



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## 2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME :                     P.S. 30 MANHATTAN                    

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000):                                     05M030                                    

PRINCIPAL:           TERI STINSON                                          EMAIL:           TSTINSO@SCHOOLS.NYC.GOV                                    

SUPERINTENDENT:                                     GALE REEVES

**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
TERI STINSON	*Principal or Designee	
NADIRE IBROCI	*UFT Chapter Leader or Designee	
MAKEEBA TESTAMARK	*PA/PTA President or Designated Co-President	
DOROTHY SPANN	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
CECILIA LAND	CBO Representative, if applicable	
BHARAT RAMPERSAD	Member/UFT	
LYDIA TORGBOR	Member/UFT	
ALYCE LEACRAFT	Member/PARENT	
MONIQUE ANDERSON	Member/PARENT	
ERIC CAPERS	Member/PARENT	
MARIA TIERRA	Member/PARENT	
GLORIA CHENG	Member/UFT	

## **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

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

Teachers will utilize CCLS Reading Standards for Informational Text - Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; and Range of Reading and Level of Text Complexity for Grades K -5 to plan lessons to improve reading levels and comprehension skills of students.

#### **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 need for this goal was identified through analyzing the data from the item skills analysis after administering the Developmental Reading Assessment (D.R.A), Developmental Writing Assessment (D. W. A) as well as Acuity. According to the 2010 - 2011 Progress Report there was a more than 10% decrease in level's 3's and 4's for grades four and five in English Language Arts.

#### **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.
  - Parental Workshops in English Language Arts to inform parents of new initiatives
  - Family Reading Nights geared around bringing families into the school environment
  - Monthly Newsletters to inform parents of upcoming activities and events
  - Parents invited to student performances and Perfect Attendance assemblies
  - Monthly Family Theme Nights
  - Open Access to the Library and Technology Lab

#### **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.

Provide professional development On and Off-site. The Aussie will provide professional development in technology in the classroom.

#### **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.

- Graham Windham offer family support which includes:
  - + counseling (individual and group)
  - + parenting classes
- A.B.C. Afterschool Program
- Salvation Army Afterschool Program
- Opus 118 - Harlem School of Music

**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.

This goal will be financially supported by the following line items:

Title I funds will support supervisor and teacher per session 3 days a week; afterschool and Saturday per session for professional development; parent involvement and literacy-to-arts projects.

Title II funds will support our bi-lingual reduced class size, pull out/ push in.

Title III funds will support an ELL afterschool program 3 days a week per session for teachers; Leap to support classroom teachers.

Attendance Intervention Dropout Prevention (A. I. D. P.) – Attendance outreach, incentives and certificates

NYSTL – Software to support classroom instruction and computer lab; library books

ARRA RTTT - Data Specialist with on-going analyzing of school and student data; Inquiry Teams; Developing Common Assessments and Professional Development.

## 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.

Teachers will utilize *CLSS Math Domain K.NBT, 1.NBT, 2.NBT, 3.NBT, 4.NBT and 5.NBT - Number and Operations in Base Ten* for grades K - 5 and *Number and Operations in Base Ten - Fractions* for grades 3 - 5 to plan lessons to improve student demonstrated grade level understandings of place value; relationships of whole numbers; properties of operations to add and subtract; and/or properties of operations to perform multi-digit arithmetic.

### **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 need for this goal was identified through analyzing the data from the Math Predictors. Students' performance on the New York State Mathematics Assessment decreased according to the 2010 - 2011 Student Progress Report. There was a 17% decrease in level's 3's and 4's for grades four and five.

### **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.

The Math Predictor was administered to grades 3 - 5. After analyzing the data from the items skills analysis, teachers created subgroups according to students' needs. Teachers then identified seven targeted students based on their scores. SMART Goals were developed based on needs identified by item skills analysis for each student. All teaching staff work with students during 37½ minutes. Both teachers and paraprofessionals are assigned to a teacher team group and meet weekly. During these meetings, they analyze data, discuss trends, and create teaching points based on their findings. Additionally, pre and post assessments are given based on standards of numbers and operations and base 10.

Grade level professional development is given by coaches and administrators on a bi-monthly basis to incorporate the CCLS to develop rigorous lesson plans for student achievement. Content area supervisors meet on Fridays with classroom teachers during common planning to give content specific professional development. Teachers meet weekly during common planning periods to plan units of study and discuss best practices that align itself with the CCLS also UFT Teacher Center conduct study groups around particular subjects that focus' on rigor as they delve deeper into informational text. Coaches host Lunch and learn as needed and Aussie Ipad support in classroom is given as we work on incorporating technology

and the CCLS.

We have an Afterschool Academic Program and a tutorial program in literacy during 37.5 with a focus on ELA skills for students in grades 1 - 5. The programs are held on Tuesdays, Wednesdays and Thursdays.

**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.
  - Parental Workshops in English Language Arts to inform parents of new initiatives
  - Family Reading Nights geared around bringing families into the school environment
  - Monthly Newsletters to inform parents of upcoming activities and events
  - Parents invited to student performances and Perfect Attendance assemblies
  - Monthly Family Theme Nights
  - Open Access to the Library and Technology Lab

**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.

Provide professional development On and Off-site. The Aussie will provide professional development in technology in the classroom.

**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.

This goal will be financially supported by the following line items:

Title I funds will support supervisor and teacher per session 3 days a week; afterschool and Saturday per session for professional development; parent involvement and literacy-to-arts projects.

Title II funds will support our bi-lingual reduced class size, pull out/ push in.

Title III funds will support an ELL afterschool program 3 days a week per session for teachers; Leap to support classroom teachers.

Attendance Intervention Dropout Prevention (A. I. D. P.) – Attendance outreach, incentives and certificates

NYSTL – Software to support classroom instruction and computer lab; library books

ARRA RTTT - Data Specialist with on-going analyzing of school and student data; Inquiry Teams; Developing Common Assessments and Professional Development

### 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.

Teachers will utilize *CCSS Writing Standards (using all domains - Text Types and Purposes; Production and Distribution of Writing; Research to Build and Present Knowledge; and Range of Writing)* for *Grades K - 5* to plan lessons to improve writing skills and application.

#### **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 need for this goal was identified through Students' performance on the New York State English Language Arts Assessment, item skills analysis from the DWA and DRA and students' writing samples.

#### **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.

The DRA and DWA were administered to grades 3 - 5. After analyzing the data from the items skills analysis, teachers created subgroups according to students' needs. Teachers then identified seven targeted students based on their scores. SMART Goals were developed based on needs identified by item skills analysis for each student. All teaching staff work with students during 37½ minutes. Both teachers and paraprofessionals are assigned to a teacher team groups and meet weekly. During these meetings, they analyze data, discuss trends, and create teaching points based on their findings. Common assessments targeting specific skills will be given bi-weekly and teachers will work collaborative on their grade to create rubrics for informational text and writing.

Grade level professional development is given by coaches and administrators on a bi-monthly basis which incorporate the CCLS to develop rigorous lesson plans for student achievement. Content area supervisors meet on Fridays with classroom teachers during common planning to give content specific professional development. Teachers will meet weekly during common planning periods to plan units of study and discuss best practices that align itself with the CCLS also UFT Teacher Center conduct study groups around particular subjects that focus' on rigor as they delve deeper into informational text. Coaches host professional learning opportunities during lunch periods as needed Aussie Ipad support in classroom is given as we work on incorporating technology into our classroom align with the CCLS.

We have an Afterschool Academic Program and a tutorial program in literacy during 37.5 with a focus on ELA skills for students in grades 1 - 5. The programs are held on Tuesdays, Wednesdays and Thursdays.

**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.

- Parental Workshops in English Language Arts to inform parents of new initiatives
- Family Reading Nights geared around bringing families into the school environment
- Monthly Newsletters to inform parents of upcoming activities and events
- Parents invited to student performances and Perfect Attendance assemblies
- Monthly Family Theme Nights
- Open Access to the Library and Technology Lab.

**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.

Provide professional development on and off-site. The Aussie will provide professional development in technology in the classroom aligned with the CCLS.

**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.
  - Graham Windham offer family support which includes:
    - + counseling (individual and group)
    - + parenting classes
  - A.B.C. Afterschool Program
  - Salvation Army Afterschool Program
  - Opus 118 - Harlem School of Music

**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.

This goal will be financially supported by the following line items:

Title I funds will support supervisor and teacher per session 3 days a week; afterschool and Saturday per session for professional development; parent involvement and literacy-to-arts projects.

Title II funds will support our bi-lingual reduced class size, pull out/ push in.

Title III funds will support an ELL afterschool program 3 days a week per session for teachers; Leap to support classroom teachers.

Attendance Intervention Dropout Prevention (A. I. D. P.) – Attendance outreach, incentives and certificates

NYSTL – Software to support classroom instruction and computer lab; library books

ARRA RTTT - Data Specialist with on-going analyzing of school and student data; Inquiry Teams; Developing Common Assessments and Professional Development

## 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.

Parental Involvement (participation) will increase by 10% through Monthly Family Nights; Parent Workshops; and student assemblies.

### **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 was generated based on the New York City School Survey 2010 -2011 Report, the number of parents who completed the survey decreased. There was a decrease in parent attendance for parent teacher conferences

### **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 implementationConduct monthly workshops geared toward parents that have children in the identified subgroups. These workshops will be given by the Parent Coordinator, Coaches and staff members as needed.

### **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.

- Parental Workshops in English Language Arts to inform parents of new initiatives
- Family Reading Nights geared around bringing families into the school environment
- Monthly Newsletters to inform parents of upcoming activities and events
- Parents invited to student performances and Perfect Attendance assemblies
- Monthly Family Theme Nights
- Open Access to the Library and Technology Lab

### **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.

**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.
  - *Graham Windham offer family support which includes:*
    - + *counseling (individual and group)*
    - + *parenting classes*
  - *A.B.C. Afterschool Program*
  - *Salvation Army Afterschool Program*
  - *Opus 118 - Harlem School of Music*

**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.

**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.

This goal will be financially supported by the following line items:

Title I funds will support parent involvement for monthly workshops, family theme nights, family literacy nights and literacy-to-arts projects.

Attendance Intervention Dropout Prevention (A. I. D. P.) – Attendance outreach, incentives and certificates

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**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.

	<b>ELA</b>	<b>Mathematics</b>	<b>Science</b>	<b>Social Studies</b>	<b>At-risk Services: Guidance Counselor</b>	<b>At-risk Services: School Psychologist</b>	<b>At-risk Services: Social Worker</b>	<b>At-risk Health-related Services</b>
	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>	<b># of Students Receiving AIS</b>				
<b>K</b>	53	53	N/A	N/A	53	3	0	53
<b>1</b>	34	34	N/A	N/A	34	3	0	34
<b>2</b>	52	52	N/A	N/A	52	3	0	52
<b>3</b>	42	42	N/A	N/A	42	2	0	42
<b>4</b>	53	53	53	53	53	3	0	53
<b>5</b>	43	43	43	43	43	3	0	43
<b>6</b>								
<b>7</b>								
<b>8</b>								
<b>9</b>								
<b>10</b>								
<b>11</b>								
<b>12</b>								

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	<b>After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, 37.5 minutes four times a week. Great Leaps, Foundations, Orchard.</b>
Mathematics	<b>After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, 37.5 minutes four times a week. Orchard, Unit Practice, Measuring Up.</b>
Science	<b>After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, 37.5 minutes four times a week. MacMillan Unit Practice, Orchard, Measuring Up Science.</b>
Social Studies	<b>After School, and Saturday Academies, One-to-five ratio tutorials throughout the school day, 37.5 minutes four times a week. MacMillan Unit practice, Orchard, Measuring Up Social Studies.</b>
At-risk Services provided by the Guidance Counselor	<b>Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.</b>
At-risk Services provided by the School Psychologist	<b>Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.</b>
At-risk Services provided by the Social Worker	<b>Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.</b>
At-risk Health-related Services	<b>Push-in and Pull-out Guidance Services as needed throughout the school year. Also services provided by Graham Windham mental Health CBO and Harlem Hospital, CBO in the school building.</b>

**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.

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**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 1<sup>st</sup> 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 1<sup>st</sup> 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.

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

Cluster Leader/Network Leader <b>Reinardo Wright</b>	District <b>05</b>	Borough <b>Manhattan</b>	School Number <b>030</b>
School Name <b>Rafael Hernandez/Langston Hughes School</b>			

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

Principal <b>Ms. Teri Stinson</b>	Assistant Principal <b>Ms. Marisol Vasquez</b>
Coach	Coach <b>type here</b>
ESL Teacher <b>Ms. Jessica Santos</b>	Guidance Counselor <b>Mrs. Ivette Cordero</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>Ms. Dorothy Spann</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader <b>Reinardo Wright</b>	Other <b>type here</b>

### C. Teacher Qualifications [i](#)

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	<b>1</b>	Number of certified bilingual teachers		Number of certified NLA/foreign language teachers	
Number of content area teachers with bilingual extensions		Number of special education teachers with bilingual extensions		Number of teachers of ELLs without ESL/bilingual certification	

Number of teachers who hold both a bilingual extension and ESL certification		Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	
------------------------------------------------------------------------------	--	------------------------------------------------------------------------------------------------------------------------------	--

## D. School Demographics

Total number of students in school	302	Total Number of ELLs	35	ELLs as share of total student population (%)	11.59%
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# Part II: ELL Identification Process

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

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

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

When parents come in to register their child for the first time, they are given a Home Language Survey, (HLIS) to fill out. The person conducting the initial registration process is the school secretary. She has an understanding with the ESL teacher in which she knows to notify the ESL teacher when there is a parent of a child who speaks a language other than English. If the ESL teacher is notified she sits with the parent and conducts an interview in which she asks the parents the questions on the HLIS form. The HLIS is provided in the parent's first language to ensure a complete understanding of the questions being asked.

After the registration process is completed and all interviews are completed, the ESL teacher looks over all HLIS forms and determines which students are those that speak a language other than English, and that are eligible to take the LAB-R.

Before administering the LAB-R the ESL teacher goes into the history of these students to make sure that if they are coming in a grade other than Kindergarten that they are indeed first time admits to the NYC public school system, and that they have never taken the LAB-R.

Parents of the students who will be taking the LAB-R are sent letters notifying them that their child has been identified as a student who speaks a language other than English, and that because of this they will be

taking the LAB-R to determine whether or not they are entitled to receive ESL services. These letters are sent in the native language of the parents as per what the parents indicate on the HLIS.

Students take the LAB-R and the ESL teacher grades it as per the state guide lines, in order to determine if the child is eligible. Once the teacher grades the exam, hand-scores are kept on file and parents are notified whether or not their child is entitled to receive bilingual services. These letters are sent in the parents' native language as well.

When using the NYSESLAT to evaluate students the NYSESLAT from the prior spring is looked at. Students who have obtained a proficiency level score are notified and their parents as well. Parents receive a letter informing them that their child is no longer entitled to receive ESL services because they have obtained proficiency on the NYSESLAT. These letters are sent to parents in both English and their native language as provided by the state. Students who have not obtained a proficiency level on the NYSESLAT are informed of their progress as well as their parents. Parents are informed as to the score obtained and the proficiency level the student obtained. Parents are also informed that their child will continue to receive ESL services for the present school year.

Parents of those students who are entitled are invited to attend an orientation in which the ESL teacher shares with them the three parental choices that the city provides; which are Transitional Bilingual Classes, Dual Language, and English as a Second Language. Parents are informed that at P.S. 30 only ESL is offered for the general ed. students. **This school serves the following grades (includes ELLs and EPs)** K, 1, 2, 3, 4, 5, 6, 7, 8, 9, 10, 11, 12. There is an ESL and that there is a transitional/special ed. Bilingual class for those students who do not speak English. The school recommends a Bilingual/Special Ed. Collaborative Team Teaching class. They are informed that if their children do not speak English at home and do not speak English at school, they can participate in another program described they have the option to go to the placement office and request that their child is placed in one of those programs. At this orientation parents are given the parent survey and program selection form. In order to ensure that these forms are returned, the ESL teacher sits with parents at this meeting and helps the parent fill out the forms. If there is a parent who does not speak English present, the ESL teacher makes sure that there is someone present who speaks the native language of the parent and if that isn't possible future arrangements are made in order for the parent to come back and visit with an interpreter. If parents feel that they need to go home and discuss their decision with their spouse or partner, they have the opportunity to take the forms home and return them within a two day time frame. If the forms aren't returned the ESL teacher calls the parents to remind them as well as sends out a reminder letter. If the forms aren't returned within the time frame that is established between parent and teacher, the students default program as per Part 154 is a Transitional Bilingual Program.

After the parent selection forms are returned parents are sent home a placement letter. These placement letters are sent in the parents native language. If the parent selected a program that is not offered at the school, the parent is sent a letter stating this and sent an appointment to come back to the school for an orientation on steps to take in order to find a school that accomodates the program placement. Students who are continuing in the same program as they did as per NYSESLAT, are sent home a letter to their parents stating that they will continue to be in the ESL program as well. The copies of all the parent letters sent home whether it is placement, continued entitlement or no longer entitled letters are kept in a binder for an entire school year. The ESL teacher is the person in charge of the entire placement process as well as in charge of sending out all

of the letters that go out to parents yearly.

After reviewing the program selection forms for the past few years the trend in program choices for P.S. 30 that parents have been requesting is an ESL program. The ESL program that we offer is aligned with parent requests. Sometimes there are parents that request that their child be placed in a Bilingual class. Because P.S. 30 does not have a general ed. Bilingual Program if not only a special Ed/ Bilingual program, the steps that the school follows are:

Parent requests a Bilingual class The certified ESL teacher sits with the parent and listens to what the parent is looking for in a specific program.

Student is placed in the school that has an appropriate Bilingual Program.

If in the future there were enough students in two consecutive grades, P.S. 30 would open up a regular Transitional Bilingual Class.

## Part III: ELL Demographics

### A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

This

school

offers (check all that apply):

Transitional bilingual education program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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	To t #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)	1													1
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Push-In	1	2	2	2	2	2								11
Total	2	2	2	2	2	2	0	0	0	0	0	0	0	12

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	35	Newcomers (ELLs receiving service 0-3 years)	27	Special Education	14
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	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	8		8							8
Dual Language										0
ESL	19		2	8		5				27
Total	27	0	10	8	0	5	0	0	0	35

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	8													8
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0

**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
Polish														0
Albanian														0
Yiddish														0
Other														0
<b>TOTAL</b>	<b>8</b>	<b>0</b>	<b>8</b>											

**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 L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
<b>TOTAL</b>	<b>0</b>																			

**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
<b>TOTAL</b>	<b>0</b>									

**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	1	4	5	5	2	3								20
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1			1		1								3
Haitian				1										1
French		1				1								2
Korean				1										1
Punjabi														0
Polish														0
Albanian														0
Other														0
<b>TOTAL</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>8</b>	<b>2</b>	<b>5</b>	<b>0</b>	<b>27</b>						

# 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?

P.S. 30 follows a push-in/pull-out program. Students who are at the beginning and intermediate levels of proficiency are pulled out in order to fully address the individual needs of the students as new comer English Language Learners. The students who have been in ESL various years receive ESL services through push-in. This is done to ensure that not only the students are receiving the ESL service but so that they are not missing out on very important content area instruction as well. While in ESL, groups are formed heterogeneously, but in the same grade. This type of grouping has proven to be successful in the past, unless the teacher feels that even though a student is in a lower grade or upper grade they would fit better with a specific group that is focusing on a specific study area. Classroom teachers follow a specific schedule and work collaboratively with the ESL teacher when it comes to ensuring that the ELLs receive their mandated minutes. Classroom teachers are orientated at the beginning of every school year when they have been identified as teachers who have ELLs in their classroom. The orientation consists of what their mandates are as an English Language Learner and when and where they will be seen. This is done so that the teacher understands the importance of an ELL receiving the ESL services they are entitled to. When the ESL teacher plans to push in several periods a week, she works with the classroom teacher to make sure that what the teacher plans on teaching for that week addresses the needs of the ELLs as well as there planning the differentiated instruction taking place.

In the Bilingual/Special Education class students are grouped according to their grade level and first language. Students receive instruction based on the goals that have been set for them as per their IEP. Students receive content area instruction in their first language which is Spanish as well as receive the interventions and related services that they are recommended to in Spanish as well. The ESL teacher collaborates with the monolingual classroom teacher to ensure that these students are receiving differentiated instruction and that their needs are met as per Part 154.

## A. Programming and Scheduling Information

Because the majority of the ELLs at P.S. 30 participate in an ESL program only, all classroom teachers teach monolingual English classes and students who are entitled to ESL receive ESL for the minutes they are mandated to receive as per their proficiency scores on the LAB-R and NYSESLAT. The ESL teacher provides content area support by ELLs in the way that she collaboratively plans with the classroom teacher. Every month the classroom teachers hold a common planning period. The ESL teacher assists the classroom teachers in the way that she helps them differentiate instruction for ELLs by providing them with strategies such as graphic organizers per skill, more appropriate reading passages, etc. The ESL teacher also pushes into the students content area classes especially during math in order to assist with the current skill being taught but using ESL teaching strategies.

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

P.S. 30 does not currently have SIFE students. Our plan for SIFE students is to provide them with the extra help they need in order to get them on grade level. Besides ESL, the school provides tutoring in the majority of all subject areas but especially focus on Literacy and Math during school hours and in an after-school program Tuesdays, Wednesdays, and Thursdays. Tutoring is provided by certified teachers and would allow this type of student to learn on a one to one basis because all tutoring sessions are taught in small groups. These students can also participate in programs such as "Wilson" which helps them with phonics and parts of speech.

Long Term ELLs and ELLs with special needs also have the opportunity to participate in programs that are given through out the school year. These students depending on their needs are placed in programs such as "Wilson" to help them get on grade level and to reach Proficiency. This would also apply to our newcomers. Students who have special needs are able to participate in all of the programs mentioned above as well as whenever needed they are provided with a one to one para that speaks their native language for any difficulties they may have. P.S. 30 ensures that the ELLS-SWD whose IEP mandates bilingual instruction receive appropriate programming by making sure that during the annual reviews or any IEP meetings with the parents the ESL teacher is present. The ESL teacher is invited always in order to give input about the students linguistic and cognitive abilities. At these meeting the ESL and IEP team meet and discuss what changes are needed or programs that are currently available that would best suit the needs of each individual student.

For our students who have reached proficiency on the NYSESLAT the ESL teacher and the classroom teacher may meet to discuss any of the difficulties that the student may be displaying now that they no longer receive ESL. The ESL teacher on a regular basis may also do a push-in to assist the child and speak to the child and help him

## A. Programming and Scheduling Information

or her with what they are doing at the moment and to measure any additional needs. These student as per request by the ESL teacher are placed in the extended time session in order to assist these kids with help in Literacy and Math.

P.S. 30 provides the ESL students with the opportunity to receive language through arts. P.S. 30 hires outside certified ESL teachers who work with language and math skills through artistic classes such as puppetry, quilt making, movement and cooking. Students are very eager to participate in these programs and there has been evidence through informal assessments that students acquire language and vocabulary as well as basic math skills such as measuring, adding and learning multiplication from this program. Students also have the chance to participate when funds are available in an artistic after-school program as well where students work on murals, sculptures and other artistic projects in order to learn speaking and listening skills through cooperative learning and projects.

All classrooms at P.S. 30 have a leveled library area in which all students including ELLs have the opportunity to read books that are on their individual reading levels. Students read these books during independent reading and also use these books for their independent reading homework assignments. Students also have access to classroom libraries that are targeted for reading for pleasure. Students are able to borrow these books weekly. Because all of the newcomers at P.S. 30 are Spanish speakers, these students also have access to books in Spanish, all classrooms have a spanish book basket where these students can borrow books and read in their first language until they are comfortable enough to begin reading in English, their L2. Teachers also have computers inside the classroom that are accesible to ELLs. The computers provide interactive phonetic and reading programs that allow ELLs to hear proper pronunciation of letters, their sounds, as well as vocabulary words that the teacher has selected for the individual students. Classrooms also provide mini listening centers where the students have access to books on CD. Students independently listen to the books on the CD and have an independent task that the teacher has selected and determined to be appropriate to the ELLs needs. All of these materials and strategies are planned collaboratively between the students classroom teachers and the ESL teacher to ensure that the ELLs are receiving level and age appropriate activities that will better suit their needs.

### Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL

## Courses Taught in Languages Other than English

### B. Programming and Scheduling Information--Continued

8. 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.
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## NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K–8

Beginning

Intermediate

Advanced

### 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)?

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

For professional development, the P.S. 30 staff has one to one consultation meetings with the ESL teacher when they have doubts or questions about how to teach the ELLs in their classrooms. Also the ESL teacher provides the faculty including the guidance counselors, school psychologists, occupational therapist, speech therapists, and parent coordinator with mini workshops that revolve around instruction, identifying the needs of ELLs, testing and activities that teachers may use with ELLs. These workshops are held once a month. Some of the topics of discussion are as follows:

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- Assessment, evaluation, and placement of ELLs.
- Understanding the socio-cultural perspective and its implications for students with interrupted formal education.

Records are maintained by archiving agendas and sign in sheets after each professional development session has been provided to teachers and all the above mentioned staff.

Guidance counselors and all other therapists mentioned above also have the opportunity to participate in professional development provided by the network on topics such as SESIS, ORS, child abuse, etc. When students are transitioning from elementary school to middle school the guidance counselor in charge of the middle school applications follows a specific protocol to make sure that these students have an easy transition process. Every year the guidance counselor attends professional development provided by the network which updates her and orientates her about all the information she needs about the transition process for both monolingual students and ELLs as well. The guidance counselor collaborates with the ESL teacher in making sure that she has a list of names of students who are going to middle school who are entitled to bilingual services. When this is done she holds meetings for parents in which parents are orientated about the schools that are available to students within and outside of the district. Parents of students who speak languages other than English are strongly encouraged to attend so that they may be orientated as to what middle schools offer bilingual

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## Native Language Usage and Supports

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

Native Language Usage/Support

Transitional Bilingual Education (TBE)

## E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
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# Part V: Assessment Analysis

## A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	5	3	2	2	0	2								14
Intermediate(I)	1	1	0	4	1	2								9
Advanced (A)	4	1	3	2	1	1								12
Total	10	5	5	8	2	5	0	0	0	0	0	0	0	35

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	

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

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

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				

## New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

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

## 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: P.S.30

School DBN: 05M030

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Ms. Teri Stinson	Principal		1/1/01
Ms. Marisol Vasquez	Assistant Principal		1/1/01
Ms. Dorothy Spann	Parent Coordinator		1/1/01
Ms. Jessica Santos	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Mrs. Ivette Cordero	Guidance Counselor		1/1/01
	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:** \_\_\_\_\_ **School Name:** **PS30**

**Cluster:** \_\_\_\_\_ **Network:**

**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**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

Based on our demographics and ethnic data we have found that it is necessary that we identify our families in need of translations services vis-a vis utilization of the Home Language Survey, emergency cards and ATS. This is also how we maintain the information on record. Our school also interviews all parents at the time of registration, and our ESL teacher meets with all new ELL students.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The major findings of the schools written translation and oral interpretation needs shows that most parents speak Spanish as their first language. Other languages spoken amongst the parents are Arabic, French, and Mandingo. Our findings have been reported to the school community vis-à-vis our parent coordinator, our PTA meetings, and back-packed letters. These are all provided in the parents first language, when translation services are available for those parents who speak Arabic, French and Mandingo. For the Spanish speaking parents there are interpreters in the building at all times.

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

Language assistance services will be provided by in house school staff as well as parent volunteers. We presently have an ESL teacher, school aide, and guidance counselors who who translate all documents sent home to parents in Spanish. For the parents who speak French, Arabic, and Mandingo, we utilize the services provided by the DOE as well as th free online translation services. This is especially used during parent teacher conferences.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

At all public parent meetings/workshops translation services are provided in house. We have many staff members who speak Spanish, including the Assistant Principal. We at times invite local community members to translate for those parents who speak French, Arabic and Mandingo.

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

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

## 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: <a href="#">P.S. 30</a>	DBN: <a href="#">05M030</a>
Cluster Leader: <a href="#">Christopher wroll</a>	Network Leader: <a href="#">Renardo Wright</a>
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> 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="radio"/> Before school <input type="radio"/> After school <input checked="" type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: <a href="#">35</a> Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: <a href="#">7</a> # of certified ESL/Bilingual teachers: <a href="#">2</a> # of content area teachers: <a href="#">5</a>

## 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: P.S. 30 has 35 English Language Learners (ELLs) who have been identified during the 2011-2012 school year. P.S 30 is a K-5 school in which every grade has a specific number of ELLs. There are 10 students in kindergarten, 9 who are Spanish dominant and 1 who is Arabic dominant. In first grade there are 6 students in which 5 are Spanish dominant, and 1 is French. In grade 2 there are 6 students which 5 are Spanish dominant and 1 is speaks Arabic. In grade 3 there are 9 students all of which are Spanish dominant. In grade 4 there are 2 students both of whose first language is Spanish. In grade five there are 4 students, three whom speak Spanish and one whose first language is Arabic. The students receive instruction in English from a fully certified ESL teacher as per Part 154. Students are serviced with the fully amount of minutes required based on the level of proficiency. Instruction is provided utilizing a push-in/push-out model of instruction. In order to better meet the needs of the students they are placed in small groups based on their NYSESLAT results from last Spring, and based on their LAB-R proficiency levels. Teachers, including the ESL teacher will provided individualized instruction in Literacy, Science and Social Studies during and through out the regular school day based on selected skills that students have shown to need extra help with.

With the Title III funds, P.S. 30 will be implementing an after-school ESL academy using the supplemental support from an organization called "LEAP". The after-school program will be held on Tuesday, Wednesday and Thursday from 3:00-4:30pm for grades K-5. This after-school academy will begin in December 2011 and end in March 2012. P.S. 30 will provide direct instruction on Tuesday and Wednesdays from two ESL certified teachers. On Thursdays the LEAP organization will be present and work on the skills of phonetic awareness and vocabulary building with the supervision and collaborative teaching of the ESL teachers. P.S.30 finds it necessary to enhance the reading and writing skills of our ELL students in grades K-5 in order to better prepare them for state exams for those students who are in testing grades, and to meet grade standards for those that are in the lower grades. P.S. 30 routinely looks at and analyzes updated data on each student and classes in general. Using this data, lessons are planned for considering the skills we feel the ELLs and monolingual students struggle with the most, not only in all four modalities of reading, writing, listening and speaking, but in all content areas as well. P.S. 30 has found that focusing on common skills per week per grade has had a positive impact on student learning and progress. The skills taught in the after-school program will be in conjunction to the skills that the students are being taught during the regular school day in both literacy and math by the ESL certified teachers.

## 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

### Part C: Professional Development

- topics to be covered
- name of provider

Begin description here:

The ESL teacher at P.S. 30 will attend monthly network professional development. Because there are various workshops held monthly, the ESL teacher will choose one appropriate to her population and/or her responsibilities and will attend the one of choice with approval of the school principal.

During the course of the Title III program, the classroom teachers who have been identified as to having the largest amount of ELLs in their classrooms will participate in professional development. There have been specifically 4 classroom teachers who have been identified to have the most ELLs. For these classroom teachers there will be 3 professional development sessions each of which will last 2 hours. The person who will be providing the staff development is Ms. Santos, the schools fully certified ESL teacher. The topics that will be covered are as follows;

How to identify an ELL, what signs to look for in your classroom, How to read NYSESLAT scores and group students, Is it a learning disability or second language acquisition? Signs and characteristics of a learning disability and second language learning, Lesson planning for ELLs, Differentiating instruction for ELLs and Testing modifications for ELLs, what are their rights during statewide testing?

These professional development workshops will be held monlty during the school year, during professional development days, monthly grade level meetings and during Lunch and Learn sessions.

Teachers will also be able get individual staff development as per individual needs vis a vis, the literacy coach, funded by Tax Levy FSF. The success of the PD sessions provided will be assessed by on going teacher assessment, and observation of teacher work in classrooms as well as student progress.

The rationale for selecting the topics mentioned above for professional development is that, " language acquisition develops slowly and when conditions are perfect. The best are those that are provided in low anxiety situations, which contain messages that students really want to hear. These methods do not force the second language on the student, if not it allows students to produce when they are reading". (Krashen, 1981) Teachers will be given the tools and teaching strategies to understand the second language acquisition process and the teaching tools that are needed to make the second language learning process a successful and pleasant one for our students.

### 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

## Part D: Parental Engagement Activities

Begin description here: At the beginning of the 2011-2012 school year a needs assessment was prepared for distribution to all the parents that are a part of the P.S. 30M community (not only to the parents of students who are English Language Learners). These needs assessments were sent home in the home language that the parent have provided the school with. All letters that are sent home to parents are sent in English with a Spanish translation at all times for those parents whose first language is Spanish.Based on the results of the needs assessments workshops are held once every month for parents. The workshops are planned monthly and by topic. The following is what has been planned October through January for all parents including the parents of English Language Learners:

### October: Breast Cancer Awareness

Aris Training (Teaching parents how to log on and read their child's information)

ESL strategies that can be used at home to help parents with homework.

### November: Nutrition and Health

Literacy games for parents of children who are learning a second language

### December: How to quit smoking

Math strategies that can be used at home for parents of children who are learning a second language.

### January: Getting a better understanding of your child's I.E.P.

Teachers such as the ESL teacher and the coaches are invited to present these workshops. These workshops are approximately an hour to an hour and a half long. There is always a Spanish interpreter present for the parents who speak Spanish and when necessary and as per a parents request other language interpreters are present as well, although it has been rarely requested. Parental attendance at these meetings have been proven to be best during the morning hours. Therefore we expect that the bulk of the parents that will participate will be during the morning which is when these workshops are offered.

The rationale for selecting these workshops for parents is that, "motivation, self-confidence, and anxiety all affect language acquisition and learning". (Krashen, 1981) We as educators recognize that a child's first educator is the parent, and with the right strategies and tools they can help their child feel confident and motivated in wanting to learn. We feel that there has to be a connection between the home and the school for an optimal learning experience.

## Part E: Budget

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

Allocation Amount: \$11,200.0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	<u>\$6908</u>  <u>\$1202</u>	<u>2 certified ESL teachers x 46 days x 1.5 hrs per day x \$50.06 per hr.</u>  <u>Classroom teacher PD \$50.06 x 2 hrs x 3 days x 4 teachers.</u>
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>	<u>\$2917</u>	<u>LEAP will provide direct instruction to English Language Learners one day per week, for 1.5 hrs x 12 weeks.</u>
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>	<u>N/A</u>	
Educational Software (Object Code 199)	<u>N/A</u>	
Travel	<u>N/A</u>	
Other	<u>\$172.00</u>	<u>Parental Involvement/Refreshments</u>
<b>TOTAL</b>	<b><u>\$11, 200.00</u></b>	