parents conforming with NYC Department of Education calendar
 - b. Letters to inform parents/guardians of State and local assessment results as they are received at the school
 - c. Communication on a regular basis regarding student progress
 - d. Global Connect telephone relay to inform families on their child's attendance/lateness /school events
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a. Written communication through notes
 - b. Telephone conversations
 - c. Scheduled Parent-Teacher meetings
 - d. Parents/guardians are provided email of all teachers/staff

5. Provide parents/guardians opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows:
 - a. Learning Leaders
 - b. Participation in student celebrations and academic culminating activities
6. Involve parents/guardians in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.
7. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A programs (participating students), and will encourage them to attend.
8. Provide information to parents/guardians of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand, including e-mail.
9. Provide to parents/guardians of participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
10. On the request of parents/guardians provide opportunities for regular meetings for parents to formulate suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
11. Provide to each parent/guardians an individual student report about the performance of their child on the State assessment in math, and reading.
12. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

We, as parents, will support our children's learning in the following ways:

- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television/video games/social and /or networking their children participate in .
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to my children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extent possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school advisory or policy groups.

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.
2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - Help provide an enriched and accelerated curriculum.
 - Meet the educational needs of historically underserved populations.
 - 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.
 - Are consistent with and are designed to implement State and local improvement, if any.
3. Instruction by highly qualified staff.
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.
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
6. Strategies to increase parental involvement through means such as family literacy services.
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.

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.
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.
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.

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,</i>	Program Funds Are “Conceptually” ¹ Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of
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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.

	or Local)	in the Schoolwide Program (✓)			(Refer to Galaxy for FY'11 school allocation amounts)	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 (✓)	Page #(s)
Title I, Part A (Basic)	Federal						
Title I, Part A (ARRA)	Federal						
Title II, Part A	Federal						
Title III, Part A	Federal						
Title IV	Federal						
IDEA	Federal						
Tax Levy	Local						

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.
We are using LLI, SETTS, and extended day small group instruction.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
We are utilizing data Wednesdays from an SBO vote to plan for Title 1 students.
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; Teachers are using guided reading to provide for individualized instructional needs. We also have AIS two times a week .
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and We use ‘inquiry-based’ learning.
 - c. Minimize removing children from the regular classroom during regular school hours; We do not remove children from their classrooms.

– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

4. Coordinate with and support the regular educational program; All grades have common planning time to meet and support student learning.
5. Provide instruction by highly qualified teachers; 100 % of our teachers are highly qualified as per the BEDS survey
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff; Teachers have on-going professional development from consultants and the coach.
7. Provide strategies to increase parental involvement; and The parent coordinator provides and facilitates parent involvement through technology and workshop sessions.
8. Coordinate and integrate Federal, State and local services and programs. N/A

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.) 0
2. Please describe the services you are planning to provide to the STH population. N/A

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 Westerleigh					
District:	31	DBN:	31R030	School		353100010030

DEMOGRAPHICS

Grades Served:	Pre-K		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	0	0	0		94.6	94.9	94.5
Kindergarten	133	152	126				
Grade 1	138	133	153	Student Stability - % of Enrollment:			
Grade 2	142	141	134	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	146	143	142		95.3	96.6	96.5
Grade 4	127	145	144				
Grade 5	147	116	142	Poverty Rate - % of Enrollment:			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		23.9	34.1	35.9
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		1	7	9
Grade 12	0	0	0				
Ungraded	1	2	4	Recent Immigrants - Total Number:			
Total	834	832	845	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					3	5	3

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	75	63	56	Principal Suspensions	16	5	8
# in Collaborative Team Teaching (CTT) Classes	12	32	44	Superintendent Suspensions	6	0	1
Number all others	95	80	88				

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	5	TBD	Number of Teachers	56	59	61
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	18	16	7
# receiving ESL services only	31	22	TBD				
# ELLs with IEPs	1	15	TBD				

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

Number of Educational Paraprofessionals			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
	10	10	14

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	100.0	100.0
				% more than 2 years teaching in this school	82.1	83.1	82.0
				% more than 5 years teaching anywhere	69.6	67.8	72.1
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	91.0	92.0	93.4
American Indian or Alaska Native	0.4	0.2	0.4	% core classes taught by "highly qualified" teachers	94.4	91.9	97.1
Black or African American	4.0	5.0	4.5				
Hispanic or Latino	18.0	17.3	18.2				
Asian or Native Hawaiian/Other Pacific	7.2	8.1	7.6				
White	70.4	67.7	69.0				
Male	54.0	54.9	53.8				
Female	46.0	45.1	46.2				

2009-10 TITLE I STATUS

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

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
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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	-	-	-				
Hispanic or Latino	v	v	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	v	v					
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:	C	Overall Evaluation:					P
Overall Score:	30	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					P
School Environment:	4.7	Quality Statement 2: Plan and Set Goals					P
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					P
School Performance:	4.3	Quality Statement 4: Align Capacity Building to Goals					WD
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					P
Student Progress:	20.2						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

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