



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : MARY WHITE OVINGTON IS 30

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K030

PRINCIPAL: CAROL HEERAMAN **EMAIL:** CHEERAMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Carol Heeraman	*Principal or Designee	
Adrian Lyss	*UFT Chapter Leader or Designee	
Roland Roberts	*PA/PTA President or Designated Co-President	
Anna Ferro	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	
Rana Abu-Sbaih	Member/Parent	
Edwin Alicea	Member/Parent	
Dong Ting Wei	Member/Teacher	
Tara Schneider	Member/Teacher	
Joshua Houston	Member/Teacher (Chairperson)	
Eman Yaghnam	Member/Parent	
	Member/	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, students' progress in Math and ELA based on the Progress Report will increase by 10 points from 24.0 out of 60 to 34.0 out of 60.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The Progress report 2010-2011 shows that our students' progress, meaning the number of students who demonstrated individual growth in ELA and math within the year, had significantly declined. The Gains report also showed that many students' individual scores dropped within the proficiency levels (ex. A level 3.5 to a level 3.1) and by proficiency levels (ex. Level 4.0 to a level 3.5) Research shows that the quality of instruction and how students are assessed directly impacts on students' performance. Accomplishing this goal will require direct focus on curriculum, instruction, and assessment.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity #1

- *Professional Development: To address the various needs of students, teachers must be provided with the necessary tools and strategies to use to implement in the classroom therefore the following topics of PDs will be offered:*
 - 1) PD will be given to all teachers on how to use data to inform their instruction. Teachers will be trained on using Scantron, Acuity, and teacher-created common assessments as formative assessment tools to measure students' progress and not just to be used to produce a grade.*
 - 2) PD will be provided to all teachers of ELLs to enhance instruction and students' comprehension of content. All teachers of ELLs will receive training on implementing ESL methodology strategies on teaching vocabulary, reading, and writing in the content areas (science, social studies, math, and ELA).*
 - 3) PD will be provided for all teachers on the Chancellors' Initiative on "Strengthening teacher practice and Strengthening students' performance." All teachers will participate in the "Improving Teacher Effectiveness Framework" using the Charlotte Danielson's model, to support teachers in Instruction, Classroom Management and Planning and Preparation. Frequent short visits to classrooms will occur on Tuesdays and Thursdays with a focus on one of the elements of Danielson's framework, where teachers will receive immediate feedback on the low-inference observations. Teachers will be given the opportunity to self-reflect and make changes using the Danielson's rubric.*
 - 4) All teachers will receive PD on "Looking at Student Work" using the 'Tuning Protocol". Teachers will implement this protocol every Wednesday morning from 8:00 to 8:50 working in grade teams to improve student performance and teacher practice.*
 - 5) PD will be provided to co-teachers of ICT classes on instructional delivery, collaboration, assessing students, differentiation, and lesson planning and*

preparation.

- Target Population: All teachers.
- Responsible Staff Members: Principal, Assistant Principal, Data Specialist
- Implementation: September 2011 through June 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *We will conduct parent workshops that will include topics such as: understanding educational accountability; grade-level curriculum and assessment expectations; literacy, accessing community and support services; and building parents' capacity to help their children at home.*
- *We will provide opportunities during PTA meetings, or Saturday programs, for parents to help them understand the accountability system, student proficiency levels, Annual School report Card; Progress Report; Quality review Report; Learning Environment Survey, IS 30 grading system using the Engrade program for accessible communication.*
- *We will provide consistent communication with parents informing them of students progress and struggles and conducting conferences to implement interventions to meet the challenges students are facing early in the school year rather than waiting until the end of the year. This communication is enhanced with the use of Engrade which gives parents full access to students' performance on a daily basis in each class. Students are also held accountable for their work when they are provided with direct access to how they are doing on a daily basis.*
- *We will share information to parents about school and parent related programs, meetings and other activities in various languages.*
- *During our PTA meetings we will be sharing information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions on how they feel we can further assist our children.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers*
- *Teacher lab-sites are created for struggling and un-qualified teachers to visit and obtain feedback from their colleagues.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *We have implemented a Positive Behavior Intervention Support program that drives the vision and mission of our school and our core learning values ROAR (Respect, Opportunity, Acceptance, and Resilience). The intention is to become more student-centered where all adult actions are chosen with students' best interest in mind. Research has shown that when students behave appropriately in the classroom more learning occurs than when there is constant disruption.*
- *The Guidance counselor, PBIS coordinator, SAPIS, and Student Council all work collaboratively in implementing this program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIg Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- Professional Instructional materials to support professional development during the regular school day
- Per Diem substitute teachers to cover teachers during in-service PD.
- Professional consultants to conduct PDs
- Data specialist per session in preparation for the PDs.

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012 100% of teachers will undergo a minimum of 2 cycles of observations (of each component) using 6 components of a research based teacher effectiveness framework. The results of the coaching observations will be measured by the reports produced from the "Teachscape" software program on each teacher's progress in each of the 6 components.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- This goal is created as a means to improve student outcomes by strengthening teacher practice through professional conversations and reflection.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- *Administrators will conduct cycles of coaching observations addressing each of the selected components of the framework. Cycles of each component will be 6 to 8 weeks and based on teachers' results; beginning in October 2011 and ending in June 2012.*
- *Chosen tenured teachers will be given some autonomy on choosing components from the framework based on their chosen challenges.*
- *Administrators will be using the Teachscape software program which is aligned with the framework. The application allows administration to conduct effective coaching observations and the capacity to submit immediate feedback to teachers via email before the administrator leave the room.*
- *The Teachscape software features teachers' resource and tools on the specific components, which includes videos and courses. Teachers will be assigned*

to the area of need based on the results of their coaching observations.

- *After the initial coaching observation and feedback, if teacher requires assistance, the resources will be assigned; and another coaching observation will be conducted on the same component to measure teacher's progress.*
- *Teachers will continue to receive support from administrators until the component is mastered.*
- *Teachers will be given advanced notice of the focused component for the cycle. Administrators will conduct at **least 2** coaching observations per cycle depending on the teachers' effectiveness based on the component's rubric.*
- *Coaching observations will occur throughout the regular school day on Tuesdays and Thursdays.*

- *Target Population: All teachers.*
- *Responsible Staff Members: Principal, Assistant Principal*
- *Implementation: October 2011 through June 2012*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

- During PTA meetings parents will be notified of all the instructional expectations of the Chancellor and how IS 30 will be implementing these expectations to meet the needs of all students.
- Parent coordinator will send emails and back-pack information on accessing ARIS Parent link to read the information on Academic expectations and what parents should be doing and how they should be communicating with teachers to support their children.
- IS 30 will offer parent workshop on how to access ARIS Parent link and use it as a resource to support their children at home and to keep them informed with academic expectations.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

- *The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers*
- *Teacher lab-sites are created for struggling and un-qualified teachers to visit and obtain feedback from their colleagues.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

- *We have implemented a Positive Behavior Intervention Support program that drives the vision and mission of our school and our core learning values ROAR (Respect, Opportunity, Acceptance, and Resilience). The intention is to become more student-centered where all adult actions are chosen with students' best interest in mind. Research has shown that when students behave appropriately in the classroom more learning occurs than when there is constant disruption.*
- *The Guidance counselor, PBIS coordinator, SAPIS, and Student Council all work collaboratively in implementing this program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIg Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- *Purchase the Teachscape online program to efficiently conduct the coaching observations and to provide teachers with timely feedback.*
- *Purchase an Ipad for administrator to efficiently conduct the coaching observations and to provide teachers with timely feedback.*

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By May 2012, 100% of Math and ELA teachers will create, implement, and assess a rigorous unit incorporating the Common Core Learning Standards (CCLS) which will be measured by using the "Tuning Protocol" on Examining student work. The analysis of the resulting student work will inform the creation of additional units aligned to the CCLS.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- *This goal is created to strengthen students' performance, and to begin the transition from NYS Standards to the Common Core Learning Standards to prepare our students to be college and career ready.*

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity # 1

- *Teacher teams will meet by grades on a weekly basis to closely examine students' work using specific protocols for measuring the effectiveness of the tasks based on students' performance.*
- *Teacher teams will meet by department bi-weekly to continue to create, review, and modify curriculum, instruction, and assessment based on students' needs identified in the grade teams as we incorporate CCLS.*
- *The CCLS unit will be the 3rd unit in Math and ELA and implemented in January-February of 2011*
- *Administrators will continue to conduct the coaching observations using Danielson's components to provide quick and effective feedback to teachers on all aspects of the implementation of the CCLS unit.*
- *Teachers will be provided with protocols on how to reflect on their practice when students do not learn.*
- *ELA, Math, science, and social-studies teachers will collaborate together and continue to implement CCLS by creating performance tasks that demonstrates the depth of knowledge that students are suppose to know and be to do.*
- *Teachers will be assigned to the ARIS Learn website to observe and obtain information on how do teams conduct a close analysis of student work.*
- *ELA teachers have a common planning time incorporated in their work week to work on the CCLS unit.*
- *Teachers will be offered per session to complete the CCLS units by the end of December 2011.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *During PTA meetings parents will be informed of the academic expectations required from all students. IS 30 will conduct interactive workshops to demonstrate what the robust demands are in the CCLS units.*
- *Teachers will conduct parent workshops and provide parents with examples of students' academic expectations; and respond to parents concerns and questions*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- *New teachers are supported within their departmental teams on content and writing curriculum.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *We have implemented a Positive Behavior Intervention Support program that drives the vision and mission of our school and our core learning values ROAR (Respect, Opportunity, Acceptance, and Resilience). The intention is to become more student-centered where all adult actions are chosen with students' best interest in mind. Research has shown that when students behave appropriately in the classroom more learning occurs than when there is constant disruption.*
- *The Guidance counselor, PBIS coordinator, SAPIS, and Student Council all work collaboratively in implementing this program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, SIIg Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- *Per session for teachers to complete CCLS units by the end of December 2011.*
- *Supervisor per session to facilitate teams creating the CCLS units*

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, the number of English Language Learners reaching proficiency (Levels 3 and 4) will increase by 10% in both Math and ELA.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The trend over the last three years shows that as our ELL population increased the performance of this subgroup decreased. With an increase in this population, a more focused instructional plan is necessary to meet their needs.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

Activity

- *ESL teachers using the push-in model in ELA, Science, and Social Studies classrooms to focus on reading and writing in the content with the ELLs.*
- *ELLs were separated by language proficiency, advanced students were placed in one class with native English speakers and the beginners and intermediates were in another class with native English speakers.*
- *Effective teachers were assigned to the students most in need.*
- *All content teachers will incorporate ExC-ELL vocabulary strategies, reading, and writing strategies in all subjects.*
- *Teacher teams will use the selected teacher effectiveness rubric to continue to strengthen their practice and students' performance.*
- *Teachers will be given the opportunity to self-reflect on the implementation of instruction, curriculum, and assessment during the coaching observations with timely feedback from administrators.*
- *Our 2 ESL teachers will constantly monitor students' progress by conducting more frequent interim assessments using the ELL periodic assessments and Scantron and Acuity focusing on building students' skills in ELA and Math. Teachers will meet twice a month to discuss how students' are progressing and to implement strategies and interventions for content area teachers to implement in the classroom.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *IS 30 parents of ELLs will have at least 2 workshops facilitated by IS 30 teachers to explain academic expectations and to offer any assistance and to respond to concerns and questions.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers*
- *Teacher lab-sites are created for struggling and un-qualified teachers to visit and obtain feedback from their colleagues.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *We have implemented a Positive Behavior Intervention Support program that drives the vision and mission of our school and our core learning values ROAR (Respect, Opportunity, Acceptance, and Resilience). The intention is to become more student-centered where all adult actions are chosen with students' best interest in mind. Research has shown that when students behave appropriately in the classroom more learning occurs than when there is constant disruption.*
- *The Guidance counselor, PBIS coordinator, SAPIS, and Student Council all work collaboratively in implementing this program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, Sllg Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- *Professional Instructional materials to support professional development during the regular school day*
- *Per Diem substitute teachers to cover teachers during in-service PD.*
- *Professional consultants to conduct PDs*
- *Data specialist per session in preparation for the PDs.*

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2012, Students with Disabilities reaching proficiency (Levels 3 and 4) will increase by 10% in both Math and ELA.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

The trend over the last three years shows that as our SWD population increased and the performance of this subgroup decreased. With an increase in this population, a more focused instructional plan is necessary to meet their needs.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - f) staff and other resources used to implement these strategies/activities,
 - g) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - h) timeline for implementation.

Activity

- *Teachers will access professional development courses through ARIS learn on differentiation and strategies for teaching SWDs. Monitoring of implementation of strategies will be conducted by the administration.*
- *In the ICT classrooms, co-teachers will receive professional development on effective co-teaching models; where administrators will monitor implementation and assessment.*
- *SWD will be assigned to a teacher case-manager who will monitor consistent progress with these students and*
- *Teacher teams will use the selected teacher effectiveness rubric to continue to strengthen their practice and students' performance.*
- *Teachers will be given the opportunity to self-reflect on the implementation of instruction, curriculum, and assessment during the coaching observations with timely feedback from administrators.*
- *The 3 Special Education teachers will be assigned as case managers to the SWDs in each grade. Teachers will constantly monitor students' progress by conducting more frequent interim assessments using Scantron and Acuity and focusing on building students' skills in ELA and Math. Teachers will meet twice a month to discuss how students' are progressing and to implement strategies and interventions for GenEd teachers to implement in the classroom.*
- *SPED teachers and SPED liaison with the support of our network liaison will provide support to GENED teachers on reading, analyzing and implementing IEP goals during lunch and learns.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *IS 30 parents of SWDs will have at least one workshop facilitated by SPED teachers to explain academic expectations and to offer any assistance and to respond to concerns and questions.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.*
- *Mentors are assigned to support new teachers*
- *Teacher lab-sites are created for struggling and un-qualified teachers to visit and obtain feedback from their colleagues.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *We have implemented a Positive Behavior Intervention Support program that drives the vision and mission of our school and our core learning values ROAR (Respect, Opportunity, Acceptance, and Resilience). The intention is to become more student-centered where all adult actions are chosen with students' best interest in mind. Research has shown that when students behave appropriately in the classroom more learning occurs than when there is constant disruption.*
- *The Guidance counselor, PBIS coordinator, SAPIS, and Student Council all work collaboratively in implementing this program.*

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title 1 Funds, Title III, Sllg Funds and human resources to implement this action plan from September 2011 to June 2012 as indicated below:

- *Professional Instructional materials to support professional development during the regular school day*
- *Per Diem substitute teachers to cover teachers during in-service PD.*
- *Professional consultants to conduct PDs*
- *Data specialist per session in preparation for the PDs.*

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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			N/A	N/A				
1			N/A	N/A				
2			N/A	N/A				
3			N/A	N/A				
4								
5								
6	40	40	10	0	16	0	0	0
7	43	43	10	0	11	0	0	1
8	62	62	5	0	19	0	0	0
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	<p>Students receive services in small groups that are skill-based using the Instructionally-targeted resources in Scantron and Acuity. Additional resources such as Let's get Ready from Curriculum Associates are also used during extended morning on Mondays and Tuesdays from 8:00 am to 8:50 am. Saturday Academy will begin on January 2012 to April 2012.</p> <p>AIS pulled-out services with, small groups, 5 times a week during students' lunch periods for further intervention focusing on reading and writing skills using Scantron and Acuity resources.</p>
Mathematics	<p>Students receive services, in small groups, that are skill-based using the Instructionally-targeted resources in Scantron and Acuity. Additional resources such as Let's get Ready from Curriculum Associates are also used during extended morning on Mondays and Tuesdays from 8:00 am to 8:50 am. Saturday Academy will begin on January 2012 to April 2012.</p>
Science	<p>Students who are struggling in the Living Environment Regents course meet during the extended morning on Mondays and Tuesdays from 8:00 am to 8:50 am. The Barron's text is used to review and re-teach concepts and to review test format and questions on concepts.</p>
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	<p>Ms. Tam provides small group and one to one services for the at risk students during the school day and in the extended morning program on Mondays and Tuesdays.</p>
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	

At-risk Health-related Services	The school nurse monitors our health-related at risk students on a daily basis during the school day and during after-school activities.
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DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.
- Demonstrate IS 30 ROAR (Respect, Opportunity, Acceptance, Resilience) core learning values

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Jose Ruiz/Debra VanNostrand	District 20	Borough Brooklyn	School Number 030
School Name Mary White Ovington			

B. Language Allocation Policy Team Composition [?](#)

Principal Carol Heeraman	Assistant Principal Elizabeth Maley
Coach none	Coach none
ESL Teacher Laura Kelly/ESL	Guidance Counselor Ida Tam
Teacher/Subject Area Tracy Walker/ESL	Parent type here
Teacher/Subject Area Elda Noguerras/bilingual	Parent Coordinator Donna Borgia
Related Service Provider Ellen Shiff	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	21
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	355	Total Number of ELLs	45	ELLs as share of total student population (%)	12.68%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1. When new students arrive at IS 30 to register, the Pupil Personnel secretary, Gloria Romeo, conducts the intake process and provides the parent/guardian with the Home Language Identification Survey (HLIS) in their language and asks that all the components are filled. Once another language is indicated on the HLIS the ELL coordinator, Laura Kelly is called to interview the parent. The ELL coordinator, who is a certified ESL teacher, Laura Kelly, then reviews the HLIS with the parent/guardian and conducts the informal oral interview with a translator if needed. Translations are normally provided by: Ms. Moustafa (math, arabic speaking teacher; Ms. Tam, Chinese speaking Guidance Counselor, Ms. Wei, Chinese speaking SS teacher; or Ms. Noguerras, Spanish speaking foreign language teacher; or the translation services provided by the DOE. The formal initial assessment occurs based on the availability of the parents, and is usually conducted by Ms. Kelly (and a translator, when needed). Ms. Kelly has a partial teaching program (20 push-in periods), when she is not available for parent orientation, we have devised an alternate plan where either Mrs. Maley, Assistant Principal or Mrs. Heeraman, Principal will conduct the orientation. Ms. Kelly adminsters the LAB-R to all identified newcomers within ten days compliance time of their registration date. Using the information from the revised LAB/NYSESLAT eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (beginner, intermediate, advance, or proficient) of the students and this information is distributed to all teachers of ESL students to use as a tool to inform instruction. In addition the NYSESLAT is used to determine organization of the ELLs in classes to comply with CR Part154. This year 2011-2012 the Advanced ELLs were identified and placed in another class separate from the beginners and intermediates. The NYSESLAT is also used to identify the specific proficiency level of each student within each modality. We identify the pattern and align curriculum, instruction, and assessment based on students' needs. In addition, the RYOS in ATS provides us with our long term ELLs and the RLAT allows us to identify the specific modality in which the long-term ELLs are deficient.

2. To ensure that parents understand all three programs choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video is shown during the orientation for parents of English Language Learner during individual/group orientation sessions, based on time and parent availability, it is usually held at the time of their formal interview. When parents express that they do not have the time to sit and watch a video to understand the programs available for their child, we reach out to the parent coordinator to assist in parent contact and setting up appropriate and convenient times for the parents to ascertain all the information they need to make the best educational decision for their child. Parents are given the contact information of the school to reach Ms. Kelly, Mrs. Maley, of Mrs. Heeraman if they have any concerns or questions about the ELL programs being offered by the DOE.

3. Usually the entitlement letter, Parent Survey and program Selection is distributed and on the on the day of registration. When parents are unable to attend the orientation session on the same day as registration, the entitlement letters, providing parents with alternate days and times when the orientations are going to be held, are sent home via mail and phone calls are made as a follow-up. Parents return the letters, parent surveys, and program selection forms at the orientation.

4. The parent survey and the program selection forms are carefully reviewed with the parents by the ESL teachers and the translator

(when needed). Parents provide the ESL teachers with all the information about the students' literacy level in their native language. The parents are informed about the programs the DOE offers students and review the goal of each program type. The parent is informed of the current ELL program IS 30 has, and their options if they choose another type of program. Parents are informed that since we offer Free standing ESL and they chose another program, they have the option to choose another school that offers the their preferred program or wait until IS 30 receives 15 or requests for that specific program in order to open a class.

5. A review of the data over the past three years indicate that 98% of parents have requested ESL as their program of choice. Our ELL population is steadily increasing, we had 11 new admits this year, as our population is now 12.68% of our population.

6. The program model at our school is aligned with parents' requests. Parents frequently request free standing ESL and this is the program we offer.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	2
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	7

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30	2	1	8	1	1	7	0	0	45
Total	30	2	1	8	1	1	7	0	0	45

Number of ELLs in a TBE program who are in alternate placement: 0

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	
	EL	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	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									

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish							4	2	1					7
Chinese							3	1	4					8
Russian														0
Bengali								1						1
Urdu								1						1
Arabic							6	7	12					25
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							2							2
TOTAL	0	0	0	0	0	0	15	13	17	0	0	0	0	45

Part IV: ELL Programming

A. Programming and Scheduling Information

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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. At IS 30 ELLs were identified according to proficiency levels using the NYSESLAT scores and were assigned to either of two classes with beginners and intermediate levels or advanced levels. In grades 6-8, IS 30 has 6 classes where 3 contain advanced ELLs, and the other 3 contain Beginner and Intermediate Proficiency level students. The ESL teachers pushes-in into all 6 classes, the SWD who are also ELLs are pushed in with another class or the teachers conduct a pull-out group for the minimal amount of periods in order for all students to receive their ESL services.

2. The classes 6-8, with the Beginners and intermediates receive 10 periods of ESL services per week which calculates to 430 minutes per week. Ms. Walker and/or Ms. Kelly pushes-in to the ELA classroom and co-teaches for 6 periods and pushes-in for 4 periods in Social Studies for the week. The classes 6-8, with advanced students receive 5 periods per week of ESL services which calculates to 215 minutes per week. The ESL teachers pushes-in to the Social Studies and Science classroom as co-teachers and the advanced students receive an additional 8 (344) periods of ELA weekly.

3. The co-teach model was developed in ESL where the ESL teachers co-teach with the science and Social students to support content area teachers in delivering and increasing vocabulary development for the ESL students. Science, Social Studies, ESL, and ELA teachers were trained last year 2010-2011 using ExC-ELL (Expediating Comprehension for English Language Learners, by Margarita Calderon), in teaching vocabulary, reading, and writing to ELLs. These teachers are now working together as co-teachers and so support each other in the meeting the needs of the ELLs. All instruction is given in English with students receiving glossaries in their native language on content area vocabulary.

4. The organizational model at IS 30 is one way we differentiate instruction for ELLs, where teachers do not have a high concentration of varying levels of students in one classroom. The differentiation is evident in teachers lesson plans, because ESL teachers are now part of the ELA departmental curriculum mapping and planning and so the ESL teachers are not teaching in isolation on varying topics. The ESL students are receiving the same curriculum as the native English speakers as the ESL teachers create various entry points based on the students' needs. In addition, this year ELLs will given the periodic assessments to effectively measure, plan for, and assess students progress. The grade inquiry teams will also focus on ELLs, especially the ones who tested out and students who received level 2's on the ELA exam.

5a. SIFE students are provided with the exact curriculum as all students, with supplemental support provided by the ESL teacher during instruction. These students are mandated to attend extended morning which is 50 minutes each for two mornings a week, here the students are assigned to an ESL teacher who uses the English immersion model to expose students to as much realatable content to build vocabulary, reading, and writing skills.

b. The organization of the IS 30 ESL Program provides our ELLs with a wealth of instrucional time, more than is stipulated in the CR Part

A. Programming and Scheduling Information

154. During this instructional time teachers are focused on developing literacy skills through engaging and effective performance tasks. In the classroom we look at the evidence students are producing to demonstrate learning. The RLAT was used to identify which of the modalities students are struggling with. Reading and Writing are the where our students are stuck and cannot seem to get over that hump. The co-teaching model lends itself for that small group instruction where the teachers can focus on skills and observe students as they practice in the classroom and address immediate needs. In addition, all newcomers who are expected to take the ELA exam for this school year were mandated to extended day services.

c. The RMNR shows that the majority of our students with 4-6 years of service are advanced and are having challenges in reading and writing. As noted above, the new instructional organization where the ESL teachers are pushing into ELA, Science, and Social Studies classes, will allow teachers to make the missing connections directly with the subjects and focus on literacy.

d. The RMNR shows that the majority of our long-term ELLs are advanced and/or intermediate and are having challenges in reading and writing. As noted above, the new instructional organization where the ESL teachers are pushing into ELA, Science, and Social Studies classes, will allow teachers to make the missing connections directly with the subjects and focus on literacy. In addition, Ms. Walker is providing AIS to these students both pushing in and pulling out 5 periods a week, where the focus is on vocabulary building, reading and writing strategies using national geographic materials and following the topics being taught in the content curriculum.

6. For ELLs that have special needs, of whom we have 3: 2 students in an ICT class and 1 in a Gened class, they are all at an advanced proficiency level; and receive 5 periods of ESL instruction and 8 periods of ELA. They receive both the push-in and pull-out models. The instruction is provided through one of their content area (science or socail studies) to reinforce content vocabulary and tier II words acquisition and practice. All students are instructed using the same curriculum and standards. Our service providers are there to modify and scaffold the subject material for these students ensuring that they have various points of entry based on their ability when attempting tasks. Our ESL teachers are also members of the ELA curriculum writing team and their expertise is evident in our performance tasks. Our special education liaison, Ms. Tam, who is also our guidance counselor, monitors all complaince with our IEP students, together with the special education teacher who is each assigned to a grade as case managers. All service providers and classroom teachers were trained in SESIS and are able to access the system to view students' IEPs. In addition all service providers were trained on how to use IEPs as a data resource in meeting the needs of our IEP students.

7. Our most restrictive environment is our ICT program which follows a 'true' ICT model where the students have mixed ability some of which are level 4 in math and ELA. This combination of students, allow IEP students to experience the setting of a general education classroom and to hear, see, and share standard-based teaching and learning with their non-disabled peers. In our least restrictive environment, SETSS, we have 1 ELL, who has full access to the general education curriculum and receives ESL services 5 times a week as listed above.

Courses Taught in Languages Other than English ⓘ

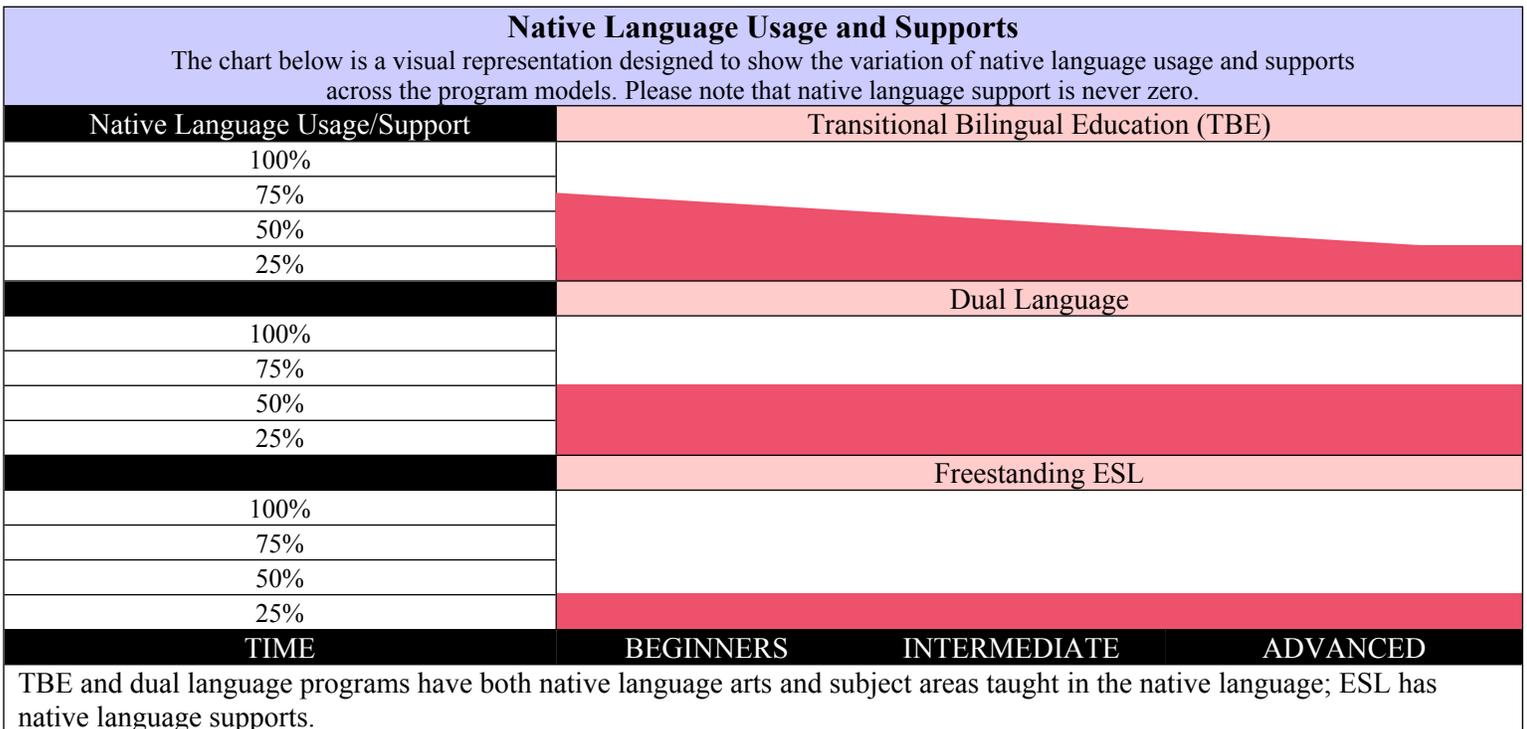
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
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

- 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.
- Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
- What new programs or improvements will be considered for the upcoming school year?
- What programs/services for ELLs will be discontinued and why?
- How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

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13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. All ELLs are mandated to attend extended morning which is 50 minutes on Mondays and Tuesdays from 8:00 am to 8:50 am. ELLs were strategically assigned to content teachers who were trained using ESL methodologies. Math and ELA materials were purchased to supplement teachers plans for instruction during this time. Ms. Lyss, librarian, provides students will ample opportunity to participate in various essay writing contests and other literacy-based projects. We purchase sessions with Symphony Space who provides our ELLs in social studies classrooms, with extensions of literacy in art and music. Our teacher inquiry teams specifically target varying subgroups of students beside ELLs, and SWDs, the FELLs are also targeted and their progress is monitored using looking at student work protocols. Since our ESL teachers have been the same for the past years and they are in the classrooms, ESL teachers are also targeting the FELLs to ensure that they continue to make progress in literacy.

This school year 2011-2012 is the first year implementing the push-in model in ELA, science and social studies. We will be analyzing this model at the end of the school year comparing it to the previous years where the pullout model has been used. We would use the NYSESLAT test scores and the ELA scores to determine the progress of the ELLs in each modality, the number of proficeint students, and the number of ELLs who are level 2 and above. In addition we will be using the ELL performance series during the school year to adjust our instruction and strategies for our ELLs.

Our former ELLs are a targeted subgroup who are monitored by our teacher teams in all subject areas. ESL teachers informally make themselves available during their lunch periods to address their needs and to reinforce stategies and learning. Ms. Maley, testing coordinator, together with the ELL Coordinator, Ms. Kelly, track our former ELLs and ensure that they receive their 2 years of testing accomodations of time and a half for all state exams.

The Achieve 3000 program was discontinued due to funding. However, the Title III funds were just added to our budget of \$11,000, the Achieve 3000 cost \$18,000; we are looking for other sources to add to the cost to reinstate the program. The program did offer the ELLs with some support in reading comprehension of non-fiction material. We are continuously looking at ways on how to add strategies and programs to bridge the acheivement gap for this subgroup. With the Title III funds of \$11,300, we will be seeking professional development for the math department this year with ExC-ELL associates, who will provide teachers with ESL methodolgies strategies

With the implementation of the new class organization, 6 out of 12 classes contain ELLs, they are being exposed to the same curriculum and enrichment as the other students with the additional support of the ESL teachers in the ELA, science, and social studies classrooms. All ELLs are included on educational trips and events as all students. We are in the midst of planning a Saturday Academy for ELLs beginning in January 2012. The focus of the program will be ELA and math and using the data we collected from September to January, Scantron, teacher-made assessments, ELL periodic assessments, ITA, and the NYSESLAT, we will be focusing on reading and writing strategies to assist all ELLs in preparation for the state exam and to meet the level of standard-based work in English. Title I funds will be set-aside for this program. Ms. Walker, ESL teacher, provides AIS to our long-term ELLs during the school week. Ms. Walker has 5 periods a week where she pulls our and/or pushes in to reinforce reading and writing strategies for our long-term ELLs. Our data shows that all our long-term ELLs are challenged in reading and writing. Ms. Walker uses non-fiction text, National geographic, to reinforce vocabulary acquisition, literary devices and skills, and writing skills as well.

We are equipped with a laptop cart on each floor where teachers schedule the use of the computers as necessary. Our library is equipped with novels of varying languages from which the students can access during their lunch periods everyday during 'open access' time. The learning leader, a parent who speaks Arabic, conducts a book-club 1 day a week working with the librarian, the learning leader provides ELLs with books and make suggestions for reading books in their language. We are in the midst of conducting data as to how many of our ELLs are read and write proficiently in their language. This data will allow us to determine the needs of our ELLs and how we can futher provide assistance in reading and writing in L1 to further their progress in L2.

In the content areas of math, social studies, and science teachers provide the students with glossaries of the key terms in their language to use in the classroom as the topics are being taught.

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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?
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C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

This school year 2011-2012 teachers of ELLs will continue to use the ESL methodologies learned last year from the ExC-ELL (Expediting Comprehension for English Language Learners), workshops. Last school year ELA, ESL, social studies, and science teachers were all trained in using ESL methodologies. All teachers were trained for 3 days where they learned vocabulary, reading, and writing strategies for ELLs. This year we are continuing the ExC-ELL training for our new teachers, math teachers and assistant principal. Those teachers will be receiving ExC-ELL training on November 28-30, 2011. My ESL teacher, Ms. Kelly will be turnkeying strategies during teacher team meetings and whenever is needed. The teachers of ELLs are partnered with the ELA department since they are co-teaching, so all curriculum planning includes strategies for ELLs as they are being written.

We have purchased resources for teachers from ASCD which consist of DVDs, instructional materials, on educating ELLs by Connecting language, Literacy, and Culture on these topics: Establishing a New Vision; Building Academic Literacies; and Evidence-Based Assessment. These PDs will be facilitated by Mrs. Maley and Mrs. Heeraman during departmental meetings. Sign in sheets, agendas and minutes will be recorded of these sessions. Administration will be consistently monitoring the implementation of the ESL strategies in the classroom when reviewing lesson plans, conducting informal and formal observations and during teacher coaching sessions using the Danielson's Tool as a guide and a resource for teachers. These sessions will be ongoing as we transition into our new co-teaching model.

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Part V: Assessment Analysis

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

Additional Information

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

Paste additional information here

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)							8	4	9					21
Intermediate(I)							4	4	5					13
Advanced (A)							7	6	3					16
Total	0	0	0	0	0	0	19	14	17	0	0	0	0	50

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B							1	2	2				
	I							4	0	3				
	A							6	8	5				
	P							4	2	5				
READING/ WRITING	B							4	2	7				
	I							4	4	5				
	A							6	4	3				
	P							1	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	1	6	2	0	9
7	7	2	1	0	10
8	4	4	0	0	8
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									0
5									0
6	3		7		4		0		14
7	5		2		4		0		11
8	6		3		1		4		14
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	5		6		1		0		12
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				
Integrated Algebra	1	0	1	CH
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

This school year we are using the periodic ELL assessment provided by the NYCDOE on schoolnet. The assessment will be administered to all ELLs during the assessment window given by the ESL teachers. The data will be shared used by all teachers of ELLs to inform instruction when teachers meet during inquiry and departmental team meetings. There are 2 other interim ELL assessments one in the winter and one in early spring where the students will be assessed again to measure their progress between benchmarks. The NYSESLAT data provides us with the modality level of our current ELLs.

In 2010-2011, school year out of the 47 ELLs who took the NYSESLAT only 8 were proficient; 17 of the 47 were 8th graders and 3 were proficient. Which means we sent 14 8th graders to high school with intermediate and beginner proficiency levels. In our current 8th graders who were our 7th graders last year, out of the 15 students, only 1 was proficient, 3 advanced, and the others intermediate and beginner. In our last year 6th grade, our current 7th grade, out of the 15 ELLs, 4 are proficient, 6 are advanced, and the others are intermediate and advanced. The data demonstrated that the majority of students were proficient or advanced in Listening and Speaking but scored Intermediate or beginner proficiency on the Reading and Writing modalities. Thus the change in the organization of the ELLs by proficiency and the adoption of the push-in, coteaching instructional model to better integrate ELL into classrooms with English-proficient peers so that they can simultaneously work toward language acquisition and academic development.

ELLs results will continuously be examined by the all content teachers. Teacher inquiry teams will focus on this subgroup and examine student work across content to show how students are progressing (or not) in each subject. The teachers will be able to compare level of performance tasks given and delivery and support of students acquiring the language and the academics and make the necessary changes across all curricula.

School leadership will be working with teachers during Inquiry team meetings to facilitate and provide strategic methods on how to examine the data from the ELL periodic assessment using specific protocols to increase their capacity to instructionally coach students to higher levels of performance. The ELL PA will be able to provide us with students' data based on item analysis, skills analysis, standards mastered, and trends. This data can be used to target specific skills and standards during instruction in whole group, small group, and individually. Teachers will be given the resources to provide differentiated performance tasks based on students' needs. The majority of our students are Arabic and we are learning very important content facts about how our students' language are different compared to English. As in Math, where it is considered a universal subject. We discovered that our Arabic students will numerically represent '1000' as '0001' in their language. Cognitively they are thinking one thousand, but this is how it is written. With this noticing, we will have to teach our students how we write numbers in the US using place value. This simple concept can become very confusing to an Arabic speaking student. Cultural variance such as this can be revealed during inquiry team meetings and teachers can work together on creating strategies to assist students. This one variance described will have an impact on any subject where the students have to read and write numbers including science and social studies.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: Mary White Ovington

School DBN: 20K030

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Heeraman	Principal		1/1/01
Elizabeth Maley	Assistant Principal		1/1/01
Donna Borgia	Parent Coordinator		1/1/01
Laura Kelly	ESL Teacher		1/1/01
	Parent		1/1/01
Nadine Mastrogiacomo/math	Teacher/Subject Area		1/1/01
Tracy Walker/ESL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ida Tam	Guidance Counselor		1/1/01
Debra Van Nostrand	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K030 **School Name:** Mary White Ovington IS 30

Cluster: 6 **Network:** 609

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.

During the first days of school all students are given the "blue emergency contact cards" to complete and return. On the card we request "parent's preferred language of communication; written and oral. Ms. Romeo, PA secretary, inputs all the data into ATS and we use the ATS report RAPL (Adult Preferred language) to determine our parents' written and spoken language at home. This report is printed by class and all documents sent home to parents are in the preferred language indicated. We monitor the accuracy of our blue cards having our school aides do a monthly cross-check with the ROCL and the RAPL, since we also have intermittent registration during the school year. In addition, informal assessments in the classroom are also conducted to identify the language that is spoken at home. We send notices home to parents in English as well as in the second language based on ATS students' home languages data report. Our parent coordinator continues to provide outreach to our non-English speaking parents by gathering data to determine how to meet the needs of our non-English speaking parents. Members of the staff who speak another language also provides translation services for our parents and assist in translating written information as well. We also utilize the free translation or interpretation services provided by the DOE. Our members of the SLT and members of the PTA are also involved and provide translation of materials on information being sent home as well.

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.

Based on our findings, the majority of our families are English speaking (230 . 64%); the non-English languages that are of high frequency in are Arabic (51 families, 14%), Spanish (33 families, 9%), and Chinese (30 families, 8%). The other 5% are made up of Turkish, Polish, Urdu, Bengali, Veitnamese, Albanian, and Korean. Our SLT members are aware of the demographics and the PTA members which get disseminated during PTA and SLT meetings and written correspondence to parents.

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.

Certain documents that are translated and are available from the Department of Education will be provided to parents at all times. Written translations will continue to be sent to the Department of Education Translation and Interpretation Unit, when the time permits. I.S. 30 will utilize the services of on-site staff for documents that need to be sent out immediately. Per session monies are allocated for faculty members to translate documents that is needed immediately. In addition, money is also set aside to use DOE vendors for translation services as well. I.S. 30 will also utilize the services of our Parent Volunteers for written translations for documents that can be prepared in advance.

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.

Oral interpretation services will continue to be provided by faculty. During the day, we utilize various faculty members for oral interpretation for scheduled meetings, such as EPC and other parent conferences, as a paid coverage. In addition, various faculty members are available for oral interpretation services during the day, in Arabic, Spanish, and Chinese (which are our highest population). We also have a pool of parent volunteers who are available during PTA meetings to provide oral interpretation services. We also have Parent Volunteers, from the Learning Leaders who are available to translate during the week. During our Parent Teacher Conferences, we utilize on-site staff for oral interpretation services. We have also set aside money to be used during Parent-Teacher Conferences to contract out DOE vendors who can interpret during the conferences.

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>.

I.S. 30 will fulfill Section VII of Chancellor's Regulations A-663 by utilizing the DOE Translation and Interpretation Unit, using faculty for written and/or oral translations. Copies of the Bill of Parent Rights and Responsibilities are sent home to families based on the language identified in the home language survey. In addition, copies of the translated versions of the Bill of Parent Rights and Responsibilities are available in various languages as the parent enters the building. We have posted in the main office indicating the availability of interpretation services. The school safety plan specifies procedures in ensuring that parents in need of language services can contact our office and receive information. Finally, our school website will provide information in each of the represented languages concerning the rights of parents to translation and interpretation services and informs parents on how to access such services. In addition, Donna Borgia, Parent Coordinator plays an important role in parent outreach and seeks out the assistance of our Learning Leaders who speak the language, to consistently assure parents that we do provide translation and that language barrier will never be an excuse for us to assist.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Mary White Ovington IS 30	DBN: 20K030
Cluster Leader: Jose Ruiz	Network Leader: Debra Van Nostrand
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input type="checkbox"/> *After school <input type="checkbox"/> *Saturday academy <input checked="" type="checkbox"/> Other:
Total # of ELLs to be served: 55
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> *6 <input type="checkbox"/> *7 <input type="checkbox"/> *8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 7
of certified ESL/Bilingual teachers: 1
of content area teachers: 6

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: As our ELL population increases year after year we have to implement supplemental interventions to meet the needs of our ELL population. This school year we have 55 ELLs, compared to last year we had 45. Our long-term ELLs, in grade 6-8 have also increased and these students are a targeted subgroup. The Saturday Academic program beginning in January 2012, will provide this subgroup of ELLs with targeted instruction in reading and writing since these are the 2 modalities where our ELLs are struggling the most. The Saturday Academy will begin in January 2012 and end in April 28. After this time we will be implementing an after-school and/or before-school writing academy for this subgroup to further prepare them for the next grade level. The academy will be taught by a certified ESL and ELA teachers in English, who will be working in tandem to support each other with the curriculum requirements. The materials we will use is Achieve 3000 online program for this sub-group. This program is expensive and can be purchased per student, which is more cost effective.

Part C: Professional Development

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

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

Begin description here: Providing all teachers who teach ELLs with the essential tools they require to support ELLs is crucial in meeting the needs of our students. With that said, the majority of our funds will be spent on providing all teachers who teach ELLs with PD on vocabulary, reading, and writing ESL strategies. ExC-ELL (Expediting Comprehension for English Language Learners). All teachers, who teach ELLs will have a minimum of a 3 days workshop, in service where they will be taught how to teach ELLs in each content area. We began this PD last year with ExC-ELL, Margarita Calderon Associates, with the ELA, ESL, Science and Social Studies teachers. This year the Math teachers will be receiving the PD. The ExC-ELL training is not a one shot deal, but Ms. Elma Noyola, facilitator, will be invited back later in the year to use the ExC-ELL protocol form to measure strategies implementation against students' progress. This protocol will be made available to the administrators as well and will be used during as a data tool. In addition to out-sourcing PD, we do have a ESL teachers in the building who will be providing continuous support to our non-ESL teachers. Our ESL program is a push-in model, where our ESL teachers are in the ELA, Science, and Social Studies classrooms, co-teaching with teachers to best support our students and the non-ESL teachers. Ms. Kelly's classroom, ESL teacher, is used as a lab-site for non-ESL content teachers to intervisit and share best practices.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here: Our parent involvement is limited and we are continuously looking for ways to improve our involvement. For this school year we implemented one Saturday a month referred to as Super Saturday, where we focus on getting parents involved in school activities and provide pertinent information for them to better serve their children and themselves. Our ELL population mainly speaks Arabic, with a few Chinese and Hispanic descents. We are fortunate to have members of our staff, teachers and support staff who speak these languages and are readily available for translation and/or facilitating workshops. Specifically for our ELL population we will be having 2 Saturdays one in January and one in February and also during our PTA meeting days; where Ms. Moustafa, a teacher, will provide parents with concrete tips on how they can assist their children at home with study skills, homework, and general organization and preparation for middle school. We will have a specific day for parents of new-comers, where questions can be answered as to other supports parents may receive from the community organizations.

We are also planning for "Ladies night at IS 30" where we will be providing female parents with information from our local CBOs, hospitals, library, local physicians, banks, etc. We are hoping to assist our female population with self-help strategies to improve their lives as moms and assist our young ladies in making transitions as adolescence.

We will continue to provide translation services for our parents when they visit in person or when we send home written information.

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 		
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> • Must be 		

Part E: Budget

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
supplemental. <ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		