Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME: PS 30 THE WESTERLEIGH SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 31R030

PRINCIPAL: DENISE N. SPINA **EMAIL:** DSPINA@SCHOOLS.NYC.GOV

SUPERINTENDENT: MS. ERMINA CLAUDIO

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
Denise N. Spina	*Principal or Designee	
Lori Ortega	*UFT Chapter Leader or Designee	
Vera Miceli	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Lori Addessi	Member/Teacher	
Michelle O'Rourke	Member/Teacher	
Beth Servidio	Member/Parent	
Alexisis Barravecchia	Member/Parent	
Monica Di Donna	Member/Parent	
Jackie Woodbury	Member/Parent	
Eloise Giaquinto	Member/Secretary	

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

- By June 2012, the percentage of SWD's in grades 3, 4, and 5 scoring at proficiency level will increase to 36%, up 10% from last year.

Comprehensive needs assessment

- After conducting a three year trend analysis of student performance data (school accountability report and progress report) on state assessments, it was determined that the SWD students, have underperformed all other student groups for the past three years on the NYS ELA Exam. In addition, our SWD students did not meet AYP for the past two years and are on a downward trend increasing in level 1.

Activity 1

Instructional strategies/activities

- Professional Development will be systematically given every other month on the following topics: tuning protocol, looking at student work, Depth of Knowledge, CCLS task bundles in literacy and math, Academic vocabulary (tier 1, 2, and 3, words), Socratic Inquiry methodology , and curriculum mapping.
- Children's Progress Academic Assessment data used to plan instruction
- Fundations in grades 3, 4, and 5 (decode English
- Comprehension Plus and Comprehension Power curriculum for comprehension once the students can read
- Pearson Success Maker (IZONE) Grade 4
- Time 2 Know (IZONE) Grade 5
- Small group instruction during the extended day period on Monday and Tuesday.

Staff and other resources used to implement these strategies/activities:

- EA achievement coach CFN 410, Literacy Coach

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have vertical and or grade meetings with teachers and administration where we discuss student work and through our curriculum maps look at gap analysis across grades.

Timeline for implementation

- September 2011-June 2012

Activity 2

Instructional strategies/activities

- Our prep schedule was created to include an in-house mentoring program for our special education teachers. One period a week is designated for a veteran teacher to meet with their mentee (untenured special education teachers) to support the special education teacher in addressing strategies that impact student learning, i.e.: looking at data, analyzing student work, looking at and revising lesson plans.

Staff and other resources used to implement these strategies/activities

- Veteran teachers and and untenured teachers.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have vertical and or grade meetings with teachers and administration where we discuss student work and through our curriculum maps look at gap analysis across grades.

Timeline for implementation

September 2011-June 2012

Strategies to increase parental involvement

- The school hosts a week long curriculum workshops for parents in Social Studies, Science, Mathematics, and our I Zone programs.
- JCC hosts parent workshops in our school on health.
- PTA meetings include guest speakers who are experts in special education, including autism
- Parent Coordinator will train parents on how to use the ARIS parent link
- The school has created and distributed a parent handbook. We have asked the office of translation services to translate this 38 page document
- Special education parents are invited into the school to see their child's performance in plays
- Student of the month is given to all students and parents are invited to our award ceremony
- Global Connect goes out to all parents to keep them informed of activities in the building.
- Our Children's Progress Academic Assessment parent report is sent home every eight weeks via email so that parents can see the progress their children are making, as well as, with specific suggestions for their child's needs.

Strategies for attracting Highly Qualified Teachers (HQT)

- When looking for new teachers, the following are utilized:
  - Interviewing candidates from open market
  - Demonstration lessons by candidates
  - Day to day subbing/long term subbing to evaluate teacher performance
  - Resumes sent by colleges and universities

- Colleague Recommendations/Referrals
- Special Education teachers are assigned mentor teacher to plan 1 time a week to improve student outcomes.
- Network instructional specialists provide professional development to our teachers on things such as CCLS, Looking at Student work (in writing), RTI.

Service and program coordination

- At risk counseling and ERSAA
- In House anti bullying presentations

Budget and resources alignment

- Fair student funding
- OTPS for professional development
- Professional instructional materials to support curriculum development during the school day.
- Per Diem substitutes are hired so that teachers can attend professional development

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June 2012, at least 80% of general education students in grade 5 will be at proficiency level on the NYS ELA exam, up 9% from last year.

Comprehensive needs assessment

After conducting a three year trend analysis of student performance data on state assessments (school accountability report and progress report), it was determined that there has been an increase in the percentage of students scoring a level 2 on the NYS ELA exam. Therefore as a school we have made increasing the performance for our level 2 (grade 5) students to proficiency or level 3 a school wide focus for the year.

Instructional strategies/activities

- Time 2 know, technology based differentiated literacy program.
- Teachers have been creating social studies based curriculum maps. These maps are based on the Common Core Learning Standards and depth of knowledge.
- Small group instruction during the extended day period on Monday and Tuesday.

- Teachers pull guided reading groups based on level and skill
- Performance Series online assessment three times a year.

Staff and other resources used to implement these strategies/activities:

- Classroom Teachers
- Time 2 Know coaches
- Professional development on curriculum mapping with Heidi Hayes Jacobs
- Literacy coach works with teacher to improve student outcomes.

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have professional development which alternates each month. During the other month teacher teams meet by grade where they analyze student work and through our curriculum maps look at gap analysis across grades.

Timeline for implementation

- September 2011-June 2012

Strategies to increase parental involvement

- The school hosts a week long curriculum workshops for parents in Social Studies, Science, Mathematics, and our I Zone programs
- PTA meetings include guest speakers who are experts in Time 2 Know
- Parent Coordinator will train parents on how to use the ARIS parent link
- The school has created and distributed a parent handbook. We have asked the office of translation services to translate this 38 page document
- Global Connect goes out to all parents to keep them informed of activities in the building

Strategies for attracting Highly Qualified Teachers (HQT)

- When looking for new teachers, the following are utilized:
    - Interviewing candidates from open market
    - Demonstration lessons by candidates
    - Day to day subbing/long term subbing to evaluate teacher performance
    - Resumes sent by colleges and universities
    - Colleague Recommendations/Referrals
    - Special Education teachers are assigned mentor teacher to plan 1 time a week to improve student outcomes.
    - Network instructional specialists provide professional development to our teachers on things such as CCLS, Looking at Student work (in writing), RTI.

Service and program coordination • Part of Innovation Zone, Time to Know. • In House anti bullying presentations
Budget and resources alignment • Fair student funding • OTPS for professional development • Professional instructional materials to support curriculum development during the school day. • Per Diem substitutes are hired so that teachers can attend professional development

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June 2012, 86% of all grade 3, 4, and 5 students will be at proficiency level on the NYS Math exam, up 5% from last year.

Comprehensive needs assessment

After conducting a three year trend analysis of student performance data on state assessments (school accountability report and progress report), it was determined that there is a need to decrease the percentage of students scoring at proficiency level on the NYS math Exam.

Instructional strategies/activities

- Time 2 know, technology based differentiated Math program in grade 5
- Success Maker, technology based differentiated Math program in grade 4
- Problem of the day
- In grades 3, 4, and 5 each class receives two periods of math with cluster teachers. Both math cluster teachers are experts in the CCLS. Their focus is on number sense and operation/problem solving
- Small group instruction during the extended day period on Monday and Tuesday. Focus on number sense and operations
- Performance Series online assessment three times a year.
- Children's Progress Academic Assessment data used to plan instruction in grade 3

Staff and other resources used to implement these strategies/activities:

- Classroom Teachers
- Time 2 Know coaches
- Success Maker coach
- Math Clusters
- UFT Teacher Center workshops on CCLS problem solving

Steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities

- Due to the changes in the NYS Math assessment and the new CCLS, math clusters/classroom teachers and administration analyzed and collaborated on the CCLS to determine that problem solving/number sense and operations was a need for our school.

Timeline for implementation

- September 2011-June 2012

Strategies to increase parental involvement

- Workshops given on CCLS Math given by parent coordinator, literacy coach, classroom teachers
- Our Children's Progress Academic Assessment parent report is sent home every eight weeks via email so that parents can see the progress their children are making, as well as, with specific suggestions for their child's needs
- Monthly newsletter to parents from the literacy coach

Strategies for attracting Highly Qualified Teachers (HQT)

- When looking for new teachers, the following are utilized:
  - Interviewing candidates from open market
  - Demonstration lessons by candidates
  - Day to day subbing/long term subbing to evaluate teacher performance
  - Resumes sent by colleges and universities
  - Colleague Recommendations/Referrals
  - Special Education teachers are assigned mentor teacher to plan 1 time a week to improve student outcomes.
  - Network instructional specialists provide professional development to our teachers on things such as CCLS, Looking at Student work (in writing), RTI..

Service and program coordination

- Staten Island Foundation Grant for Socratic inquiry for grades 3 and 4
- In House anti bullying presentations

Budget and resources alignment

- Fair student funding
- OTPS for professional development
- Professional instructional materials to support curriculum development during the school day.
- Per Diem substitutes are hired so that teachers can attend professional development

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	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	7	7	**N/A**	**N/A**			3	8
1	34	34	**N/A**	**N/A**	1			12
2	41	41	**N/A**	**N/A**			4	9
3	62	62	**N/A**	**N/A**			1	12
4	51	51	**10**	**10**				5
5	58	58	**19**	**19**	10		2	6
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**Academic Intervention Services are provided during and after the school day. Teachers work with small groups as part of our extended day program. During the school day, small group instruction is available with our SETSS (Special Education Teacher Support Services), provider for students who are not meeting the English/Language Arts Standards and need intervention beyond tier 1. In addition, Learning Leaders (parent volunteers) work with students 1:1 or in small groups to work on basic skills to help with decoding, comprehension, writing, and speaking.**
Mathematics	**Classroom and cluster teachers work with at-risk students in small groups after the school day as part of our extended day program. During the school day, AIS support in mathematics is provided in small groups with instruction focused on problem solving and how to choose a strategy appropriate for a given problem.**
Science	**Classroom teachers work with at-risk students, as needed, during and after the school day. Non-fiction science themed books are used during literacy blocks and within guided reading lessons. Hands-on Fridays and a science lab have been set up to improve literacy, content vocabulary and comprehension of the science curriculum.**
Social Studies	**Teachers enrich our Social Studies curriculum to increase student achievement for those at risk of not meeting the standards. Teachers focus on building vocabulary within the content area, teaching students how to use and build an outline to organize main ideas/supporting details and how to use various documents to support their comprehension and writing in the Social Studies content area. Non-fiction books are used during class lessons and small group guided reading sessions to integrate Social Studies in the literacy block during the school day**
At-risk Services provided by the Guidance Counselor	**On any given day, the guidance counselor provides counseling to students who are in crisis. This includes peer mediation, crisis intervention, and parent conferences. Counseling can be in groups or 1:1 setting.**

At-risk Services provided by the School Psychologist	**Throughout the school day, as needed the school psychologists consults with teachers, providers and parents, supplies referrals to community resources and provides crisis intervention,**
At-risk Services provided by the Social Worker	**ERSSA (Educationally Related Support Service Assistance), individual and group counseling; crisis intervention; family intervention: concrete services/referrals to the community agencies, etc. The social worker is also available to assist students who are anxious about coming to school.**
At-risk Health-related Services	**During the school day, our nurse works with students to improve health and hygiene. She organizes programs and conducts information sessions related to asthma, juvenile diabetes, allergies, proper epi-pen/inhaler use and hand washing/prevention of germ spreading.**

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 31R030_ **School Name:** The Westerleigh School

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

Phase: +☐ Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 ☐ Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: +☐ Basic ☐ Focused ☐ Comprehensive

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

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

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

   Many of our special education students have cognitive deficiencies and are reading on a first or second grade level. The children in our special education classes also do not have enough phonemic awareness or phonics skills to unlock the English Language. In addition, most of our special education teachers are untenured. Due to this we did not make AYP for ELA in SWD category on our NYS Accountability Report Card.

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.
   - We have implemented Fundations and Just Words for our SWD population to help with decoding the English Language and to increase fluency
   - We have purchased skills based reading program called Comprehension Plus and Comprehension Power (guided reading) to target skills needed by individual students based on Benchmark data
   - We have weekly built into our organization professional development for our Special Education teachers by creating an in-house mentoring program , where SE teachers meet with veteran teachers once a week to plan lessons to improve student learning
   - We monitor student progress by using Ed Performance and Children's Progress Academic Assessment (CPAA)
   - Our only SETTS teacher uses the push in/pull out model for mandated and at risk students as called for on their IEP
   - Response to Intervention (RTi) team targets children and supports teachers with interventions that can be used as Tier 1 and Tier 2
   - CFN #410 provides support with a specialist in Special Education to model and plan with our SE/ICT teachers.
   - All of our Self-contained Special Education children participate in Extended Day with a focus on Fundations and Writing

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Part B: For Title I SINI Schools Only

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development will be used to remove the school from school improvement.

2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Altagarcia Santana	District 31	Borough Staten Island	School Number 030
School Name P.S 30 Westerleigh			

B. Language Allocation Policy Team Composition ⓘ

Principal Denise N. Spina	Assistant Principal Ilan Ihne
Coach Wanda Torres	Coach
ESL Teacher Kisha Ramsey	Guidance Counselor Jennifer Riech
Teacher/Subject Area Karen Corbo/Speech provider	Parent Noeima Neri
Teacher/Subject Area type here	Parent Coordinator Kathie Stephanski
Related Service Provider Melissa D' Antonio	Other type here
Network Leader Altagracia Santana	Other type here

C. Teacher Qualifications ⓘ

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
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	830	Total Number of ELLs	29	ELLs as share of total student population (%)	3.49%

Part II: ELL Identification Process

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

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

1. Here at P.S 30 possible ELL'S (English Language learners) are identified through several steps according to DOE procedure. We adhere to all regulations in identifying, assessing and placements of our ELL's into an appropriate program. Each new student entering the system is given the Home Language Survey; which is readily available in the main office. The survey is in the primary languages other than English that are popular within the community, ie, Spanish, Arabic, Chinese and Urdu. A report titled the RLER is ran in order to determine eligibilitly for both the LAB-R and the NYSESLAT. Several protocols have been established by the administration in conjunction with the ESL teacher/coordinator in order to insure that all Ell's are identified as soon as they are registered. The certified ESL teacher reviews all HLIS and conducts an informal interview with the child to determine the dominant language. Students who have qualifying HLIS forms and who, as determined through the informal interview, speaks another language other than English are given the formal initial assessment known as the LAB-R. The Lab-R is then promptly hand scored and the ESL teacher/coordinator determines eligibility into a bilingual program based on the most current cut off scores provided. Those students who speak Spanish are also given the Spanish Lab-R which is also administered by the licensed ESL teacher. The Spanish LAB-R is only adminstered to Spanish speaking students who tested below the LAB-R cut-scores. The students who score within the prescribed range are accepted as ELL's, at the beginner, intermediate or advanced level. Those students who achieve a proficient score on the LAB-R do not receive ESL services. All new students are identified through this process well within the legal timeframe of the first ten days after they are admitted into the New York City school system. The ESL teacher is available upon request to perform the following duties when needed:

- Inform families about the assessment and placement process for prospective ELL's
- Arrange translators if needed so that families are well informed about the process their child will undergo to determine if he/she is an ELL.
- Conduct interview with parents/guardians to confirm Home Language.
- Staff members who are comprised of both pedagogues and paraprofessionals are called upon request in order to translate for families during registration.

In the spring of each year all ELL's are given the NYSESLAT (New York State English as a Second Language Achievement Test). Students are tested in grade level groups for all components of the test except the speaking component. For the latter test, students are tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher, other classroom teachers and literacy coach provide assistance administering the NYSESLAT after they are trained. These teachers also evaluate the writing portion of the NYSESLAT following the procedure and rubrics given by Pearson testing company. In addition, the ESL teacher/coordinator is the lead scorer and attends the district training then turnkey information.

2. In September, during the schools largest influx of new registrants and Parent Orientation sessions are offered throughout the course of the year or as needed. The orientation sessions are conducted in both morning and evening sessions and coordinated according to parents' schedules. In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during our Parent Orientation sessions. Parents receive the program pamphlet and watch the video in their native language when applicable. . Each orientation is conducted within the ten days of a students' initial enrollment. Prior to the meeting, HLIS forms are reviewed to determine what language the documents need to be in and to secure translations and interpreters well in advanced. During

the orientation meeting, parents view a DVD provided by the DOE that explains the different types of ELL programs available. The ESL teacher along with the Parent Coordinator discusses the options available in the school, and also discusses the importance of returning the Program Selection form. The parents are given the opportunity to complete the form at the meeting, and are given brochures, pamphlets in their native language about resources in the community. Because the DVD offers an array of languages to select from there is rarely a time where a parent does not have the opportunity to view the information in a language they do not understand. However, if this should occur, every effort is made to have a translator available. The ESL teacher and Parent Coordinator answer all questions parents may have at the meeting then review the all parent selections. When parents are unable to attend the orientation meetings, the ESL teacher arranges a private meeting to discuss their options and to select a bilingual program for their child.

3. Parent entitlement and non-entitlement letters are mailed out in both English and the respective family's home language during the beginning weeks of school, as eligibility is determined, or within ten days of a new student's enrollment. Parent selection and parent selection forms are collected from those parents who attend the parent orientation sessions. All of which take place during the first ten days of entering P.S 30. The ESL teacher makes every effort to disseminate information to the parents in order to make certain that they are well informed of all bilingual programs available and allowing them to make the best choice for their child. In the event that a parent does not respond to the initial outreach, they are then contacted on a weekly basis, by phone and resending the information home until they are able to make an appointment for an orientation and complete the Program Selection forms along with the Surveys. Each outreach attempts are documented and all letters that are sent to parents are copied and filed. All letters/documents copies are maintained in a binder kept in the ESL coordinator's room to assure proper maintance of all records.

4. After parents are made aware of all bilingual programs that are available to them and they have selected their program choice, the forms are then reviewed to ensure that we are meeting the parents request for their program choice. P.S 30, due to overwhelming parental preference and the low number of students who speak a language other than English on each grade offers a free standing ESL program, and currently does not offer any other type of bilingual programs. Though the parents seldom choose another option besides Freestanding ESL, the ESL teacher will inform parents that in the event that there are enough students on a particular grade level to support a bilingual program of their choice and enough parent requests, we will oblige. At the present moment their program choice is not available at our school, so they can request a transfer to a school that offers their program choice and we will assist with locating a school in the district that can meet their request. In the interim, students placed in their program choice are welcomed to remain into our present ESL program until their program choice is available.

5/6. The overwhelming trend in parent selections is the Freestanding ESL program. The program model in our school is aligned with the parent request. During the past several years 99% of the Parent Selection forms have reflected a parental choice of Freestanding ESL as their program selection prefence. Should a parent request another type of bilingual program, every effort is made to assist them with transferring their child to a different school that offers the bilingual program of choice. Parents are also informed that ESL is not considered an opt-in option unlike bilingual programs. Periodically, these forms along with the number of children on each grade who speak the same language are reviewed by the ESL teacher/coordinator along with administration to ensure that we are offering the first choice of the parent and we are adhering to the CR Part 154 guidelines that states clearly we must offer bilingual programs based on parental preference.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K❄ 1❄ 2❄ 3❄ 4❄ 5❄** **6⭘ 7⭘ 8⭘ 9⭘ 10⭘ 11⭘ 12⭘**

This school offers (check all that apply):

Transitional bilingual education program	Yes⭘	No❄	If yes, indicate language(s):
Dual language program	Yes⭘	No❄	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	Tot #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	12	3	3	3	3	5								29
Total	12	3	3	3	3	5	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	**Newcomers (ELLs receiving service 0-3 years)**	25	**Special Education**	9
SIFE	2	**ELLs receiving service 4-6 years**	4	**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)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	Total
TBE										0
Dual Language										0
ESL	25	2	5	4	0	4	0	0	0	29
Total	25	2	5	4	0	4	0	0	0	29
Number of ELLs in a TBE program who are in alternate placement:										

C. Home Language Breakdown and ELL Programs

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

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ 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	7	1	2	2	2	3								**17**
Chinese	2	1												**3**
Russian														**0**
Bengali														**0**
Urdu	1													**1**
Arabic	2	1			1	2								**6**
Haitian														**0**
French														**0**
Korean														**0**
Punjabi														**0**
Polish														**0**
Albanian														**0**
Other			1	1										**2**
TOTAL	**12**	**3**	**3**	**3**	**3**	**5**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**29**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1. (a) Research supports a push-in model; therefore, P.S 30 has implemented a collaborative teaching program model that has been in place for the past two years. The push-in model employs a collaborative effort between the ESL and the classroom teachers. ESL methodologies are used across the curriculum to support all ELL's during the push-in model. The ESL teacher applies ESL teaching strategies within the ELL's classroom environment, adhering to the identical curriculum and standards that are being taught to all students. In order to differentiate instruction and meet the needs of low level English oral language skills, beginning and new entrants are pulled out

A. Programming and Scheduling Information

briefly during the lesson to target the social aspects of English allowing them to develop basic oral language skills. Once ELL's mastered sufficient English to follow basic directions and are more comfortable in the classroom, they are served solely through the push in/collaborative teaching model.

(b) As a push-in model, all students are grouped on grade level; however, a classroom on a given grade may have a newcomer who is at the beginning level and those students who are at an intermediate or advanced level. The aforementioned grouping will allow will increase proficiency in this mixed grade level due to the nature of the push-in model. If this is the case, a small group of newcomers will be pulled out during the initial lesson to support oral language, and then returned back to class with the ESL teacher as support. Differentiation of instruction is based on an individual basis of the ELL's and is an ongoing effort on the part of the ELL teacher and the classroom/content specialty teacher.

2. The ESL push-in schedule is designed to ensure that all students receive the mandated number of ESL units as per their proficiency level with both ESL/ELA content based area daily instructions. The certified common branch teacher and an ESL certified teacher work closely together to target ELL's who may need additional support and recommend for extended day and afterschool programs. Since we have a small number of ELL's here at P.S 30, it is common that ELL's receive more mandated minutes than required. Advanced students receive a two block periods of 100 minutes per week, a total of 200 minutes. Beginner and intermediate students receive six 50 minute periods weekly, as well as one 100 minute block, a total of 400 minutes of ESL instruction weekly.

3. All ESL classes are taught in English in order to convey concepts, especially abstract rather than concrete concepts, a variety of ESL strategies are applied to content are lessons to enable ELL's to make content more understandable. Some of these techniques include but are not limited to:

-Realia
-TPR (Total Physical Response)
-Scaffolding
-Cooperative Learning Activities
-Sheltered English
-Learning through artistic expression (music, art, drama)
-Multimodality learning experiences (offering visual, tactile, and kinesthetic activities to allow for multiply opportunities for conceptualization)
-Offering real life experiences that connect to the curriculum (trips, guest speakers, and performances)
- RIGOR, a researched based program based on teaching content vocabulary to ELL"s.

While the primary language of instruction is in English, P.S 30 has made bilingual dictionaries available in all classrooms in the primary language of their ELL's (Spanish, Arabic, Chinese and Urdu). In addition, in our effort to support Native Language Literacy, Spanish and Dual Language libraries have been placed into the classrooms on each grade level. Lastly, The ESL teacher collaborates with the classroom and content area teacher in order to employ CALLA (Cognitive Academic Language Learning Approach) techniques to modify how materials are presented to the ELL's in order to make it more accessible for them.

4/5. a. Instruction for SIFE students: Several programs and instructional strategies have been established to meet the unique needs and multifaceted challenges of SIFE students. In order to facilitate a program that simultaneously teaches these students social and academic English skills, ESL instruction focuses on both English for basic communication, English literacy skills, as well as the introduction of grade appropriate content concepts and specific vocabulary that is necessary to access this curriculum. Specific programs are utilized by the ESL and classroom teachers to order to support the aforementioned goals for SIFE students include RIGBY'S On Our Way to English for 3rd and 4th grade newcomers as well as the researched based literacy program RIGOR. TPR, CALLA, as well as well as multimodality teaching are approaches used to teaching these students. Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom. Spanish ELL's are evaluated through the Spanish LAB-R and have the option of taking their state exams in Spanish. Translators are hired for state test for other ELL's who speak additonal languages.

b. Because the newcomer category is quite broad children who are undergoing 0-3 years of service the strategies used to teach students vary depending on English proficiency levels, grade level, performances on both formal and informal assessments. For new entrants that may have low oral language proficiency skills, the following provisions are set in place for them to acquire English:

-ESL lesson are given by the ESL teacher, allowing them the opportunity to learn social aspects of the language that they may not have the opportunity to learn from their classroom environment. English in my Pocket and On Our Way to English Newcomers kit are mainly used for these lessons.

-ESL teacher consults and collaborates with the classroom teacher in order to make content area lesson more accessible to the student through visual and tactile cues and actitives, ie: TPR, using photos or pictures, graphic organizers.

Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom. For students who are newcomers, yet are proficient in speaking and understanding English, yet struggle with English Literacy and writing, the following programs are used and strategies implemented on their behalf:

-RIGOR, a program used for grades 3-5. The program is used by both the classrrom teachers and the ESL teacher in order to provide basic literacy instruction while teaching grade appropriate content area lessons.

- Fundations is used by the classroom teacher and reinforced by the ESL teacher to improve phonemic awareness as needed.

c. For ELL's receiving service between 4-6 years of service, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficultly for each student and formulate a plan. Instruction is then centered around the areas of

A. Programming and Scheduling Information

concentration. Izone program (both Time to Know and Success Maker) are technology based literacy programs used in grades 4 and 5 that allow the ESL teacher and classroom teacher to diffeniate instruction and use data to drive instruction for all ELL students. Extra opportunities for guided reading and writing are offered to ELL's by the ESL teacher, during the literacy block. Once an ELL is entering their second or third year of service and little progress is being made, they can then begin to receive AIS services as well as SETTS, for additional support. Enrichment activities that incorporate the arts are part of the ESL program as well, ie: Readers Theatre and Cooking. These students are also encouraged to attend afterschool programs to receive more focused instruction and small group instruction. In general, reading and writing provide the most diffilcty for this age group of ELL's. In ESL and all across all classes in the upper grades teachers are focusing this year on developing writing skills by engaging students in activities that develop writing stamina and practice in a variety of genres. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA test, but also for authentic writing task they will face in High School and College. The school also uses Great Books, a reading program that allows children to develop reading, writing, oral communication, and critical thinking skills needed to become good readers.

d. To support out long term ELL's a tiered intervention plan has been established by the Pupil Personnel Team for the ELL's who are on their 4th year of service or more. This plan is as follows:-Tthe ESL teacher differentiates instruction based on feedback from teachers and service providers (where applicable), formal and informal assessments are used to create lessons based on their individual/group needs. These lessons are generally centered around literacy and or writing, and follow the main tenants of balanced literacy (read aloud, guided reading, and shared reading) programs that support this efforts are RIGOR and I-Zone programs.

- Tier two interventions are generally offered to ELL's who have been serviced for four years or more include AIS services ans at risk SETTS, during leveled literacy intervention, as well as IZONE programs that are implemented to support the students in their effort to master content area instruction.

-Tier one intervention is when the ESL teacher consults and collaborates with the classroom teachers in order to create a climate which the ELL's can better access the curriculum. Together, they plan for ELL's to learn new concepts through multimodality activities, collaborative learning exercises and through experimental opportunities (trips, art, and guest speakers)

6. Teachers of ELL's-SWD, use instructional strategies such as small group guided reading, visuals, leveled libraries, listening centers as additional support to our ELL's with IEP's. The ESL teacher devises and indiudual plan based on assessments, the students IEP goals as well as feedback from the special education teacher and any other service providers they may have. As many of the special needs ELL's have a language or speech disorder and receive speech and language services, the ESL teacher and the speech teacher often collaboratively plan for effective language goals. Programs that support the following initiative include"

-Earobics (technology based program based on addressing phonemic patterns in language

-On Our Way To English

-Extra cooperative learning opportunities.

7. There are collaborative team teaching classes, self contained classes, and support by SETTS teacher. Service providers communicate amongst themselves so there is no overlapping of schedules. Students in grades k-3 are serviced through the push in model only. Students in grades 3-5 will be serviced through both the ESL push in model and pull out for students who need smaller group instruction.

Native Language Usage and Supports

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

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

TIME	BEGINNERS	INTERMEDIATE	ADVANCED

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

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

speak. Do not include:

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?

8. For ELA, Math and other content areas, ELL's are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTS teacher participate in professional development and confer with the ESL teacher to ensure alignment between methodologies used in both classrooms to create consistency for SIFE, Special Education, and Long Term ELL's. Targeted interventions that have been implemented to better serve ELL students include, but are not limited to:
-On Our Way to English- newcomer kits (grades 3-5)
-English in Your Pocket- newcomer kits (grades k-2)
-IZONE-technology based program targeted for 4th and 5th graders and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELL's who scores are advanced, intermediate profiency levels on the NYSESLAT.
-RIGOR is used for those students in 3rd-5th grade who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELL's with more than four years of service as well as special education ELL"s are targeted for this program.
-Leveled Literacy Intervention is offered to ELL's who speak English yet struggle with academic language and literacy skills.
-At-Risk SETTS, offers differentiated instruction based on grade and ability level in Math and Reading.
The aforementioned services are delivered in English; however, native language materials are made available to the students in order to support native language arts, along with English interventions.
9. In order to support the transition into the classrooms for ESL students who have reached proficiency as per the NYSESLAT, the ELL teacher continues to monitor the former ELL's for two years offering them support as needed. If the results from the assessment and teacher reports reflect the need for additional support, every effort is made to provide ESL at-risk services or intervention by the AIS provider. Testing accomondations for ELL's are still in effect for a total of two years after students's have tested out. Testing accomodations are also available to ELL's who are in transition.
10. P.S. 30 has worked into its schedule a planning period for the ESL teacher and the classroom teacher to prepare rich ESL lessons where all components and modalities of ESL are implemented throughout the lessons to expose children to everyday English patterns.
11. At this present moment, there are no programs or services that will be discontinued for ELL's this year.
12. We ensure that all ELL's are encouraged to participate in all school wide programs by communicating with parents in their native languages. This apporach provides the families with the opportunity in staying abreast of all school functions and events. Our ELL's are involved in an array of activities including student council, afterschool center sports and holiday fairs.
13. Our ELL's are supported through materials such as books on tape, Britannica's Discover English for the lower grades and chapter books for the older grades to assist with support in content areas. Shared reading which integrates language arts and social studies multimedia projectors, smart boards are technology based and supports as well as provides images to support classroom instruction. Bilingual glossaries and books in Spanish are available in classrooms, such as math workbooks.
14. Although there are no bilingual programs at the school, the administration and faculty recognizes and appreciates the value of a student's native language and culture. In order to allow our ELL's to develop and utilize their native arts skills, students are taught how to and encouraged to use bilingual dictionaries and our dual language library. Parents are also encouraged to read to their children in their native language as well as purchase books and read to their children in their native language. Writing in one's native language is accepted and encouraged when a student feels they are better able to express themselves or ideas. In addition, ELL students are encouraged to share aspects of their culture with their classmates. This provides the students with an opportunity to experience a sense of importance and contribute to classroom discussions. The ESL teacher uses students' native cultures as a reference point when selecting topics to cover.
15. When selecting a program to target ELL's age and grade appropriate materials, they are selected in order to ensure grade level curriculum is accessed, regardless of reading level, and the student is interested and not being belittled by material that seems below or too

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?

8. For ELA, Math and other content areas, ELL's are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTS teacher participate in professional development and confer with the ESL teacher to ensure alignment between methodologies used in both classrooms to create consistency for SIFE, Special Education, and Long Term ELL's. Targeted interventions that have been implemented to better serve ELL students include, but are not limited to:
-On Our Way to English- newcomer kits (grades 3-5)
-English in Your Pocket- newcomer kits (grades k-2)
-IZONE-technology based program targeted for 4th and 5th graders and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELL's who scores are advanced, intermediate profiency levels on the NYSESLAT.
-RIGOR is used for those students in 3rd-5th grade who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELL's with more than four years of service as well as special education ELL"s are targeted for this program.
-Leveled Literacy Intervention is offered to ELL's who speak English yet struggle with academic language and literacy skills.
-At-Risk SETTS, offers differentiated instruction based on grade and ability level in Math and Reading.
The aforementioned services are delivered in English; however, native language materials are made available to the students in order to support native language arts, along with English interventions.
9. In order to support the transition into the classrooms for ESL students who have reached proficiency as per the NYSESLAT, the ELL teacher continues to monitor the former ELL's for two years offering them support as needed. If the results from the assessment and teacher reports reflect the need for additional support, every effort is made to provide ESL at-risk services or intervention by the AIS provider. Testing accomondations for ELL's are still in effect for a total of two years after students's have tested out. Testing accomodations are also available to ELL's who are in transition.
10. P.S. 30 has worked into its schedule a planning period for the ESL teacher and the classroom teacher to prepare rich ESL lessons where all components and modalities of ESL are implemented throughout the lessons to expose children to everyday English patterns.
11. At this present moment, there are no programs or services that will be discontinued for ELL's this year.
12. We ensure that all ELL's are encouraged to participate in all school wide programs by communicating with parents in their native languages. This apporach provides the families with the opportunity in staying abreast of all school functions and events. Our ELL's are involved in an array of activities including student council, afterschool center sports and holiday fairs.
13. Our ELL's are supported through materials such as books on tape, Britannica's Discover English for the lower grades and chapter books for the older grades to assist with support in content areas. Shared reading which integrates language arts and social studies multimedia projectors, smart boards are technology based and supports as well as provides images to support classroom instruction. Bilingual glossaries and books in Spanish are available in classrooms, such as math workbooks.
14. Although there are no bilingual programs at the school, the administration and faculty recognizes and appreciates the value of a student's native language and culture. In order to allow our ELL's to develop and utilize their native arts skills, students are taught how to and encouraged to use bilingual dictionaries and our dual language library. Parents are also encouraged to read to their children in their native language as well as purchase books and read to their children in their native language. Writing in one's native language is accepted and encouraged when a student feels they are better able to express themselves or ideas. In addition, ELL students are encouraged to share aspects of their culture with their classmates. This provides the students with an opportunity to experience a sense of importance and contribute to classroom discussions. The ESL teacher uses students' native cultures as a reference point when selecting topics to cover.
15. When selecting a program to target ELL's age and grade appropriate materials, they are selected in order to ensure grade level curriculum is accessed, regardless of reading level, and the student is interested and not being belittled by material that seems below or too above their age group.

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

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

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.

1. In order to meet the needs of our ELL population, it is imperative that the ESL and classroom teachers plan appropriate academic strategies. It is for this reason that professional development focus on the importance of planning long term goals for our ELL's as well as academic language development in all content areas. The data reflects a need to increase children's writing skills; thereforre, this is the reason for our main focus for professional development. Our ESL coordinator will provide Professional Development to all teachers who have not completed the mandated 10 hours of ESL training needed. Once a month, Data Wednesdays Professional Development, will be provided to all teachers who have ELL's presently in their classroom. Teachers will be provided with an in depth professional development by learning various teaching startegies that will be implemented in the classrooms to help each student broaden their base of cognitive academic language, and reach their full potential. Some of these techniques are, but not limited to:
-Sheltered English, scaffolding, cooperative learning, grouping, and project models. The special education teachers underwent and will continue to receive professionally development in new programs for struggling readers that has been purchased to supplement their normal classroom programs. In addition, the Literacy Coach will facilitate ongoing professional development during the school year on a weekly basis for classroom teachers. During Data Wednesdays, the ESL coordinator with work alongside the Literacy coach to implement ESL strategies into professional development tarinings that are provided. To that end, the ELL teacher works collaboratively with the classroom teacher to further develop language skills and modalities employing the CALLA (Cognitive Academic Language Learning Approach) method as well. The literacy coach, who has extensive training in the aforementioned ESL strategies is available to arrange demonstration lessons, on-site professional development sessions with the classroom teacher throughout the year. In addition, we have launched a school wide effort to address the listening and speaking portions of the Common Core Standards. As the relationship between oral language skills and literacy is strong, we recognize the importance of bolstering the oral language profiency and listening comprehension of all our students in order to boost their academic based vocabulary as well as their reading comprehension skills. Lastly, the ESL teacher will be turn keying information about the most current methods of teaching ELL's and aligning instruction with the new Common Core Curriculum.
2. Fifth grade teachers work to prepare all students, including ELL's for the middle school settings, and are supported in their endeavors by attending professional development that targets middle school standards and curriculum. This allows the teachers to prepare units and lessons that match the new level of academic rigor that will be required of the students in middle school.The schools guidance has several workshops throughout the years for parents and students inviting them to learn about applying for middle schools and the middle school process. For ELL's in particular, fifth grade teachers are trained in using strategies that increases academic language since this becomes increasingly important as they enter middle school. Also, fifth grade teachers are well informed of the various programs available in the middle schools.
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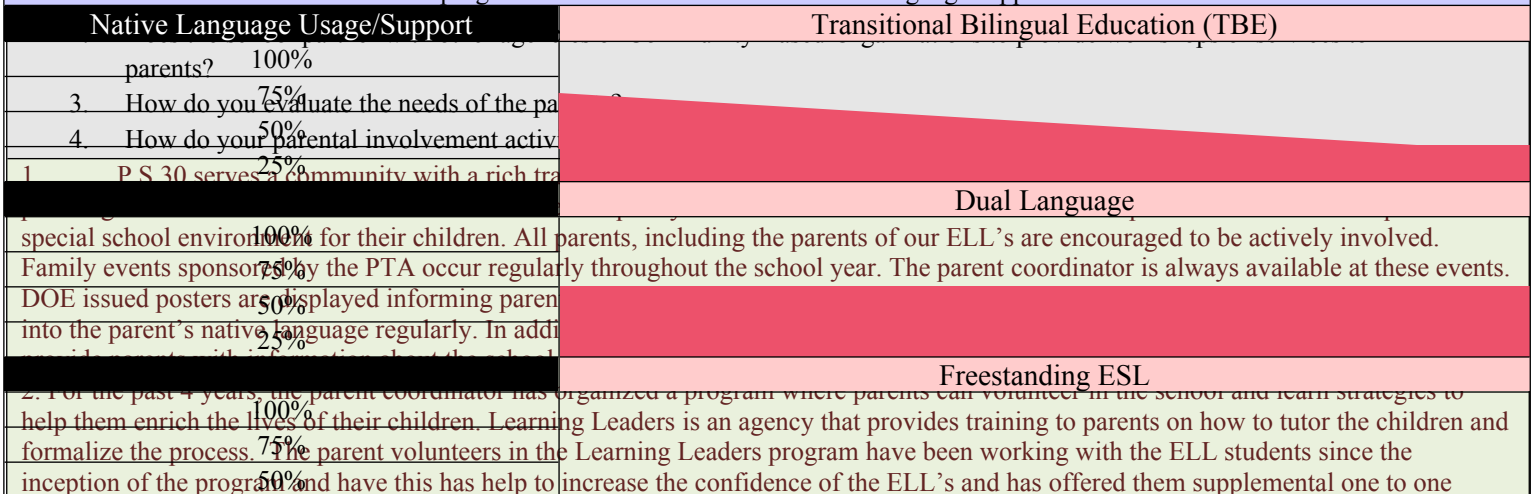
Native Language Usage and Supports

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



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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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17. What language electives are offered to ELLs?

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-IZONE-technology based program targeted for 4th and 5th graders and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELL's who scores are advanced, intermediate profiency levels on the NYSESLAT.
-RIGOR is used for those students in 3rd-5th grade who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELL's with more than four years of service as well as special education ELL"s are targeted for this program.
-Leveled Literacy Intervention is offered to ELL's who speak English yet struggle with academic language and literacy skills.
-At-Risk SETTS, offers differentiated instruction based on grade and ability level in Math and Reading.
The aforementioned services are delivered in English; however, native language materials are made available to the students in order to support native language arts, along with English interventions.
9. In order to support the transition into the classrooms for ESL students who have reached proficiency as per the NYSESLAT, the ELL teacher continues to monitor the former ELL's for two years offering them support as needed. If the results from the assessment and teacher reports reflect the need for additional support, every effort is made to provide ESL at-risk services or intervention by the AIS provider. Testing accomondations for ELL's are still in effect for a total of two years after students's have tested out. Testing accomodations are also available to ELL's who are in transition.
10. P.S. 30 has worked into its schedule a planning period for the ESL teacher and the classroom teacher to prepare rich ESL lessons where all components and modalities of ESL are implemented throughout the lessons to expose children to everyday English patterns.
11. At this present moment, there are no programs or services that will be discontinued for ELL's this year.
12. We ensure that all ELL's are encouraged to participate in all school wide programs by communicating with parents in their native languages. This apporach provides the families with the opportunity in staying abreast of all school functions and events. Our ELL's are involved in an array of activities including student council, afterschool center sports and holiday fairs.
13. Our ELL's are supported through materials such as books on tape, Britannica's Discover English for the lower grades and chapter books for the older grades to assist with support in content areas. Shared reading which integrates language arts and social studies multimedia projectors, smart boards are technology based and supports as well as provides images to support classroom instruction. Bilingual glossaries and books in Spanish are available in classrooms, such as math workbooks.
14. Although there are no bilingual programs at the school, the administration and faculty recognizes and appreciates the value of a student's native language and culture. In order to allow our ELL's to develop and utilize their native arts skills, students are taught how to and encouraged to use bilingual dictionaries and our dual language library. Parents are also encouraged to read to their children in their native language as well as purchase books and read to their children in their native language. Writing in one's native language is accepted and encouraged when a student feels they are better able to express themselves or ideas. In addition, ELL students are encouraged to share aspects of their culture with their classmates. This provides the students with an opportunity to experience a sense of importance and contribute to classroom discussions. The ESL teacher uses students' native cultures as a reference point when selecting topics to cover.
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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

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

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Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	9	3	0	2	1	1								16
Intermediate(I)	0	0	1	0	2	3								6
Advanced (A)	4	0	2	0	0	1								7
Total	13	3	3	2	3	5	0	0	0	0	0	0	0	29

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

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

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

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

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 Reading Test)								
Chinese Reading Test								

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

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

1. Several formal and informal assessments are used to evaluate the literacy skills of student's in grades K-5. TCWRP or Teachers

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

Part VI: LAP Assurances

School Name: P.S 30 Westerleigh		School DBN: 31R030	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise N Spina	Principal		1/1/01
Alan Ihne	Assistant Principal		1/1/01
Kathie Stephanski	Parent Coordinator		1/1/01
Kisha Ramsey	ESL Teacher		1/1/01
	Parent		1/1/01
Joanne Rosiello	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Wanda Torres	Coach		1/1/01
	Coach		1/1/01
Jennifer Reich	Guidance Counselor		1/1/01
Altaagrcia Santana	Network Leader		1/1/01
Karen Corbo	Other Speech provider		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 31R030 **School Name:** P.S 30 Westerleigh

Cluster: 4 **Network:** 410

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.

P.S 30 will be sure to continue the following practices that have been successfully improved ELL parent and school staff communication by:
a. Submitting documents within two weeks time of desired distribution to the intereptation and translation unit.
b. Utilizing school staff members who are proficient in the home language of the students to provide translations when it is not feasible for the interpetation unit to complete the translation on time.
c. Hiring interperters with interpetation and transaltion funds for parent-teacher conferneces and other pertinent school wide meetings between staff and parents.
d. School will run the RBOP report

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.

Parents have reported that during the school year they have received more notices in their native language, particularly in regards to information pertaining to the ELL"s and school events. Furthermore, they contend that staff members who speak their language have been more readily available to interpet, as needed and teachers are arranging telephone conferneces more often. Every stafff member at P.S 30 is aware of and uses the NYCDOE translation and Interpretation services. Our ESL population consist of students who speak the following languages: Spanish, Arabic, Urdu, and Chinese. We send out notices and correspondence home to parents in their native language. There are also staff members who speak 3 out of 5 home languages of the ELL"s and are also able to offer oral or written translation should there be a delay in any document sent over to the Translation unit. Teachers and parents both reported that they were able to conduct more efficent parent teacher conferences because there were interpreters available for both parent teacher conferences. The ELL teacher supports the staff members in their endeavors to correspond with parents who do not speak English by submitting documents to be translated, and by arranging telephone conferences. All findings are reported to the school community via the school newsletter, school website as well as parent teacher

assocation meetings.

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.

In order to meet our written translation needs, P.S 30 uses the DOE translation services to translate documents determined to be in need of language assistnace services for all translation needs The most commonly translated languages are: Spanish,Arabic,Urdu and Chinese. We also use pedagoues to assist in written translation services when the Translation unit cannot tranlsate documents in a timely manner. There will be translations of all vital letters and notices that go home to parents througout the school year. These include but are not limited to the school letter, school contract, trip slips, promotional criteria, PTA meetings, parent workshops, lunch forms, standardize exam notices, etc.

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

Oral interpretation services are provided through the following means:
a. Staff members who speak two major home languages of the school community (English, Arabic) are on call during the school hours in order to address the needs of families who are unable to understand and or speak English fluently. Should there be a need for translation in a language that is not spoken by any staff member, a telephone conference with the Translatiion unit will be arranged.
b. Hiring interperters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meeting between staff and parents.
In the event that information needs to be disseminated to parents in less than two days time, and interpreting documents is not possible, the information should be orally translated to the parent, either during a telephone or live conference call. The ELL teacher/program coordinator will be available to assist staff members in arranging these meetings.

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

We will post the DOE issued postings with the parents' rights to interpetation and translation in multipy languages, in a conspicuous location at or near the primary entrance. This sign briefy outlines the interpretation and translation rights of parents who do not speak English, and is pertinent school information such as, the Parent Coordinator's contact information. Our safety plan contains procedures for ensuring that parents in need of language assistance services are not prevented from reaching the schools administrative offices solely due to language barriers. The Parent Coordinator and the ELL coordinator work together actively and informs parents of the DOE's website concerning the rights of parents to translation and interpretation services and how to access such services. The Parent Coordinator also provides translation support by offering parents a community volunteer who speaks the home language of the parent,

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: P.S 30 Westerleigh	DBN: 31R030
Cluster Leader: Christopher Groll	Network Leader: Altagarcia Santana
This school is (check one): ❍conceptually consolidated (skip part E below) ❄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): ❍Before school ❄After school ❍Saturday academy ❍Other:
Total # of ELLs to be served: 32 Grades to be served by this program (check all that apply): ❄K ❄1 ❄2 ❄3 ❄4 ❄5 ❍6 ❍7 ❍8 ❍9 ❍10 ❍11 ❍12
Total # of teachers in this program: 2 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: P.S 30 will offer a high quality ESL after school program fully enriched through the arts. The language enriched program is based on units of study and focused on creativity, communication, collaboration and critical thinking associated with making, appreciating and responding to music, dance, theater and visual arts. Through context varied insruction, every student will learn vocabulary, concepts, and themes that warrant extended discussion, as well as creative and reflective writing. Students will be engaged in diverse art projects that will prepare them for overall artistic choices. For this reason, the ELL's will be prepared to explore and reflect their experiences on their own. This project will include professional development for after school teachers of English Language Learners through The Center For Arts Education. The following is an outline of our program which will be implemented with Title III funding:

-ELL students in grades 3-5 will participate in the Readers Theater program. This is a researched based program created for ELL's that builds vocabulary through echo reading, choral reading and repeated practice sessions to build their acquired skills. Students will also analyze characters, draw conclusions, identify cause and effect as well as make predictions Readers Theater promotes responsibility, and citizenship to prepare our ELL's to be productive memebers of our society.

ELL students in grades K-2 will be participating in a program titled Look Listen and Speak by Evan Moor. Look listen and Speak is a dynamic researched based program that is theme based and is designed to build vocabulary and language patterns through electronic and print activites for young ELL's. The activities incoporate the four language domains: Listening, Speaking, Reading and Writing. Each domain is supported by audio and visual components. The Listening and Speaking domains are developed primarily through teacher directed lessons and independent practice activities. The Reading and Writing domains are developed primarily through the print components.

-The duration of the program will be approximately 25 Thursdays running from mid November through June.

-The program will operate once a week for two and a half hour sessions on Thursdays from 2:30PM-5:00PM.

-Two teachers will be hired for approximately 62 hours each at per session rate, one certified ESL and one certified common branch teacher.

-All instruction will take place in English.

-Students will be broken up by grade level. K-2 and 3-5 are the subgroups who will be targeted.

The targeted populations are those who score between a level 1 and 3 on both the ELA and the Math assessments and those who are at the begining to intermediate profinciency stages of ESL. These students will receive English Language Instruction provided by two ceritifed teachers. There will be two after school classes, grades K-2 and 3-5.

Part C: Professional Development

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 Title III Professional Development trainings at P.S 30 will be offered to the ESL teacher and content area teachers. There will be high quality professional development activities, which include action research, study groups and activities that are aligned with the NYS ELA and ESL Standards. Professional Development will take place monthly on the third Wednesday of each month, for 1 hour beginning in November, ending in April. Teaching and Learning during these trainings will emphasize academic rigor. Both the ESL teacher and the common branch teacher will attend 3 professional development trainings at The Center For Arts Education, one in December,January and the other in March of 2012. At these trainings, teachers will learn how to create meaningful lesson plans in the arts for English Language Learners and engage in hands on activites that can be implemented into the classroom. In addtion, teachers will be introduced into several different types of arts, i.e. storytelling, digital photography, painting, world folk songs and classical and jazz music. Professional Development topics will include: -ESL Methodologies and strategies for improving instruction and promoting English Language Proficiency for ELL students. -Use of authentic learning, hands-on activites, use of manipulatives, and cooperative learning. -Using performanced based assessements to obtain quality data.

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: Rationale: The Title III program strongly encourages parental participation and offer a variety of cultural relevant activities for parents of ELL's. It is our belief that students can succeed better in school with parental support. With this in mind, we strive to strengthen the home/school relationship, increase parental participation in all school activities and make parents partners in the educational process. Parental Engagement activities will serve as a catalyst to maximize, encourage and educate parents of the importance of staying involved, increase their knowledge on how to help their children attain high achieving goals. Schedule and duration: the activities that planned will be scheduled in accordance to the type of activity and coordinated around other activities to avoid scheduling conflicts. These activities may not exceed 2 hours unless they are off-site activities that may require traveling and meal time.

Part D: Parental Engagement Activities
In order to achieve these goals we ensure that the following Topics are covered: 1) School wide activities such learning walks, assemblies, field trips, and technology classes to mention a few. These activities will enhance their knowledge of their immediate community as well as expand their knowledge of additional resources 2) Family events will be held throughout the school year to encourage family bond, cooperation and involvement in the academic affairs of their children. 3) Parents will engage in activities that enhance their learning and language experiences. We will promote the importance of learning and the awareness of their new environment and how this could have a positive impact on their lives. 4) During family events, families will participate in hands-on and developmentally appropriate activities to promote and reinforce literacy skills, math skills, and scientific exploration. The children and their parents can make connections, promote imagination, creativity and provide them with the opportunities to learn new skills. Provider: The aforementioned activities will be provided with the collaboration of the ESL Coordinator, Literacy coach, classroom teachers and the school administration; however, there will be culminating event at the end of the after school program that will be hosted by The Museo del Barrio in Manhattan where parents, students and after school teachers will attend a bilingual play called Los Tres Ositos in May of 2012. This culminating event is designed to bring parents and their children together in a setting that is safe, conducive to providing opportunities for self-expression, social interaction and communication with other families. Parental notification: Parents will be notified of all activities via letters in the mail, flyers, follow up phones calls, emails when applicable, and during meetings. All correspondences that are sent home to parents will be in their native language.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem	6,786	2 teachers @ 49.89 per hour (Per Session) for 62.5 hours each. 2 teachers attending professional Development at the Center for Arts education in Dec, Jan, and March @ per session rate.
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials.	3,360	Look Listen and Speak program, Replenish of materials for the Reader's Theater program.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $11200		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel	600.00	Bus to travel to Bilingual Play for parents and students in Manhattan.
Other	520.00	Tickets for Bilingual Play for parents and students.
TOTAL	11,200	