



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PS 330Q

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 24Q330

PRINCIPAL: LASHAWNNA HARRIS **EMAIL:** LHARRIS9@SCHOOLS.NYC.GOV

SUPERINTENDENT: MADELENE CHAN

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
LaShawonna Harris	*Principal or Designee	See attached
Carri To	*UFT Chapter Leader or Designee	See attached
Oliver Torres	*PA/PTA President or Designated Co-President	See attached
Jaqueline Leven	DC 37 Representative, if applicable	See attached
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Ruth Aguilar	Member/ Parent	See attached
Regina Lorentz	Member/ Teacher	See attached
Jaclyn Vives	Member/ Teacher	See attached
Angel Caseres	Member/ Parent	See attached
Maria Torres	Member/ Parent	See attached
Ester Quiceno	Member/ Parent	See attached
	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

- To improve teacher effectiveness by developing a shared understanding of instructional excellence by increasing the number of observations and short

Principal will conduct a minimum of six (6) formative observations for each teacher using selected components of Charlotte Danielson's Framework for Teaching to provide meaningful feedback by June 2012.

Comprehensive needs assessment

- As a new school in Year 2 it is important that we ensure that we are providing high quality instruction for our students. Our staff has grown from 14 teachers in year 1 to 21 teachers in year 2. This year we have three (3) new teachers on staff as well as five (5) teachers that are new to the grade level that they teach and or subject area. It is crucial that we have a common understanding and can implement best practices in instruction to provide our students with the best education possible.
- Our School Learning Environment Survey from 2010-2011 results indicated that teachers want an increase in the amount of feedback that is provided by administration.

Instructional strategies/activities

- Introduce instructional staff to the Citywide Instructional Expectations for improving teacher effectiveness during the Summer Professional Development Series (August 2011) and Chancellor's Professional Development Day (November 2011)
- Provide instructional staff with Charlotte Danielson's Framework for Teaching Rubric (October 2011)
- Instructional staff engage in self-assessment using the Framework for Teaching on ARIS Learn (October-November 2011)
- As a staff selected two (2) school-wide competencies to focus on this year and each teacher selected one (1) that would be a personal focus for this school year (November 2011)
- Engage teachers in peer support as they work to improve instructional practice (Ongoing)
- Mentoring for all new teachers that includes a minimum of two (2) meetings per week (Ongoing)
- Creation of Professional Development plans for all staff members to track and evaluate the effectiveness of the feedback that is given and outcomes from next steps

Strategies to increase parental involvement

- Provide materials and training to help parents work with their children to improve their achievement level
- Provide assistance to parents in understanding City, State and Federal standards and assessments
- Provide information to families on the Citywide Instructional Expectations in particular Teacher Effectiveness
- Provide 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

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development for staff members is directly tied to their strengths and growth areas
- Professional development opportunities are provided for staff in school and from outside organizations
- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment

deadlines

- Mentors are assigned to support struggling and un-qualified teachers
- Title I funds are set-aside to be used to pay for necessary coursework for unqualified teachers to become highly qualified
- Brochures and Public Relations information distributed to potential candidates
- Positive responses from teachers and families on the Learning Environment Survey

Service and program coordination

- We have contracted with Teachers College Reading and Writing Project to provide ongoing professional development in literacy for our teachers this year.

Budget and resources alignment

- Full time Literacy Coach to support teachers in improving instructional practice (Title I 10% Professional Development)
- Citywide Instructional Expectations funding to pay per session for planning that will be support the initiative (ARRA RTTT)
- Professional Development payments for teachers (Title I 5%)
- TCRWP Staff Development (Title I SWP)
- Additional Cluster Teacher (Technology) to provide weekly Common Planning for all teachers (TL Fair Student Funding)

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

- To increase the number of First Grade students that are meeting the grade level reading expectations

To demonstrate an increase of at least three (3) reading levels for 70% of the lowest 1/3 of First Grade students as measured by the Fountas & Pinnell Benchmark Assessments by June 2012.

Comprehensive needs assessment

- In of June 2011 70% of our students read at the benchmark level C or above as per the Fountas & Pinnell Benchmark Assessment. Based on the September/October 2011 Fountas & Pinnell Benchmark Assessment results only 41% of our First Grade students are at or above the expected Benchmark level D.

Instructional strategies/activities

- Guided Reading at least three (3) times per week for lowest 1/3 of each class
- Extended Day twice (2) per week in groups of 4 or less for students with the greatest need
- Reading Recovery (1 on 1 Intervention) for lowest four students in a grade for twenty (20) per week cycle
- Level Literacy Intervention pull-out program for struggling students three (3) times per week
- Targeted literacy centers for re-teaching reading strategies
- Child Study Meetings to discuss student progress and plan structured interventions
- Frequent cycles of assessment of reading skills

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level
- Providing assistance to parents in understanding City, State and Federal standards and assessments
- Establishing a Parent Resource Center/Area or lending library; instructional materials for parents
- Provide families with access to online reading software such as Learning A-Z to assist students with reading and also give them greater access to a variety of books

Strategies for attracting Highly Qualified Teachers (HQT)

- Professional development for staff members is directly tied to their strengths and growth areas
- Professional development opportunities are provided for staff in school and from outside organizations
- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- Funds are set-aside to be used to pay for necessary coursework for non-highly qualified teachers to become highly qualified
- Spring visits to school for candidates
- Brochures and Public Relations information distributed
- Positive responses on the Learning Environment Survey

Service and program coordination

- We have an ongoing partnership with **New York Cares** and **PENCIL** it is through these partnerships that our students are able to engage in special literacy projects and experiences throughout the year. The partnerships allow us to host volunteer reading events for students as well as our Guest Readers program. Both bring corporate volunteers to our school to read to students and show them how important reading is for their future

Budget and resources alignment

- Two (2) Full-Time ESL Teachers to support English Language Learners (TL Fair Student Funding)
- One (1) Full-Time IEP/SETSS Teacher (TL Fair Student Funding+Title I SWP)
- One (1) Full-Time Guidance Counselor (TL Fair Student Funding+Title I SWP)
- One (1) Reading Recovery/AIS Teacher (TL Fair Student Funding)
- SmartBoard Training for All Teachers (TL OTPS New Schools)
- Online Software purchases such as Learning.com and Learning A-Z (TL Fair Student Funding)
- Fountas & Pinnell Leveled Literacy Intervention System I & II (TL NYSTL and Title I SWP)
- ELL Instructional Supplies (Title III LEP Rollover)

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

- To achieve an increase in family engagement in regard to the academic and social programs of the school to facilitate an increase in student achievement. To be measured by the number of parents participating in PTA/SLT sponsored activities and educational programs offered by the school.

By June 2012 60% of students will have at least one family member attend two or more PTA meetings or PTA sponsored events throughout the course of the school year

Comprehensive needs assessment

- Data from the 2010-2011 school year shows that 100% of PS 330Q Family events were school sponsored. It is important to for our families to have ownership and input in the types of events that are hosted at the school so that the events meet their needs and they want to attend
- Our School Learning Environment Survey from 2010-2011 indicated that parents would like to increase the level of engagement between themselves and our school

Instructional strategies/activities

- Hire Full-Time Parent Coordinator to support the effort to increase connections between families and the PTA/SLT (Summer 2011)
- Reestablishment of the PTA (Fall 2011)
- Conduct regular and consistent PTA General Body Meetings (Ongoing)
- PTA and SLT Meeting minutes will provide information and access to parents on a monthly basis (Ongoing)
- Purchase Reliance Communications School Messenger service to ensure parent notifications are delivered by telephone, email and text message to maximize parent participation at meetings and events (December 2011)
- Survey families to assess interest in a wide variety of educational and family life initiatives. Survey results will be used to plan on going parent education activities (January 2012)

Strategies to increase parental involvement

- Providing materials and training to help parents work with their children to improve their achievement level
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.
- Host the required Annual Title I Parent Meeting on or before January 1st of each school year to advise parents of the 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 118 and other applicable sections under the No Child Left Behind Act.
- Translate all critical school documents and provide interpretation during meetings and events, as needed
- Supporting or hosting Family Day Events in conjunction with the PTA
- Encouraging more parents to become trained volunteers

Strategies for attracting Highly Qualified Teachers (HQT)

- We currently have 95% Highly Qualified Teachers on Staff
- Professional development for staff members is directly tied to their strengths and growth areas
- Professional development opportunities are provided for staff in school and from outside organizations
- Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers
- School leader collaborates with selected current school teachers to conduct group interviews of candidates
- The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines
- Mentors are assigned to support struggling and un-qualified teachers
- Funds are set-aside to be used to pay for necessary coursework for non-highly qualified teachers to become highly qualified
- Spring visits to school for candidates
- Brochures and Public Relations information distributed
- Positive responses on the Learning Environment Survey
- Staff members will participate in the PTA and support PTA sponsored events

Service and program coordination

- Our partnership with the PENCIL organization and Restaurant Associates allows us to offer incentives for families to attend events.

Budget and resources alignment

- Full-Time Parent Coordinator (TL Parent Coordinator)
- Full-Time Guidance Counselor (TL Fair Student Funding & Title I SWP)
- F-Status School Social Worker (TL SBST)
- Per Session Paraprofessional Parent Involvement/Translation (TL Fair Student Funding)
- Per Session Guidance Counselor Family Outreach (Title I SWP)
- Per Session Secretary Parent Involvement/Translation (TL Translation)
- Parent Involvement (Title I 1% Set Aside)

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	0	0	0	0
1	66	60	N/A	N/A	9	N/A	N/A	4
2	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
4	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
5	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
6	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
7	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
8	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
9	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
10	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
11	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
12	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A

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	Fountas & Pinnell Level Literacy Intervention -small group pull out during school Reading Recovery Intervention -one to one pull out during school Targeted literacy center activities-small group and one-to-one Raz-Kids online reading software-one-to-one-during school
Mathematics	Targeted mathematics center activities-small group and one-to-one
Science	N/A
Social Studies	N/A
At-risk Services provided by the Guidance Counselor	Our Guidance Counselor provides at-risk services to students in small group sessions during the school day. Due to the age and developmental stage of our early childhood students, much of the services are provided in peer groups.
At-risk Services provided by the School Psychologist	N/A
At-risk Services provided by the Social Worker	N/A

At-risk Health-related Services	Our Physical Education teacher conducts targeted workouts twice weekly for a small group of students after school.
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PS 330Q PARENT INVOLVEMENT POLICY (PIP)

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family

literacy and parenting skills;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

PS 330Q SCHOOL / FAMILY COMPACT 2011-2012

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.

The school and educational program for all children agree:

<i>PS 330Q Agrees</i>	<i>The Parent/Guardian Agrees</i>
<p><i>To provide high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the workshop model and best teaching practices. Classrooms will have grade and instructionally appropriate literacy, math, science, social studies, technology, arts and leadership education materials.</i></p> <p><i>To keep lines communication open between teachers and families through:</i></p> <ul style="list-style-type: none"> • <i>Weekly Homework Sheets and Communication Logs</i> • <i>Parent-teacher conferences at least twice annually at times where families are able to attend</i> • <i>At least 4 events to celebrate students' work</i> • <i>Reports to parents on their children's academic and social progress</i> • <i>Reasonable access to staff and opportunities for observation of classroom activities.</i> <p><i>To provide families with timely information about <u>all</u> programs including: Bilingual, ESL instruction, Academic Intervention Services, enrichment activities, professional development, family literacy development and parental involvement.</i></p> <p><i>To provide performance profiles and individual student assessment results for each child and other relevant individual information.</i></p> <p><i>To provide families with opportunities to learn more about curriculum through parent workshops, curricula open houses and newsletters.</i></p> <p><i>To convene an annual meeting for Title I families to inform them of the Title I program and their right to be involved.</i></p> <p><i>To offer a flexible number of meetings at various times to meet the needs of our families.</i></p> <p><i>To actively involve families in planning, reviewing and improving Title I</i></p>	<p><i>To assist with his/her child with schoolwork in all subjects.</i></p> <p><i>To read for at least 15 to 30 minutes per day with and to students.</i></p> <p><i>To encourage students to read at home every night.</i></p> <p><i>To monitor his/her child's:</i></p> <ul style="list-style-type: none"> • <i>attendance at school</i> • <i>homework completion</i> • <i>amount of time spent reading</i> • <i>amount of time spent watching television</i> • <i>amount of time engaged in computer activities</i> • <i>social emotional well-being</i> <p><i>To support the school discipline code and BEST Values and encourage respectful behavior at all times.</i></p> <p><i>To send students to school on time and in a clean uniform daily, including trip days.</i></p> <p><i>To share the responsibility for improved student achievement by supporting your child during family activities, fundraisers and by attending PTA meetings.</i></p> <p><i>To communicate with his/her child's teachers about their educational needs through parent meetings and the Behavior Log (if applicable).</i></p> <p><i>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</i></p> <p><i>To become involved in developing, implementing, evaluating, and revising the School / Family Compact.</i></p> <p><i>To participate in training provided on or off school grounds, on child rearing practices, leadership development and teaching and learning strategies.</i></p>

Principal's Signature

Parent Signature

Date

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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

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

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Jose Ruiz/Petrina Palazzo	District 24	Borough Queens	School Number 330
School Name PS 330Q			

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

Principal LaShawna Harris	Assistant Principal N/A
Coach Ivelisse Hernandez	Coach N/A
ESL Teacher Michelle Zytco–Morgan/ESL	Guidance Counselor Kenneth Jefferies
Teacher/Subject Area Jelena Djuric/ESL	Parent type here
Teacher/Subject Area Jacklyn Vives/IEP Teacher	Parent Coordinator Jessica Triado
Related Service Provider Nicole Treanor/AIS	Other type here
Network Leader N/A	Other PT ESL Cood Francine Werther

C. Teacher Qualifications [i](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers	0	Number of special education teachers with	0	Number of teachers of ELLs without	0

with bilingual extensions		bilingual extensions		ESL/bilingual certification	
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	221	Total Number of ELLs	95	ELLs as share of total student population (%)	42.99%
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Part II: ELL Identification Process

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

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

Paste response to questions 1–6 here

1. PS 330Q is a new school that opened in September 2010. This school year, 2011, the school comprises of 2 kindergarten classes and 8 first grade classes. The students who are zoned for another school were redirected to our school due to overcrowded neighboring schools in District 24. Many of our students arrived with HLIS forms already in their cumulative record folders. The certified ESL teachers, Ms. Zytko-Morgan and Ms. Djuric, and the F- Status ESL coordinator, Mrs. Werther, checked the HLIS forms for all incoming students. Eligible students were then administered the LAB-R within the first 10 days of the beginning of the school year (Day 1 from entering the school) by the ESL teachers and the ESL coordinator. The Spanish speaking ESL coordinator teacher administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school principal, Ms. Harris, the ESL teachers and the ESL coordinator, the entitled students were then placed in the program as per parental choice. Once the new school year begins, all new families who come directly to PS330Q are given a registration packet which includes the HLIS form in both English and Chinese or Spanish. An ESL teacher and other trained pedagogues, Ms. Vives and Mrs. Hernandez, who are available at the time new families come to register, assist in completion of the HLIS. Informal oral interviews (in the native language as needed) are conducted collaboratively by the following school pedagogues:

Ms. Zytco–Morgan, ESL teacher, Ms. Djuric, ESL teacher, Ms. Hernandez, Literacy Coach, and Ms. Werther, the ESL Coordinator. All formal initial assessments and placements continue to be made in collaboration with the principal and the ESL personnel. In the Spring of 2012, NYSESLAT will be administered to all eligible students as per the RLER and the current class lists (ROCL). All four components of the NYSESLAT (speaking, listening, reading, and writing) will be administered by the ESL teachers, Ms. Zytco–Morgan and Ms. Djuric, and the ESL Coordinator. Both ESL teachers will administer the speaking component one–on–one to the students. The other three components, listening, speaking, and reading, will be administered by the ESL teachers as well as the ESL Coordinator. Students will be taking these parts in groups.

2. Once all LAB–R testing is completed (mid September), parents are invited to attend an orientation meeting about the three programs and services that are available to their child. These parent meetings are offered during the school day and the evening of entitled PS 330Q ELLs. At the meetings, the ESL teachers, Ms Zytco–Morgan, Ms. Djuric, and ESL coordinator, Ms. Werther, discuss the three program choices (TBE, Dual Language, and Freestanding ESL) and answer questions about the three program choices the parents may have. The Parent Coordinator, Ms. Tirado, assists in translating these options and questions in Spanish. The parents are also given the ELL parent program brochure. The parent video is shown in their language and parents are then asked to fill out the Parent Survey & Program Selection Form following the viewing of the video. These forms are collected at the end of the meeting. Throughout the school year, the ESL teachers conduct these parent meetings on a one–to–one basis at registration or in groups as needed. The program choice video is also shown at the school person

This school serves the following grades (includes ELLs and EPs) K 1 2 3 4 5 6 7 8 9 10 11 12

Check all that apply

Program selection form is filled out by the parent & collected by the placement of new ELLs. At all of the meetings, we inform the students to create TBE class, Dual Language class between two contiguous grades such a program, their child's name will be put on a waiting list and that when we have enough students between two contiguous grades, a class will be formed. Once this occurs, they will be informed by letter when we have enough students to open one. This letter will indicate that there are enough students to open a TBE or Dual Language class and that their child will be placed in such class. If parents did not attend any of the above mentioned parent meetings, the school will follow up with a phone call that discusses the program selections. A parent brochure and the Program Selection Form are then sent home for approval and a parental signature. We ask that the form be returned as soon as possible. If the first form is not returned, we send a reminder. If it is still not returned, we follow the default program for ELLs as per CR Part 154, if space allows. Entitlement letters for the first time ELL entitled students, indicating program choice and placement, are sent home after the parent meetings are conducted. Copies of these letters are kept on file in the ELL binder. This procedure continues to be followed as new students register throughout the school year.

3. All entitlement letters both in English and their native language, are distributed by the ESL teachers, Ms. Zytco–Morgan and Ms. Djuric. They are given to the classroom teachers and are asked that they be sent home with the child at the end of the day. They are completed by filling in student name, OSIS, and ATS/room number. Before sending them home, they are photocopied back–to–back and copies are kept in an ELL binder along with other letters. Parent Survey and Program Selection Forms are collected at the end of the parent meetings, photocopied and are stored in the ELL binder also.

4. Students are placed as per parental program choice, if space allowed. Placement letters are completed, photocopied, and originals are distributed by the ESL teachers, Ms. Zytko–Morgan and Ms. Djuric to the classroom teachers for students to take home. Copies are placed in the ELL binder. The same process goes for continued to be entitled letters. If parents had any further questions, they were encouraged to call or visit the school for clarification.
5. The trend for this year seems to be about 100 %. All of our parents chose ESL only. No parents selected TBE or the Dual Language program. Last year's trend was 50% ESL/50% TBE. The school is only open for 2 years. When informing parents about the TBE and Dual Language programs, however, they were informed that they can transfer their child to another school where they are currently available. If enough families make the selection for these programs, such classes will be created.
6. The program models offered at our school are aligned with the parent requests as discussed in number 5.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
--	--

This school

offers (check all that apply):

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

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups							
All ELLs	95	Newcomers (ELLs receiving service 0-3 years)			95	Special Education	13
SIFE	0	ELLs receiving service 4-6 years			0	Long-Term (completed 6 years)	0

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	23	0	0							23
Dual Language										0
ESL	72	0	13							72
Total	95	0	13	0	0	0	0	0	0	95

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		23												23
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0	23	0	23										

Dual Language (ELLs/EPs)

K-8

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)

9-12

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
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Ethnic breakdown of EPs (Number):

African-American: ___ Asian: ___ Hispanic/Latino: ___

Native American: ___ White (Non-Hispanic/Latino): ___ Other: ___

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	18	51												69
Chinese		3												3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	18	54	0	72										

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

Paste response to questions 1–7

1. A. The organizational models are Push-In ESL (K and 1) and Spanish TBE (grade 1 only).
B. Our ESL Push-In students are serviced in both homogenous and heterogeneous groups (Beginner/Intermediate or Advanced as per LAB-R 2011 results in kindergarten and NYSESLAT Spring 2011 results in first grade). The TBE is a heterogeneous group.
2. As per CR Part 154, ELLs in the ESL Push-In program receive the mandated 360 minutes per week (mandated number of units of support) for beginner and intermediate levels and 180 minutes per week (mandated number of units of support) for advanced levels.
As per CR Part 154, ELLs in Spanish TBE receive instruction in the students' native language with intensive support in English. In the beginning levels of English language development, 60% of instructional time will take place in the students' native language and 40% in English. As the students develop fluency in English, instructional time in English increases (50/50 for intermediate levels and 75/25 for advanced levels). As per CR Part 154, NLA is taught 60–90 minutes daily for beginners, 45–60 minutes for intermediates, and 45 minutes for advanced students.
3. Our Spanish TBE programs use ESL methodologies, along with scaffolding instructional strategies, in the content areas of math, science and social studies. Students receive instruction in both languages as per their proficiency levels as stated in CR Part 154. As students become more proficient, reinforcement in the content areas is done in English. The math program we use in the TBE class is Everyday Mathematics, science is Science by Harcourt School Publishers and the social studies program is Social Studies by Houghton Mifflin Harcourt. All of these programs offer bilingual books and are used depending on students proficiency levels as per CR Part 154.
Our ESL teachers support native language by bringing in manipulatives and visuals to enhance learning the

A. Programming and Scheduling Information

second language in the content areas.

4. In our school, Spanish speaking students are administered Spanish LAB–R. Sistema De Evaluacion De La Lectura is used to assess students' reading levels and individualized math assessments are performed in Spanish in the TBE class.

5. A. N/A

B. The ESL Push–In teachers work collaboratively with our literacy coach and classroom teachers with ELLs in their classrooms. All teachers make sure that lesson plans are aligned with Common Core State Standards. Both ESL teachers are members of the inquiry team which meets once a week to analyze and discuss students' data as to create academically rigorous instructions which will meet the needs of the ELLs. The ESL teachers differentiate and scaffold the monthly units of study in reading, writing, math, science, and social studies. For our newcomer students, we get to know the students better by knowing their learning styles and provide them with teaching activities that fit their needs. Foundations, a phonics program, and Month–to–Month Phonics are currently being used to support language development. Books from Mondo and Scholastic book companies are being utilized to enhance classroom libraries. Other programs used at our school to support ELLs in their various stages of language development are: The Teachers College Reading and Writing Project from Columbia University Units of Study, Reading Recovery/Academic Intervention Services using leveled literacy intervention through Fountas and Pinnell, Everyday Mathematics, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt. Two times a week ELLs also participate in our Extended Day Program which focuses on building reading, writing, word work and math skills as well as improving reading and writing strategies. During this program, students are engaged in small group work.

C. N/A

D. N/A

6. ELLs identified as having special needs receive additional differentiated instruction and ELL scaffolding techniques that are needed as per each student's IEP. As mentioned in question 5b, the same materials are used for ELL–SWDs, however are modified to their needs. Service providers maintain daily attendance by entering the students progress using SESIS. Providers follow the same curriculum as classroom teachers.

7. In order to met the needs of ELLs students, the ESL Push–In teachers are team–teaching with classroom teachers. After mini lessons, students are engaged in guided reading, small group strategy lessons, and differentiated instruction. Teachers are meeting once a week and collaboratively plan mini lessons and strategy lessons making sure that students are engaged in academically rigorous instruction. Two days a week, students

Native Language Usage and Supports

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

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

Courses Taught in Languages Other than English

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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?

Paste response to questions 8-17

8. We currently have 2 kindergarten classes and 8 first grade classes. As an academic intervention program, we implement Reading Recovery Program for ELLs in both the ESL and TBE classes in ELA. We do not have any targeted intervention programs for math and the other content areas as of now. As for the instruction in the native language, we do not have any intervention program in math and other content areas.

9. N/A

10. For the current school year, we are beginning with Everyday Math, Foundations, Month-by-Month, The Teachers College Reading and Writing Project from Columbia University units of study, Reading Recovery/Academic Intervention Services using leveled literacy intervention through Fountas and Pinnell, Everyday Mathematics, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt

11. In September and October 2010 there was a Pull-Out program in place. Given that we had one ESL teacher and a large number of students who were eligible to receive ESL services, in order to meet the mandate, a Pull-Out program was put into effect. This year, the funds allowed to hire another ESL teacher and as a result the ESL program became Push-In. Another change is that this year we stopped using Making Meaning and Being a Writer by Developmental Study Center because they proved not to be academically rigorous enough to meet the students' needs. Therefore, they were replaced by the above mentioned TC program which is more rigorous.

12. ELLs participate in our Extended Day Program which focuses on building reading, writing, word work and math skills. During this program, students are engaged in small group work. Our ELLs also participate in all physical education, art, and technology cluster activities throughout the day. All students at PS 330Q interact with one another during the scheduled lunch periods. All students participate in their classroom activities as well as scheduled classroom trips outside the building. Due to our circumstances, before, after or a Saturday program is not offered. Supplementary materials will be purchased and used to enhance not only English language skills but also content area skills. Our plan is to have the F-status ESL Coordinator to come and work with students during the day in both language and content areas.

13. Please see 4 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom

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.
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13. Please see 4 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards are being utilized in every classroom in the current school year. Books in the ESL classrooms are in English. Books in the TBE classroom library are available in both Spanish and English. In

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
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NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

Beginning

Intermediate

Advanced

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

1-5. N/A

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

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3

1. Our PD plan for the ELL personnel, ESL teachers, common branch teachers, bilingual teacher, secretary and parent coordinator revolves around the on-going assessments of student needs that will help drive instruction for ELLs implementing ESL strategies and methodologies. PDs are offered through the DOE Professional Development Website as well as Teachers College. The entire staff is required to apply a month in advance to any of the PDs they find important and fill in the form with the rationale for the application. In addition, a PD calendar is included in the PS 330Q Staff Handbook.

2 N/A

3. There are scheduled monthly faculty meetings, inquiry team work meetings as well as grade meetings where the needs of ELLs are discussed. There will be ongoing study groups for teachers throughout the year to help them build their knowledge and skills/strategies for teaching ELLs. Some of the opportunities will be in-house training done by the ESL personnel, literacy coach, and TC personnel. Others will be provided by outside organizations. Meeting agendas and sign in sheets will be used to record attendance at professional development.

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.



E. Parental Involvement

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

Paste response to questions 1–4

1. We are a school that welcomes all families. This year we have a parent coordinator, Jessica Tirado, who welcomes parents and facilitate any correspondence with all staff members. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and a Spanish Heritage celebration. Further activities will be planned throughout the year based on need.
2. We currently have a partnership with New York Cares and will be offering families ESL services on the weekend.
3. All forms parents complete during registration, such as the HLIS, are in the native languages as well as English. The parent coordinator, Ms. Tirado, is in charge of making sure that parents complete all necessary information, communicating with families and making phone calls when needed and translating during parent meetings. Both parent coordinator and secretary are bilingual and are in charge of translating any documents or letters.
4. All letters inviting parents are translated in their native language. All parent activities have been well attended so far this year. Translators are available at all of the above mentioned meetings. We are hoping that our high parent participation rate will continue throughout the year as more activities are planned.

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?

Paste response to questions 8–17

8. We currently have 2 kindergarten classes and 8 first grade classes. As an academic intervention program, we implement Reading Recovery Program for ELLs in both the ESL and TBE classes in ELA. We do not have any targeted intervention programs for math and the other content areas as of now. As for the instruction in the native language, we do not have any intervention program in math and other content areas.

9. N/A

10. For the current school year, we are beginning with Everyday Math, Foundations, Month-by-Month, The Teachers College Reading and Writing Project from Columbia University units of study, Reading

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?

Paste response to questions 8-17

8. We currently have 2 kindergarten classes and 8 first grade classes. As an academic intervention program, we implement Reading Recovery Program for ELLs in both the ESL and TBE classes in ELA. We do not have any targeted intervention programs for math and the other content areas as of now. As for the instruction in the native language, we do not have any intervention program in math and other content areas.

9. N/A

10. For the current school year, we are beginning with Everyday Math, Foundations, Month-by-Month, The Teachers College Reading and Writing Project from Columbia University units of study, Reading Recovery/Academic Intervention Services using leveled literacy intervention through Fountas and Pinnell, Everyday Mathematics, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt

11. In September and October 2010 there was a Pull-Out program in place. Given that we had one ESL teacher and a large number of students who were eligible to receive ESL services, in order to meet the mandate, a Pull-Out program was put into effect. This year, the funds allowed to hire another ESL teacher and as a result the ESL program became Push-In. Another change is that this year we stopped using Making Meaning and Being a Writer by Developmental Study Center because they proved not to be academically rigorous enough to meet the students' needs. Therefore, they were replaced by the above mentioned TC program which is more rigorous.

12. ELLs participate in our Extended Day Program which focuses on building reading, writing, word work and math skills. During this program, students are engaged in small group work. Our ELLs also participate in all physical education, art, and technology cluster activities throughout the day. All students at PS 330Q interact with one another during the scheduled lunch periods. All students participate in their classroom activities as well as scheduled classroom trips outside the building. Due to our circumstances, before, after or a Saturday program is not offered. Supplementary materials will be purchased and used to enhance not only English language skills but also content area skills. Our plan is to have the F-status ESL Coordinator to come and work with students during the day in both language and content areas.

13. Please see 4 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards are being utilized in every classroom in the current school year. Books in the ESL classrooms are in English. Books in the TBE classroom library are available in both Spanish and English. In

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?

Paste response to questions 8-17

8. We currently have 2 kindergarten classes and 8 first grade classes. As an academic intervention program, we implement Reading Recovery Program for ELLs in both the ESL and TBE classes in ELA. We do not have any targeted intervention programs for math and the other content areas as of now. As for the instruction in the native language, we do not have any intervention program in math and other content areas.

9. N/A

10. For the current school year, we are beginning with Everyday Math, Foundations, Month-by-Month, The Teachers College Reading and Writing Project from Columbia University units of study, Reading Recovery/Academic Intervention Services using leveled literacy intervention through Fountas and Pinnell, Everyday Mathematics, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt

11. In September and October 2010 there was a Pull-Out program in place. Given that we had one ESL teacher and a large number of students who were eligible to receive ESL services, in order to meet the mandate, a Pull-Out program was put into effect. This year, the funds allowed to hire another ESL teacher and as a result the ESL program became Push-In. Another change is that this year we stopped using Making Meaning and Being a Writer by Developmental Study Center because they proved not to be academically rigorous enough to meet the students' needs. Therefore, they were replaced by the above mentioned TC program which is more rigorous.

12. ELLs participate in our Extended Day Program which focuses on building reading, writing, word work and math skills. During this program, students are engaged in small group work. Our ELLs also participate in all physical education, art, and technology cluster activities throughout the day. All students at PS 330Q interact with one another during the scheduled lunch periods. All students participate in their classroom activities as well as scheduled classroom trips outside the building. Due to our circumstances, before, after or a Saturday program is not offered. Supplementary materials will be purchased and used to enhance not only English language skills but also content area skills. Our plan is to have the F-status ESL Coordinator to come and work with students during the day in both language and content areas.

13. Please see 4 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards are being utilized in every classroom in the current school year. Books in the ESL classrooms are in English. Books in the TBE classroom library are available in both Spanish and English. In our school we use big books in math and social studies which are also available in both languages.

C. Schools with Dual Language Programs

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

Paste response to questions 1–5 here

1–5. N/A

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

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

Paste response to questions 1–6

1. PS 330Q uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels. We also implement individualized math assessments. The data provides us with insights about ELL students' number sense. The data allows us to create and differentiate lessons for our ELLs that best meet their literacy and math needs. In ESL classrooms no literacy assessments are used in the native language. In TBE we use Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K–2/Niveles A–N. As for math, the assessments are done in Spanish.
2. Spring 2011 NYSESLAT Data became available Summer 2011 for those students who entered first grade in 2011–2012. Overall, the results indicate that the students scored more successfully in listening and speaking than in reading and writing. Therefore, more rigorous instruction must be implemented in reading and writing. In order for the students to make progress, the teachers are encouraged to effectively integrate the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. All instructional decisions are data driven. Our goal is to minimize the number of intermediate students and to bring them to an advanced level if not proficient, and to similarly transition advanced students to a proficient level. The same goes for our beginner students. LAB–R raw scores available for 2011 have revealed that our 10 beginner/intermediate students need language instruction in the 4 modalities of listening, speaking, reading, and writing with additional support in listening and speaking. Our 7 advanced level students will need more support in reading and writing skills.
3. As a significant number of students are at the intermediate level, the following interventions will be implemented: the use of technology, visuals, differentiated instruction and activities, ESL

D. Professional Development and Support for School Staff

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

Paste response to questions 1–3

1. Our PD plan for the ELL personnel, ESL teachers, common branch teachers, bilingual teacher, secretary and parent coordinator revolves around the on-going assessments of student needs that will help drive instruction for ELLs implementing ESL strategies and methodologies. PDs are offered through the DOE Professional Development Website as well as Teachers College. The entire staff is required to apply a month in advance to any of the PDs they find important and fill in the form with the rationale for the application. In addition, a PD calendar is included in the PS 330Q Staff Handbook.

2 N/A

3. There are scheduled monthly faculty meetings, inquiry team work meetings as well as grade meetings where the needs of ELLs are discussed. There will be ongoing study groups for teachers throughout the year to help them build their knowledge and skills/strategies for teaching ELLs. Some of the opportunities will be in-house training done by the ESL personnel, literacy coach, and TC personnel. Others will be provided by outside organizations. Meeting agendas and sign in sheets will be used to record attendance at professional development.

E. Parental Involvement

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

Paste response to questions 1–4

1. We are a school that welcomes all families. This year we have a parent coordinator, Jessica Tirado, who welcomes parents and facilitates any correspondence with all staff members. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and a Spanish Heritage celebration. Further activities will be planned throughout the year based on need.

2. We currently have a partnership with New York Cares and will be offering families ESL services on the weekend.

3. All forms parents complete during registration, such as the HLIS, are in the native languages as well as English. The parent coordinator, Ms. Tirado, is in charge of making sure that parents complete all necessary information, communicating with families and making phone calls when needed and translating during parent meetings. Both parent coordinator and secretary are bilingual and are in charge of translating any documents or letters.

4. All letters inviting parents are translated in their native language. All parent activities have been well attended so far this year. Translators are available at all of the above mentioned meetings. We are hoping that our high parent participation rate will continue throughout the year as more activities are planned.

E. Parental Involvement

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3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

Paste response to questions 1–4

1. We are a school that welcomes all families. This year we have a parent coordinator, Jessica Tirado, who welcomes parents and facilitate any correspondence with all staff members. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and a Spanish Heritage celebration. Further activities will be planned throughout the year based on need.
2. We currently have a partnership with New York Cares and will be offering families ESL services on the weekend.
3. All forms parents complete during registration, such as the HLIS, are in the native languages as well as English. The parent coordinator, Ms. Tirado, is in charge of making sure that parents complete all necessary information, communicating with families and making phone calls when needed and translating during parent meetings. Both parent coordinator and secretary are bilingual and are in charge of translating any documents or letters.
4. All letters inviting parents are translated in their native language. All parent activities have been well attended so far this year. Translators are available at all of the above mentioned meetings. We are hoping that our high parent participation rate will continue throughout the year as more activities are planned.

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)	11	23												34
Intermediate(I)		33												33
Advanced (A)	7	20												27
Total	18	76	0	0	0	0	0	0	0	0	0	0	0	94

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

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
/SPEAKING	I		25											
	A		24											
	P		34											
READING/ WRITING	B		24											
	I		32											
	A		16											
	P		13											

NYS ELA

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	
ELE (Spanish)									

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

Paste response to questions 1–6

- PS 330Q uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels. We also implement individualized math assessments. The data provides us with insights about ELL students' number sense. The data allows us to create and differentiate lessons for our ELLs that best meet their literacy and math needs. In ESL classrooms no literacy assessments are used in the native language. In TBE we use Fountas and Pinnell Sistema De Evaluacion De La Lectura Grados K–2/Niveles A–N. As for math, the assessments are done in Spanish.
- Spring 2011 NYSESLAT Data became available Summer 2011 for those students who entered first grade in 2011–2012. Overall, the results indicate that the students scored more successfully in listening and speaking than in reading and writing. Therefore, more rigorous instruction must be implemented in reading and writing. In order for the students to make progress, the teachers are encouraged to effectively integrate the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. All instructional decisions are data driven. Our goal is to minimize the number of intermediate students and to bring them to an advanced level if not proficient, and to similarly transition advanced students to a proficient level. The same goes for our beginner students. LAB–R raw scores available for 2011 have revealed that our 10 beginner/intermediate students need language instruction in the 4 modalities of listening, speaking, reading, and writing with additional support in listening and speaking. Our 7 advanced level students will need more support in reading and writing skills.
- As a significant number of students are at the intermediate level, the following interventions will be implemented: the use of technology, visuals, differentiated instruction and activities, ESL

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
LaShawanna Harris	Principal		10/25/11
	Assistant Principal		1/1/01
Jessica Tirado	Parent Coordinator		10/25/11
Michelle Zytko-Morgan	ESL Teacher		10/25/11
	Parent		1/1/01
Jelena Djuric/ESL	Teacher/Subject Area		10/25/11
Nicole Treanor	Teacher/Subject Area		10/25/11
Ivelisse Hernandez	Coach		10/25/11
	Coach		1/1/01
Kenneth Jefferies	Guidance Counselor		10/25/11
	Network Leader		1/1/01
Jacklyn Vives	Other <u>IEP Teacher</u>		10/25/11
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 24Q330 School Name: PS 330

Cluster: 6 Network: 606

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

Part A: Needs Assessment Findings

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

ATS and ARIS provide us with that data regarding students' home languages as per their Home Language Identification Survey (HLIS). With this information we are able to determine the number of different languages for which we need to have translated. For our immediate translation needs such as meeting notices or the family calendars, our in-house staff members are able to translate the majority language. For languages that we are unable to translate here at the school or large documents we utilize the DOE's translation services to translate.

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.

We are a new school that makes every effort to translate documents into the preferred language of our families. As previously stated we rely on ATS Home Language Data as well as preferred language information to determine what should be translated. In addition, we receive feedback from families about what they would like to have translated. One such example is the student weekly homework sheet.

Part B: Strategies and Activities

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

Many of our staff members speak the same language as our families and are able to provide written translation. Much of our ongoing translation such as monthly calendars and notes are done in-house by school staff. Languages that we are unable to translate in house require the use of the DOE translation unit or online translation.

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

Oral interpretation will be provided through the following:

- School based teaching and support staff
- Parent Volunteers
- Outside contractors on an as needed basis for whole school events

If there is a family that needs immediate interpretation that we cannot provide in house we utilize the DOE telephone translation services.

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 will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language when necessary. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.html>.

If we encounter a situation in which parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations.

We will also direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents in regards to translation services.

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

Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: PS 330	DBN: 24Q330
Cluster Leader: Jose Ruiz	Network Leader: Petrina Palazzo
This school is (check one):	
<input type="checkbox"/> *conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> *Other: Push-In
Total # of ELLs to be served: 15-20
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input type="checkbox"/> *1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input checked="" type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input checked="" type="checkbox"/> 12
Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: The direct instruction supplemental program will provide additional small group support to our ELLs that struggle the most in reading. We will hire an F-Status teacher to provide services and will target our First Grade students that have not met the benchmark reading level for Fall 2011/Winter 2012 and provide push-in support once per week (Thursday) for two 50 minute periods each to the classes with the greatest need (105 and 108). The push-in will take place during the opposite end of the schedule. For example the full-time ESL teacher pushes in for two morning periods so the F-Status teacher will push-in during the two afternoon periods and vice versa. All students receive the mandated ESL instruction as per CR-Part 154 in addition to this supplemental instruction.

Instruction will be provided in English by an ESL certified teacher. The teacher will utilize the Fountas & Pinnell Leveled Literacy Intervention (LLI) reading intervention program, which a research based program published by Heinemann. In addition, teachers will use Mondo Let's Talk About It program and instructional technology such as Raz-kids to provide increase opportunities for student to engage in listening and speaking activities.

Part C: Professional Development

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

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

Begin description here: The teacher (F-Status) involved in the push-in program will be trained to use the LLI program and other instructional materials during site based professional development workshops that are focused on mastering reading intervention strategies facilitated by the makers of the programs throughout the winter and spring. The teacher will also participate in the TCRWP professional development day long sessions in Balanced Literacy (March 23rd, 28th, 29th; April 5th, 18th, 27th; May 4th and June 6th). In addition, the teacher will participate in a professional development opportunity at PS 330Q that is facilitated by the Bureau of Education Research that focus on utilizing effective ESL strategies and differentiation to meet the needs of our ELLs. The teacher will focus his/her professional development time on improving the use of scaffolds and differentiation for ELLs their positive impact on student learning.

The teachers of ELLS at our school, Michelle Zytke-Morgan and Jelena Djuric, will participate in multiple professional opportunities throughout the year.

December 15th, January 26th, March 15th - Using Flexible Services to Support Kindergarteners with Special Education Services

March 19th - Improving the reading Skills of English Language Learners K-6

Part C: Professional Development

March 21st - Writing Strategies That Work! Practical Ways to Use Six Traits and Mini-lessons in Your Writing Instruction
 Date TBD-Practical Strategies for Adapting Response to Intervention Techniques to Strengthen the Literacy of Your English Language Learners (Grades K-6)

Part D: Parental Engagement Activities

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

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

Begin description here: The families of many of our ELLs have expressed interest in learning English so they are better equipped to assist their children with school work. We would like to provide evening ESL support once per week on Thursdays for two hours to the families of our ELL students to assist them in learning English. The evening program will begin in late March and run until late June. We are in the process off securing a certified ESL service provider to provide conversational English support as well as homework help assistance. When the dates and provider are secure we will send information to families via letters, calendars and the use of School Messenger telephone messages.

Part E: Budget

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

Allocation Amount: \$

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

Part E: Budget

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

Allocation Amount: \$

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