



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



## **2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)**

**SCHOOL NAME :** THE RUBY S. COUCHE ELEMENTARY SCHOOL – PS 30

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q030

PRINCIPAL: DWAYNE M. CROWDER EMAIL: DCROWDE@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FFOLKES-BRYANT

**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 |
|---------------------|--|-----------|
| Dwayne M. Crowder   | *Principal or Designee                     |           |
| Ellen Klinger       | *UFT Chapter Leader                        |           |
| Amina Carter        | *PTA President                             |           |
| Theresa Holder      | DC 37 Representative                       |           |
| Sandra Farrington   | Member/Parent                              |           |
| Judith James        | Member/Assistant Principal                 |           |
| Alberitta Rodriguez | Member/ PTA                                |           |
| Barbara Williams    | Member/ PTA                                |           |
| Madelyn Barbour     | Member/Teacher                             |           |
|                     | Member/                                    |           |
|                     | Member/                                    |           |

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

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

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

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

### **WHICH SCHOOLS NEED TO COMPLETE THIS?**

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

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

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

### **HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?**

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

## ANNUAL GOAL #1 AND ACTION PLAN

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

### **Annual Goal #1**

- **By June 2012, there will be a 5% increase in the number of our special needs students reaching proficiency as measured by the NYS ELA exam.**

### **Comprehensive needs assessment**

Based on our 2011 test results, our Special Needs population did not meet AYP in ELA.

### **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.
- This year we have invested in a new reading program, RIGBY: Literacy by Design, which is aligned to the Common Core Standards and incorporates the following components:
  1. Comprehension
  2. Vocabulary
  3. Word Study
  4. Fluency
  5. Listening
  6. Ongoing Assessments
  7. Responses to Literature
  8. Grammar
  9. Organizational Patterns
- In addition, we have purchased the Rigby Intervention kits for added support for special education students and those deemed at-risk.
- We have purchased the iReady online reading assessment and instructional programs for special education students to use during extended day reading (Mon-Wed). iReady is also used as an intervention tool for at-risk-students at various times during the day.
- Daily Comprehension books were purchased and are being used with general education students during Extended Day reading.
- The above programs were selected with teacher input and the teachers are receiving ongoing PD and support on the implementation of the above programs. These programs are utilized by all classroom teachers and also support staff.
- Teachers meet weekly during Extended Day teacher meetings (Thurs. SBO) and during common planning periods to evaluate student progress and to examine student work. Based on this evaluation of student work and needs, instruction is planned and the programs are evaluated to see which parts fit the academic needs of students and where there might be gaps.

Timeline

1. In September, teacher grade level teams and administration examined the Item skills analysis for 2010 to identify trends and patterns in student performance –school wide, class and individual to identify needs and strengths of students to formulate groupings on each level.
2. In September, All students were given an initial assessment to determine if students had improved or if there was some slippage.
3. In September, targeted students were identified and benchmarks were set based on current levels. Initial groups were formed on class level.
4. By January, interim benchmarks I will be administered to determine students progress
5. By April, administer teacher made to assess students’ progress.
6. By June, final Benchmarks to assess to identify the range of student increase of 1 – 2 reading levels.

**Strategies to increase parental involvement**

- Monthly we host Parents as Learning Partners, during which time parents come in and are seated in the classroom for a lesson and are then involved in a debriefing session that provides ideas and materials to help their child at home. PALP sessions are on a variety of subjects.
- Monthly we host a Family Literacy Night at which parents and child come together and are engaged in literacy activities. This is hosted by our Literacy coach and/or our Parent Coordinator.
- Monthly parent workshops are provided by our Parent Coordinator and visiting guests on a variety of topics including literacy.
- Regular reports are sent out to keep parents informed of their child’s progress and goals.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure that current staff members become highly qualified, we provide ongoing differentiated PD based on staff needs as determined by surveys, observations, student data, and teacher data.

**Service and program coordination**

- All resources are utilized in order to support the above goal.

**Budget and resources alignment**

All budget resources are being utilized in order to support the above goal. In particular, the following scheduled amounts:

|                                  |           |
|----------------------------------|-----------|
| Contract for Excellence          | \$126,302 |
| Title 1 SWP                      | \$335,008 |
| Title 1 SWP School Success Grant | \$231,272 |
| Tax Levy NYSTL Software          | \$5,774   |
| Tax Levy NYSTL Textbooks         | \$7,243   |

These funds were used to purchase RIGBY: Literacy by Design, iReady reading, and Daily Reading Comprehension books (consumables). In addition, some funds were used for per session and per diem to provide coverage for teachers receiving PD for the above programs/resources.

**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**

**By June 2012, there will be a 5% increase in the number of our special needs students reaching proficiency as measured by the NYS Math exam.**

**Comprehensive needs assessment**

- Based on the results of our 2011 state math exam, our Special Needs population did not meet AYP in math.

**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.
  
- 90 minute math block three times a week, Sep - June
- Teachers create Pre-test with unit objectives at the beginning of each unit to identify areas of need, Sep - June
- I-ready Math component 2 days a week , Oct - June
- Comprehensive Math practice problems three days a week, Oct - June

- Marilyn Burns *Do the Math* activities that focus on improving number sense and operations infused in math block, Dec - June
- Engaging in Workshop Model during Math block, Sep - June
- Completing a problem of the day focused on major math topics identified from prior assessments results, Dec - June
- Teachers meeting in common planning periods weekly to track areas of need and make adjustments to instructional program, Sep - June
- Inclusion of hands on materials for every lesson, Sep - June
- Model and co-teaching lessons by administration and identified teachers, Oct – June
- Teachers receiving frequent feedback of lessons
- Differentiation of lessons and flexible grouping to address areas of need and spiraling of topics, Sep - June
- Key teachers on each grade attend Math Solutions PD and turnkey with grade
- Teachers working in weekly common planning sessions to identify effective strategies for students to complete rigorous tasks aligned with common core and NYS Learning standards

**Strategies to increase parental involvement**

- Monthly we host Parents as Learning Partners, during which time parents come in and are seated in the classroom for a lesson and are then involved in a debriefing session that provides ideas and materials to help their child at home. PALP sessions are on a variety of subjects.
- Monthly we host a Family Math Night at which parents and child come together and are engaged in Math activities. This is hosted by our coach and Parent Coordinator.
- Monthly parent workshops are provided by our Parent Coordinator and visiting guests on a variety of topics including math.
- Regular reports are sent out to keep parents informed of their child’s progress and goals.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- To ensure that current staff members become highly qualified, we provide ongoing differentiated PD based on staff needs as determined by surveys, observations, student data, and teacher data.

**Service and program coordination**

- All resources are utilized in order to support the above goal.

**Budget and resources alignment**

All budget resources are being utilized in order to support the above goal. In particular, the following scheduled amounts:

|                                  |           |
|----------------------------------|-----------|
| Contract for Excellence          | \$126,302 |
| Title 1 SWP                      | \$335,008 |
| Title 1 SWP School Success Grant | \$231,272 |
| Tax Levy NYSTL Software          | \$5,774   |
| Tax Levy NYSTL Textbooks         | \$7,243   |

These funds were used to purchase Math Solutions PD, iReady math, and Daily Math books (consumables). In addition, some funds were used for per session and per diem to provide coverage for teachers receiving PD for the above programs/resources.

### 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**

- *As we continue to work towards ensuring that our students are college and career ready, there will be a focus during the 2011-2012 school year on strengthening teacher practice.*

#### **Comprehensive needs assessment**

PS 30 is a year one phase-out school. Although many of our remaining teachers have been teaching for a number of years, very few of them have had a great deal of experience teaching grades 3-5. Therefore, in order to improve student performance in all content areas it is essential that we improve teacher effectiveness and strengthen teacher practice.

#### **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) The 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,

Utilizing a framework for teacher effectiveness, teachers will be provided with ongoing differentiated support to address the following competencies:

- a) Designing coherent instruction
- b) Establishing a culture for learning
- c) Managing student behavior
- d) Using questioning and discussion
- e) Engaging students in learning

These strategies will support the needs of all students.

Resources that are being used to support this initiative are the administrative staff, coach, network and outside resources.

Timeline for implementation is as follow:

- During the summer, the administrative team participated in 4 day institute around teacher effective given by the Network
- September, Met with Administrative team to select a framework to support the teacher informal observation process.
- Met with teachers to help them understand the 6 major components highlighted by the city--.
- In October –June implement the framework. Conduct 8 informal observations connected to the framework. At least two of these observations will

focus on the implementation of the instructional tasks highlighted in the Citywide Expectations 2011.

**Strategies for attracting Highly Qualified Teachers (HQT)**

- Utilization of this framework will enrich the conversation with staff around areas of teacher needs and strengths and will thereby assist in further developing Highly Qualified Teachers.

**Service and program coordination**

- All resources are utilized in order to support the above goal.

**Budget and resources alignment**

All budget resources are being utilized in order to support the above goal. In particular, the following scheduled amounts:

|   |           |
|---|-----------|
| Tax Levy Fair Student Funding Legacy Teacher Supplement | \$36,112  |
| Contract for Excellence                                 | \$126,302 |
| Title 1 SWP   | \$335,008 |
| Title 1 SWP School Success Grant                        | \$231,272 |
| Tax Levy NYSTL Software                                 | \$5,774   |
| Tax Levy NYSTL Textbooks                                | \$7,243   |

These funds were used to purchase Math Solutions PD, RIGBY: Literacy by Design PD, DRA PD, Classroom Management PD, and iReady PD. In addition, some funds were used for per session and per diem to provide coverage for teachers receiving PD.

**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>  | N/A                                | N/A                                | N/A                                | N/A                                | N/A   | N/A  | N/A                                    | N/A                                    |
| <b>1</b>  | N/A                                | N/A                                | N/A                                | N/A                                | N/A   | N/A  | N/A                                    | N/A                                    |
| <b>2</b>  | N/A                                | N/A                                | N/A                                | N/A                                | N/A   | N/A  | N/A                                    | N/A                                    |
| <b>3</b>  | 66                                 | 66                                 | N/A                                | N/A                                | 1   | 0  | 0                                      | 0                                      |
| <b>4</b>  | 48                                 | 48                                 |                                    |                                    | 0   | 0  | 0                                      | 0                                      |
| <b>5</b>  | 36                                 | 36                                 |                                    |                                    | 1   | 0  | 0                                      | 0                                      |
| <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  | Special Education students and at-risk students are using the iReady Diagnostic and Instruction programs in reading.  |
| Mathematics  | Special Education students and at-risk students are using the iReady Diagnostic and Instruction programs in math.   |
| Science  | AIS science support is provided in class as part of differentiated grouping.  |
| Social Studies                                       | AIS social studies support is provided in class as part of differentiated grouping.   |
| At-risk Services provided by the Guidance Counselor  | At risk counseling services for students on a one to one basis. Parent/teacher consultation during school hours. Parent/teacher referrals to outside agencies during school hours.                                      |
| At-risk Services provided by the School Psychologist | At risk counseling services are provided by the School Psychologist as needed. In addition, special education placement testing is provided by the School Psychologist during school hours.                             |
| At-risk Services provided by the Social Worker       | Crisis Intervention Counseling and at risk counseling for General Education Students. Parent consults regarding Special Education Services, and Parent Counseling for crisis intervention services during school hours. |
| At-risk Health-related Services                      | Vision screening.<br>Additional at-risk health-related support provided on an as needed basis.  |

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## PARENT INVOLVEMENT POLICY

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, 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;
- encourage parents to be a part of the classroom environment through Parents As Learning Partners;
- encouraging more parents to become trained school volunteers through Learning Leaders;
- 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;

### **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 with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the 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 promptly 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.

## RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

**School DBN:** 28Q030 **School Name:** PS 30

*Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.*

**Phase:**  Improvement Year 1     Improvement Year 2     Corrective Action Year 1     Corrective Action Year 2  
 Restructuring Year 1     Restructuring Year 2     Restructuring Advanced

**Category:**     Basic     Focused     Comprehensive

**Intervention:**     School Quality Review (SQR)     External School Curriculum Audit (ESCA)  
 Joint Intervention Team visit (JIT)     Not Required for 2011-2012

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### **Part A: For All SINI Schools (Title I and non-Title I)**

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.
  - Based on our 2011 test results, our Special Needs population did not meet AYP in ELA AND MATH.
2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
  - This year we have invested in a new reading program, RIGBY: Literacy by Design, which is aligned to the Common Core Standards and incorporates the following components:
    1. Comprehension
    2. Vocabulary
    3. Word Study
    4. Fluency
    5. Listening
    6. Ongoing Assessments
    7. Responses to Literature
    8. Grammar
    9. Organizational Patterns
  - In addition, we have purchased the Rigby Intervention kits for added support for special education students and those deemed at-risk.
  - We have purchased the iReady online reading assessment and instructional programs for special education students to use during extended day reading (Mon-Wed). iReady is also used as an intervention tool for at-risk-students at various times during the day.
  - Daily Comprehension books were purchased and are being used with general education students during Extended Day reading.
  - The above programs were selected with teacher input and the teachers are receiving ongoing PD and support on the implementation of the above programs. These programs are utilized by all classroom teachers and also support staff.
  - Teachers meet weekly during Extended Day teacher meetings (Thurs. SBO) and during common planning periods to evaluate student progress and to examine student work. Based on this evaluation of student work and needs, instruction is planned and the programs are evaluated to see which parts fit the academic needs of students and where there might be gaps.
  - 90 minute math block three times a week, Sep - June
  - Teachers create Pre-test with unit objectives at the beginning of each unit to identify areas of need, Sep - June
  - I-ready Math component 2 days a week, Oct - June
  - Comprehensive Math practice problems three days a week, Oct - June

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**Part B: For Title I SINI Schools Only**

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.
  - These funds were used to purchase Math Solutions PD, iReady math, and Daily Math books (consumables). In addition, some funds were used for per session and per diem to provide coverage for teachers receiving PD for the above programs/resources.
  - These funds were used to purchase RIGBY: Literacy by Design, iReady reading, and Daily Reading Comprehension books (consumables). In addition, some funds were used for per session and per diem to provide coverage for teachers receiving PD for the above programs/resources.
  
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
  - To ensure that current staff members become highly qualified, we provide ongoing differentiated PD based on staff needs as determined by surveys, observations, student data, and teacher data.
  
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
  - We will notify parents using the SINI notification template letter and during a parent meeting.

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

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

## Part I: School ELL Profile

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

|  |                    |                       |                          |
|--|--------------------|-----------------------|--------------------------|
| Cluster Leader/Network Leader <b>CFN 111</b> | District <b>28</b> | Borough <b>Queens</b> | School Number <b>030</b> |
| School Name<br><b>The Ruby S Couche</b>      |                    |                       |                          |

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

|   |                                      |
|---|--------------------------------------|
| Principal <b>D. Crowder</b>             | Assistant Principal <b>J. James</b>  |
| Coach <b>J. Rouse</b>                   | Coach                                |
| ESL Teacher <b>N. Lobanova</b>          | Guidance Counselor <b>R. Garden</b>  |
| Teacher/Subject Area <b>D. Benardos</b> | Parent                               |
| Teacher/Subject Area                    | Parent Coordinator <b>R. Collins</b> |
| Related Service Provider                | Other                                |
| Network Leader <b>L. Lewis</b>          | Other                                |

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

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

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

### D. School Demographics

|                                    |            |                      |          |   |              |
|------------------------------------|------------|----------------------|----------|---|--------------|
| Total number of students in school | <b>291</b> | Total Number of ELLs | <b>6</b> | ELLs as share of total student population (%) | <b>2.06%</b> |
|------------------------------------|------------|----------------------|----------|---|--------------|

## Part II: ELL Identification Process

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

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

1. At P.S.30 at the time of registration, the students and their families are given HLIS in their native language to identify what language the child speaks. An informal interview is conducted by a certified professional. Based on HLIS information and the informal oral interview the student is identified as LAB-R eligible. LAB-R determines English language proficiency as B (beginning), I (intermediate), or A (advanced). Consequently, ELL students' annual progress is evaluated and analyzed by the NYSESLAT scores. Students with special needs receive services as per their IEP. A Spanish LAB-R is given to a student if his/her home language is identified as Spanish.
2. Once the student is identified as a potential ELL, to ensure that the parents understand the three program choices offered in the district, an orientation video with the description of the three programs is offered in their native language within the first ten days of their child's enrollment. At such meetings, parents are informed of the available resources, types of programs, and the personnel in the building who can be of assistance. The ESL teacher and the assistant principal are present at that meeting to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language Learners" with important reminders about their ELL program selection and placement.
3. The "Entitlement" or "Continued Entitlement" letters in their native language are sent to ELL students' homes to ensure that parents understand what program is available at P.S. 30. Parents are requested to make a choice, sign the letter and return it to school. In case the letter is not returned in a timely manner within a week, a staff member who speaks the child's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the child is placed in the ESL program.
4. P.S. 30 does not have a bilingual program therefore parents are given a choice to either place their child in ESL program or to transfer their child to another school that offers a bilingual instructional program.
5. After reviewing the Parent Survey and Program selection forms for the past few years, the main trend in program choice was determined to be a free-standing ESL program.

## Part III: ELL Demographics

### A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

### B. ELL Years of Service and Programs

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

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

|               | ELLs by Subgroups |          |                   |                  |          |                   |                                    |          |                   | Total    |
|---------------|-------------------|----------|-------------------|------------------|----------|-------------------|------------------------------------|----------|-------------------|----------|
|               | ELLs (0-3 years)  |          |                   | ELLs (4-6 years) |          |                   | Long-Term ELLs (completed 6 years) |          |                   |          |
|               | All               | SIFE     | Special Education | All              | SIFE     | Special Education | All                                | SIFE     | Special Education |          |
| TBE           |                   |          |                   |                  |          |                   |                                    |          |                   | 0        |
| Dual Language |                   |          |                   |                  |          |                   |                                    |          |                   | 0        |
| ESL           | 6                 | 1        | 1                 | 0                |          | 0                 |                                    |          |                   | 6        |
| <b>Total</b>  | <b>6</b>          | <b>1</b> | <b>1</b>          | <b>0</b>         | <b>0</b> | <b>0</b>          | <b>0</b>                           | <b>0</b> | <b>0</b>          | <b>6</b> |

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

### C. Home Language Breakdown and ELL Programs

| Transitional Bilingual Education               |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|--|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| Number of ELLs by Grade in Each Language Group |   |   |   |   |   |   |   |   |   |   |    |    |    |       |
|  | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Spanish  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Chinese  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Russian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Bengali  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Urdu   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Arabic   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| Haitian  |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |

**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    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| French       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Yiddish      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</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<br>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: ____                        |
| Native American: ____   | White (Non-Hispanic/Latino): ____  |
|   | Hispanic/Latino: ____              |
|   | Other: ____                        |

## Freestanding English as a Second Language

### Number of ELLs by Grade in Each Language Group

|              | K        | 1        | 2        | 3        | 4        | 5        | 6        | 7        | 8        | 9        | 10       | 11       | 12       | TOTAL    |
|--------------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|
| Spanish      |          |          |          | 3        | 1        |          |          |          |          |          |          |          |          | 4        |
| Chinese      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          | 1        | 1        |          |          |          |          |          |          |          | 2        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> | <b>0</b> | <b>0</b> | <b>3</b> | <b>2</b> | <b>1</b> | <b>0</b> | <b>6</b> |

## Part IV: ELL Programming

### A. Programming and Scheduling Information

1. How is instruction delivered?
  - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
  - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
  - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
  - a. Describe your instructional plan for SIFE.
  - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
  - c. Describe your plan for ELLs receiving service 4 to 6 years.
  - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1. a) At P.S. 30 a pull-out model is used. Advanced students are entitled to 180 minutes a week and beginners and intermediate to 360 minutes of ESL a week which they receive at P.S. 30 on a regular basis. Also, ELL's are encouraged to participate in any related school activities that can be of any assistance to them.

b) At P.S. 30 ELL students are grouped in heterogeneous, and ungraded groups with mixed proficiency. The ESL teacher works in

## A. Programming and Scheduling Information

collaboration with mainstream teachers.

2. Students receive targeted instruction in the content areas: Math, Social Studies, and Science in connection with the themes and topics taught in the mainstream.

3. ESL strategies include Sheltered English, TPR, visuals, genre and author studies, standards based aims and lesson planning, thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel.

4 To ensure SIFE students' academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hands-on activities connected to their everyday lives.

b) ELLs who are in school less than three years are taught based on their prior knowledge and cultural experiences by relating this knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy.

c-d) Students who receive services for 4-6 and more years, long-term ELLs, with higher proficiency levels are teamed with newcomers that need help. This buddy system creates a teaching/learning atmosphere from which each individual student can benefit and learn.

e). Students with special needs receive all related services as per their IEPs by a cooperatively working team of teachers. Sheltered English, TPR, Visuals as well as other ESL strategies are adopted in the classrooms with ELLs.

To remediate difficulties in reading and to improve writing skills, each thematic unit integrates activities that foster critical thinking skills, consider students' interest, background, age, and language appropriate level. The instruction utilizes media, audio, visual and thematic materials designed to foster language acquisition. Students' performance data of multiple assessments is used to meet the needs of ELLs who are newcomers, long term ELLs and ELLs with special needs to ensure their smooth transition into a monolingual English environment.

### Courses Taught in Languages Other than English ⓘ

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

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

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

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

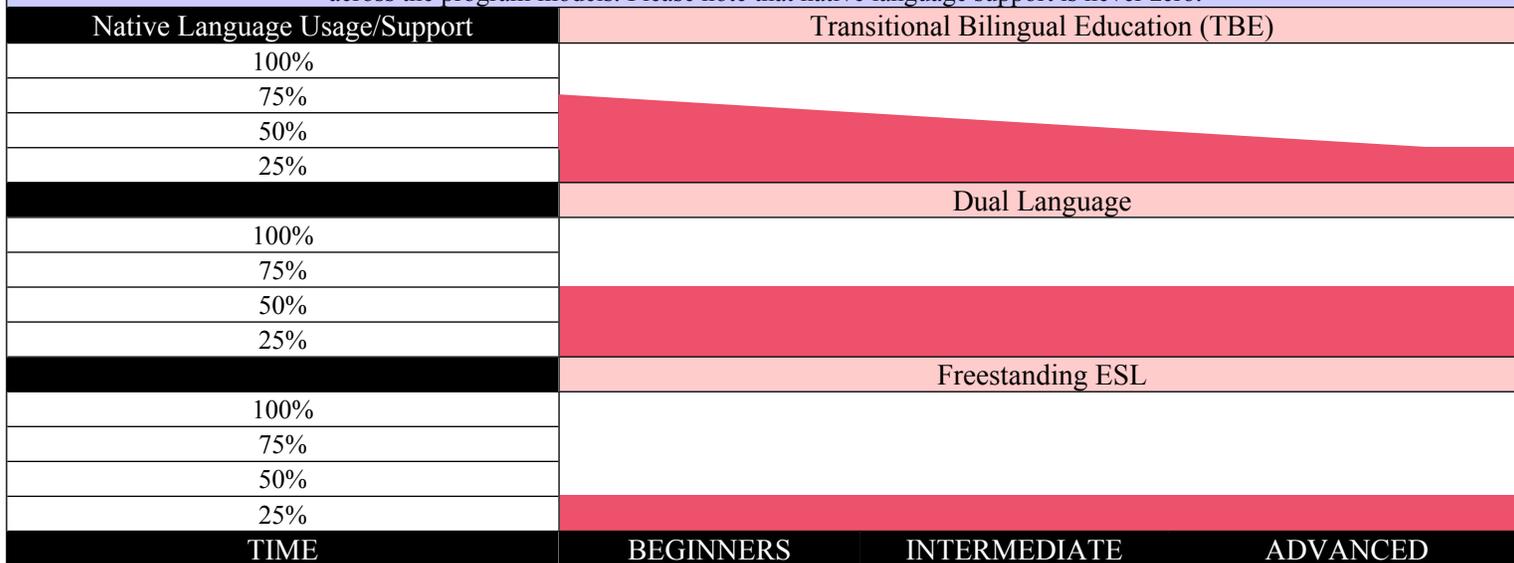
|   | Beginning             | Intermediate          | Advanced             |
|---|-----------------------|-----------------------|----------------------|
| ESL instruction for <i>all</i> ELLs as required under CR Part 154 | 360 minutes per week  | 360 minutes per week  | 180 minutes per week |
| ELA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

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

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

**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.



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

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

5. All ELLs participate in balanced reading programs that include: Read Alouds, Think Alouds, Shared Reading strategies and visual aids to discuss relevant details from prompts, answering comprehension questions and retelling stories (with picture support). Reading and writing incorporate establishing routines in word study through read alouds and shared reading, teaching guided reading mini lesson that will increase reading comprehension skills: sequencing, main idea, predicting, drawing conclusions and making inferences. The writing process is scaffolded by using graphic organizers for better comprehension and for organizing thoughts, by analyzing picture prompts; helping students to make inferences from picture prompts by building student's prior knowledge, making personal connections, adding relevant details to support their main idea and organizing their writing into paragraphs; using high order critical thinking skills to answer contextual questions and to build on reading comprehension; using shared writing strategy to model paragraph structure/writing.

## 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
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16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

5. All ELLs participate in balanced reading programs that include: Read Alouds, Think Alouds, Shared Reading strategies and visual aids to discuss relevant details from prompts, answering comprehension questions and retelling stories (with picture support). Reading and writing incorporate establishing routines in word study through read alouds and shared reading, teaching guided reading mini lesson that will increase reading comprehension skills: sequencing, main idea, predicting, drawing conclusions and making inferences. The writing process is scaffolded by using graphic organizers for better comprehension and for organizing thoughts, by analyzing picture prompts; helping students to make inferences from picture prompts by building student's prior knowledge, making personal connections, adding relevant details to support their main idea and organizing their writing into paragraphs; using high order critical thinking skills to answer contextual questions and to build on reading comprehension; using shared writing strategy to model paragraph structure/writing.

6. . Students reaching proficiency continue to receive language support for another two years. Teachers ensure that the students use a cueing system, and they become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear and to be mentally engaged in text. They acquire skills to analyze word structure and meaning, make educated guesses, and become active participants in discussions, problem-solving skills and analysis. They gradually reach the proficiency level of the general education students. Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention are provided to eliminate obstacles that ELL students face. To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction. The explicit word teaching and cueing system is provided to ensure ELL students understand and use the correct English language structure and vocabulary. These students continue to receive additional time (time-and-a half) while taking tests for the next two years.

7-8. n/a

9.

10. The following materials are used:

- Harcourt, Moving Into English with tapes.
  - Step Up to Success on the NYS and Other Reading Tests, Step Up Publishing, NY
  - Strategies to Achieve Reading Success, Curriculum Associates, Inc
  - Focus On Reading Strategies (leveled), Perfection Learning Corp.
  - Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
  - Harcourt, ELL-Level Kit: Fiction and Non-fiction books
  - Exploring Non-fiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
  - Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
  - Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Rigby PM Plus Software leveled for each language proficiency level.  
The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.  
Interactive ELL websites.

## 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)?

### D. Professional Development and Support for School Staff

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

Professional Development is provided by school staff and the community learning support organization. Scaffolding and technology sessions, differentiation in the ESL classroom, ESL in the Social Studies and Math classrooms promote collaboration between content area and literacy teachers. Professional development is given through workshops offered by the CFN 111 network as well as the Central Educational Office at Tweed. This information is then shared with the teachers whose students are serviced by the ELL teacher. The ESL teacher attends monthly ELL liaison workshops and turnkeys all ESL pertinent information to the staff.

### E. Parental Involvement

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

At P.S. 30 staff and the ESL Department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops, and the Parents as Learning Partners program. In-house interpretation and translation services provide parents with instant access to information about their child's educational options. This makes parent involvement possible and ensures the parents' capacity to improve their child's success.

## Part V: Assessment Analysis

### A. Assessment Breakdown

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

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

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

**NYSESLAT Modality Analysis**

| Modality Aggregate  | Proficiency Level | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 |
|---------------------|-------------------|---|---|---|---|---|---|---|---|---|---|----|----|----|
|                     | A                 |   |   |   | 3 |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   |   |   |   |   |   |    |    |    |
| READING/<br>WRITING | B                 |   |   |   |   |   | 1 |   |   |   |   |    |    |    |
|                     | I                 |   |   |   |   | 2 |   |   |   |   |   |    |    |    |
|                     | A                 |   |   |   | 3 |   |   |   |   |   |   |    |    |    |
|                     | P                 |   |   |   |   |   | 1 |   |   |   |   |    |    |    |

**NYS ELA**

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

**NYS Math**

| Grade                  | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|------------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                        | English | NL | English | NL | English | NL | English | NL |       |
| 3                      |         |    | 1       |    |         |    |         |    | 1     |
| 4                      |         |    | 1       |    |         |    |         |    | 1     |
| 5                      | 1       |    |         |    |         |    |         |    | 1     |
| 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     |
| 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    |                            |                 |                             |                 |
| 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<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile   | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |   |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |   |                        |                        |                        |

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

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

P. S. 30 uses the DRA, Rigby, i-Ready and Acuity Tests to assess students' reading abilities. Students' scores in the four modalities of the NYSESLAT (listening, speaking, reading and writing) indicate a certain pattern across proficiency levels: listening and speaking scores are higher than reading and writing. Students experience most difficulties in acquiring writing skills. Evaluation of state and local assessments in Math and Science tests indicate that students have difficulties in writing out explanations to describe the reasoning behind their answer choices. More focus will be given to reading comprehension skills and the terminology in content area. Learning will be scaffolded based

## 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.

N/A

## Part VI: LAP Assurances

| <b>School Name:</b> _____   |                      | <b>School DBN:</b> _____ |                 |
|---|----------------------|--------------------------|-----------------|
| Signatures of LAP team members certify that the information provided is accurate. |                      |                          |                 |
| Name (PRINT)  | Title                | Signature                | Date (mm/dd/yy) |
| Dwayne Crowder  | Principal            |                          | 12/1/11         |
| Judith James  | Assistant Principal  |                          | 12/1/11         |
| R. Collins  | Parent Coordinator   |                          | 12/1/11         |
| N. Lobanova   | ESL Teacher          |                          | 12/1/11         |
|   | Parent               |                          |                 |
|   | Teacher/Subject Area |                          |                 |
|   | Teacher/Subject Area |                          |                 |
|   | Coach                |                          |                 |
|   | Coach                |                          |                 |
|   | Guidance Counselor   |                          |                 |
|   | Network Leader       |                          |                 |
|   | Other                |                          |                 |

**LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012**

CEP Appendix 7

*Requirement under Chancellor's Regulations – for all schools*

DBN: **E** School Name: **P.S. 30**

Cluster: **CFN111** Network: **Children's First**

**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.

At the time of registration, the students and their families are given HLIS in their native language to identify what language the child speaks. To ensure that parents understand their choices offered in the district, the orientation meeting is held within the first ten days of their child's enrollment. At such meetings based on HLIS information and informal interview conducted by a professional the data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent needs language assistance to communicate with the school staff is collected and further applied in providing parents with all the information they need.

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 indicate that parents need all critical information pertaining to their child's education to provide their support and active involvement in their child's educational process. Language access is a key element in all parental communications. At P.S. 30 the following languages need translation and interpretation services: Spanish, Haitian/Creole and French. Parents are informed about translation and interpretation services via the phone, fliers and posters placed at the front entrance. Translation services provide critical information for parents about their child's education, progress, concerns and other issues to bridge the school and the home of a student. They help support the No Child Left Behind (NCLB) requirement that schools communicate, whenever feasible, with parents in their home language. Translation services are provided to inform parents of upcoming events, school policy, and include translation of critical communications in the form of a letter, notice, flyer, consent form, translation of behavioral code, and other essential documents that help parents understand how they can best assist their child to thrive and accomplish their short and long term goals.

## 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.

Written translation services are provided in-house by school staff and parent volunteers. The following information is provided but not limited to ELL parents: entitlement to education, program selection and placement, standards and performance, conduct and discipline, safety and health, etc.

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.

The school provides the oral interpretation services at parent orientation meetings, during parent-teacher conferences, Parents as Learning Partners, teacher-parent phone conferences, and during routine parent's visits. Interpretation services are provided by the in-school professionals and paraprofessional staff who speak an ELL parent's native language and can bridge communication between parents and staff. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, make parent involvement feasible thus helping to increase parents' capacity to improve their child's success. The following services are interpreted in-house:

- ELL Parent workshop
- Explanation of a child's academic progress/failure and needs for further improvement
- Open school events
- Information about needs for supplementary services
- Active involvement of ELL parents in school activities
- Student admission/discharges
- Counseling and telephone communication..

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>.

Parents are provided with the Parent Bill of Rights, The Family Guide and Translation and Interpretation Guides distributed in multiple languages by the DOE at the beginning of each school year. In-house multilingual posters provide limited English proficient individuals with instructions on where to obtain interpretation or translation services.