



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : PUBLIC SCHOOL 30-WILTON

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 07X030

PRINCIPAL: DEBRA MICHAUX EMAIL: DMICHAU@SCHOOLS.NYC.GOV

SUPERINTENDENT: YOLANDA TORRES

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
Debra Michaux	*Principal or Designee	
Carlos Lopez	*UFT Chapter Leader or Designee	
Debra Moreno	*PA/PTA President or Designated Co-President	
Lizzette Muniz	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tanya Jones	CBO Representative, if applicable	
Luz Gatón	Member/Parent	
Zaida Ortiz	Member/Parent	
Lourdes Martinez	Member/Parent	
Dina Arguinizoni	Member/Teacher	
Carol Joseph	Member/Teacher	
Jacqueline Smith	Member/Teacher-Chair	
	Member/	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

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

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

By June 2012, Limited English Language Learners and Students With Disabilities will demonstrate progress towards achieving state standards as measured by a 5% increase in these subgroups by scoring a level 2 and 3 on the NYS ELA assessment.

Comprehensive needs assessment

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

After analyzing student performance data for the last three years, there was a trend noticed in the LEP and SWD sub groups. It showed a decrease in performance on the ELA assessments, while all other groups showed an increase. Therefore, the LEP and SWD sub groups are a priority for this school year.

Instructional strategies/activities

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

Professional Development:

- Professional Development will be given in the following topics: Interim assessment to monitor and revise curriculum: use of rubrics reflecting the CCLS language to provide specific feedback to students; using student data when planning and setting goals; developing teacher teams to analyze student work and identify learning gaps.
- All teacher of SWD have received training in Wilson to help increase their students' phonemic awareness.
- Bilingual Education teachers will be trained in using the Estrellita program.

Strategies and Activities:

- Teachers of SWD's and LEP's will meet with the Data Specialist in order to analyze NY State ELA Assessment data and select the skills in which students of these sub groups were furthest from the benchmark.
- Special Education teachers will meet once a week with the Special Education Liaison to plan strategy lessons targeted to the SWD sub group and analyze resulting student work.
- Teachers of LEP students will articulate with the ESL Teacher once a month in regards to the implementation of the Estrellita program. Estrellita is a (RTI) program which serves as a bridge to English, by laying a strong foundation in Spanish literacy that later leads to a more successful transition to English.
- Teachers of LEP and SWD students will participate in the STEPS program which will assess their classroom learning environment and allows changes to make a positive impact on student learning.

Target Population: Teachers servicing SWDs and LEP students in the subgroups

Responsible Staff Members: Assistant Principal for ELLs and SWDs, Special Education Liaison, Data Specialist, ESL Teacher.
Implementation Timeline: September 2011 through May 2012

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
 - SWD and ELL teachers will create training modules and provide monthly ELA workshops for parents. The workshop materials used will be translated and interpretation support will be provided in the dominate language spoken by parents in the school.
 - Parent coordinator will host storytelling and bookmaking workshops for parents.
 - The parent coordinator along with teachers will attend regularly scheduled parent meeting to share information and respond to parent questions and inquiries.
- Parents will be trained to use ARIS Parent Link.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
 - Administrative staff regularly attends hiring fairs to identify and recruit highly qualified teachers
 - Mentors are assigned to support struggling and un-qualified teachers
 - Pupil Accounting Personnel secretary will work closely with the network HR point person to ensure that non-HQT meet required documentation and assessment deadlines.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All LEP students will participate in the DELLTA (Developing English Language Literacy through the Arts) program. The program will be offered to students in 3rd through 5th grades, with professional development for teachers of LEP students and the ESL teachers.
- All LEP and SWD students will be invited to the Saturday Academy which offers first language support, academic vocabulary instruction and comprehensive data on students' programs. The individualized instruction provides resources for LEP students to make measurable gains.
- All teachers of LEP and SWDs will participate in the Morningside 4Rs Program (Reading, Writing, Respect & Resolution) Program which integrates conflict resolution into the language arts curriculum for Kindergarten to grade 5.
- Teachers in grades K-3 with SWD and LEP students were given the opportunity to participate in the S.T.E.P.s program, which improves social and emotional development.

Budget and resources alignment

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

- As a Title School wide Program school Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SSIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:
- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (2 days per week) for after school programs and differentiated professional development.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, students will demonstrate progress towards achieving state standards as measured by a 5% increase in students scoring a level 2 and 3 on the NYS ELA assessment.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- *After conducting a three-year trend analysis of student performance data on state assessments, it was determined that there were specific skills in literacy and math on the NY State Exam in which the students are performing below the benchmark. Teachers will then plan lessons to address these skills, as well as analyze the resulting student work. The results of this will be measured by 5% of level 2 grade 4 and 5 students obtaining a level 3.*

Instructional strategies/activities

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

Professional Development:

- *Teacher teams (facilitated by grade leaders) meet weekly during the professional development period on Thursdays. Teams develop a team-meeting sheet (which will include agenda, attendance and next steps). A trained coach works with teachers to effectively facilitate these meetings to maintain a no*

judgment task oriented environment. Teachers use common core learning tasks and create skill-based lessons to support students during small group instruction. Assessment binders are used to assist teachers to organize data for students performing in the lowest third, meeting proficiency and exceeding proficiency.

Target Population:

- *Team members select student work that reflects high achieving and below standard students in English Language Arts and Math. Teacher teams examine student work, identify gaps in learning, and analyze current New York State Standards to identify the skills in which students are not achieving proficiency.*

Responsible Staff Members:

- *Assistant Principal, Data Specialist, Literacy Coach, Teacher Teams.*

Implementation Timeline:

- By January 2012 Math and Literacy skills will be identified by teacher teams. By March 2012 lesson plans in both Literacy and Math will be customized and executed by teachers. By June 2012 students work will be collected and analyzed. Teacher teams will submit a summary of their findings and use the resulting data/analysis to make instructional decisions during curriculum planning for September 2012.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- Teachers in grades 3, 4, and 5 will provide parents with skill specific educational materials in order to support their child's learning at home. The Literacy Coach and teachers will develop a series of ELA workshops which target literacy skills. The workshops will take place monthly. The workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school.
- Parent coordinator will host workshops designed to improve their child's reading comprehension and word study skills.
- The Parent Coordinator along with teachers will attend regularly scheduled parent meetings to share information and respond to parent questions and inquiries.
- Parents will be trained to use ARIS Parent Link to access data on their child.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- In order to attract highly qualified teachers school administrators will be going to hiring fairs hosted by the DOE and City Universities.
- School administrators will attend networking events and fairs hosted by TFA and Teaching fellows.
- Mentors are assigned to support struggling and unqualified teachers.
- Unqualified teachers will be made aware of options for release time or funds to support their certification requirements.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- All Parents are invited to attend workshops facilitated by the S.T.E.P.s program, which helps parents improve the social and emotional development of their child.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.
- As a Title School wide Program School Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SSIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
- *By June 2012, the whole school attendance rate will improve by at least 3% as measured in the school's Annual Attendance Report. As a result of these systems being implemented it is expected that the school will see an increase in individual student attendance as well as an increase in the overall class attendance percentage.*

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.
- *After analyzing attendance data for the past three schools years, it was evident that there was a decrease in end of the year attendance percentage (1-2%).*
- *Students with 5-10 days cumulative absences will be identified on a weekly basis /RCUA report and Percentage report /RRSA.*
- *Individual students with trends of perfect attendance or improved attendance will be rewarded throughout the year with attendance trips, special ceremonies and/or assemblies where the parents will be invited to participate and be acknowledged.*

Instructional strategies/activities

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

Strategies/Activities:

- *Classes with the highest attendance for each month will receive incentive awards.*
- *Individual students whose year to date attendance is between 85-95% will be identified by Attendance Family Worker and the Attendance Coordinator for improvement.*
- *Students whose attendance is poor will be given the opportunity to participate in enrichment clubs contingent upon their improved attendance.*
- *Display boards to identify students that have achieved 95-100% monthly attendance.*
- *Individual and class awards for excellent attendance.*

Staff and Resources:

- *Use phone master and WakeUp! NYC to deliver messages regarding student attendance.*
- *Attendance teachers will work with students and families that have chronic attendance issues that cause their attendance to fall below 90%.*

Timelines:

- *Mid/end-year celebrations for students that have attained 97-100% attendance.*
- *Attendance Team meets monthly (last Friday of the month) and articulates daily on student cases. The attendance coordinator oversees the day to day process*

(lateness, scanning etc) discussing any needs of adjustment with the principal.

- *Students will be rewarded at the end of the first semester and at the end of the year during special attendance award assemblies. Student will receive trophies awards and certificates for perfect attendance and improved attendance.*
- *Each month the class with the best attendance will be rewarded with a special incentive plus a class display in the attendance board. The names of the students with perfect attendance will be displayed in the individual perfect attendance board.*

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.
- *Parents of students identified as having between 85%-95% attendance will be invited to workshops which will give them strategies for improving their child's attendance. The workshop will teach parents how to monitor their child's attendance to ensure their child arrives to school on time. The workshop will also teach parents the appropriate procedures to inform the school when their child is absent.*
- *Parents who express having difficulty with their child's attendance due to fatigue will be given the opportunity to attend workshops to explore strategies for establishing an age appropriate bedtime routine based on the needs of their child.*
- *Parents will be rewarded at the end of the first semester and at the end of the year to receive an award. Parents will receive trophies, awards and certificates for their commitment for their child's perfect attendance/improved attendance.*
- *Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's attendance.*
- *After the monthly Attendance Meetings and follow up articulation, the Family Attendance Worker will reach out to parents whose children are struggling with attendance.*

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.
- *In order to attract highly qualified teachers school administrators will be going to hiring fairs hosted by the DOE and City Universities.*
- *School administrators will attend networking events and fairs hosted by Teach For America and New York Teaching Fellows.*
- *Mentors are assigned to support struggling and unqualified teachers.*
- *Unqualified teachers will be made aware of options for release time or funds to support their certification requirements.*

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
- *All Parents are invited to attend workshops facilitated by the S.T.E.P.s program, which helps parents improve the social and emotional development of their child.*

Budget and resources alignment

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

As a Title School wide Program School Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SSIG Funds and human resources to implement this action plan from Sept. 2011-June 2012.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

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

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	0	0	N/A	N/A	2	0	10	5
1	4	0	N/A	N/A	3	0	17	1
2	0	0	N/A	N/A	6	0	14	6
3	4	4	N/A	N/A	2	0	7	7
4	12	11	0	0	6	0	11	4
5	5	5	0	0	5	0	7	2
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
<p>ELA</p>	<p>Title I & Title III Academy will begin on February 2011 through April 2011. The program will meet Saturdays from 9:00am - 1:00pm. Six (6) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans developed for target students. PS 30 will have six classes of ELLs, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels. Instructional materials include leveled books (nonfiction), the reading and writing workshop model will be used to address, vocabulary materials including magnetic letters, wipe off boards, word cards and other support materials. Students will develop fluency and comprehension through the use of Mondo libraries.</p> <p>ELA Intervention, During the literacy block time the coach and AIS provider will address AIS as a push in support for students. The coach will target areas in need by working with students in small groups and one-to-one. Learning centers will be set up to explore and practice strategies in small groups. This approach will reinforce new vocabulary and skills. Students will work on study skills in Acuity to target their individual needs.</p> <p>100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25. Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders. Specific Skills Series is used to work on target areas in students. Achieve3000, Headsprout, and Comprehension Strategies are the intervention tools utilized with these students.</p> <p>All special needs students identified at-risk based on WADE results receive 90-minute of Wilson and/or Foundations instruction daily.</p> <p>Reading Rescue delivers on-site training to schools that equips teachers, assistants, and paraprofessionals to teach phonological awareness, systematic phonics, vocabulary, fluency, and reading comprehension to accelerate the lowest performers in 1st and 2nd grade to grade level reading achievement in a single semester. Teachers and paraprofessionals will implement this intervention 1 to 1 daily for 30 minutes.</p> <p>All English language learners (ELLs) identified at the ‘beginner’ or ‘intermediate’ level of English acquisition receive early reading intervention with the Headsprout program a minimum of three times per week at 45 minute intervals.</p> <p>Students identified as ‘approaching the standard’ based on the previous year’s ELA scores, receive explicit</p>

	comprehension instruction. Comprehension Plus and Academic Workout are programs implemented by an intervention provider during the school day in the form of small group instruction.
Mathematics	100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25. Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders. Buckle Down Mathematics is used to work on target areas in students. Students are selected for intervention services based on NYS 2010 Math results Third, fourth and fifth grade students receive instructional support through the computer-based program Fast Math . Students have access to on-line games and problem solving activities essential to everyday math. Fifth grade students identified as “at risk” receive math intervention. The math program Math Navigator is administered by a provider during the school day in the form of small group instruction. All classroom teachers have access to the computer based program Fast Math for early intervention.
Science	Grade 4 students will utilize Simple Solutions , a supplemental homework program in Science that includes: pretest, posttest and weekly quizzes. Grade 3-5 students will improve their conceptual understanding of science topics through authentic hands-on experiences in the science lab with the science cluster 3 times per week.
Social Studies	Social studies teacher provides support to students during the day in reading through the content areas. During the skills period services are provided to targeted students in a small group. Classroom teachers will provide intervention for social studies using NYS Social Studies practice books. Lessons will address skills that are below standards in social studies. Additional instruction will be offered to students during the extended day sessions during March to June.
At-risk Services provided by the Guidance Counselor	Our mandated IEP counselor provides services to those entitled by their IEP’s and offers support to at-risk students. All of these support services are woven into a school fabric to better serve the community. Activities related to anger management, bereavement counseling, conflict resolution, play therapy and referral to mental health and community agencies. We also refer parents to the programs provided by East Side House Settlement and S.O.B.R.O., which enables adults to continue with evening adult education courses (ESL, GED, and Computer Courses). These services provide the community with expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.
At-risk Services provided by the School Psychologist	Intervention services are offered by the SAT psychologists through teacher consultation. This service assists teachers in the modification and adaptation of curriculum and the development of behavior instruction plan for “at-risk” students.
At-risk Services provided by the Social Worker	The Title I Social Worker provides counseling/mentoring sessions for students related to behavior issues and academic development. Our school-wide counselor provides individual and group counseling specifically to shelter and special needs students during the school day. She

	<p>participates in initial and EPC conferences as designated by the principal. This provider leads PPT meetings and follows up with home and community resources. Our Social Worker is a parent advocate who conducts informational workshops. These interactions promote the well-being of the students' lives and provide an opportunity for school children to interact with caring professionals on an individual basis. In addition, she organizes and implements motivational award ceremonies for students, staff, and parents.</p>
<p>At-risk Health-related Services</p>	<p>Our school nurse administers medication to students as indicated on the 504 plan. Asthma, diabetes, nutrition and breast cancer workshops are provided to students and parents by a Department of Health Doctor and supported by our school nurse and parent coordinator. Teachers support healthy lifestyles by implementing lessons on proper nutrition and hygiene. Dental and Welfare agencies are invited during open school night for informational sessions with students and parents. A clothes drive is organized to ensure students are adequately dressed.</p>

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP)**

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

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

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

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

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

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

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

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

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

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

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: _____07X030_____ **School Name:** Public School PS 30-Wilton_____

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.

PS 30 has been identified as a Title I School in Restructuring Year 2 (Focused I the area of ELA. As a result of our needs assessment the specific academic issues that may have caused the identification are:

- Lack of sufficient off-site professional development activities for all classroom teachers.
- Lack of Academic intervention Services for SWD and LEP students.
- Lack of additional time for specific small group tutoring that can be facilitated before school or after school.
- Lack of reduced class size in the upper elementary grades (4-5).
- Lack of differentiation when data (student work and standardize test results) indicates weaknesses that should be addressed is small group instruction.

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.

Ps 30's approach to literacy instruction is school wide. Therefore, all subgroups benefit from this comprehensive instruction whether they are in monolingual, bilingual or special education classrooms. We also addressed the specific factors detailed above as followed.

Lack of sufficient off-site professional development activities for all classroom teachers

- Teachers College Reading and Writing Project provides opportunities for on-site professional development. They also provide all day calendar day trainings at Teacher's College throughout the school year. These calendar days include specialized training days for teachers including special education teachers and teachers of LEP students.

Lack of Academic intervention Services for SWD and LEP students.

Response

- All special education teachers have been trained in WILSON to provide intensive instruction in small groups or individually to work with their most challenged readers.
- Math and Science professional development by AUSSIE consultants provides additional training in the areas of methodology
- Opportunities for teachers to make inter-class and inter-school visitation are in place.
- SESIS staff developer provides support to all special education teachers on a weekly basis.
- Teacher teams meet once a week to analyze student work and to modify instruction were gaps are evident to provide small group instruction.
- Use of the tiered approach to intervention as the basis of our Response to Intervention (RTI) procedures

Lack of additional time for specific small group tutoring that can be facilitated before school or after school.

- Additional support for at-risk students has been provided through the Extended Day tutorial program which provides small group instruction for 100 minutes each week.
 - All students in grades 3-5 including SWD and LEP students are invited to our Title I and Title III Saturday Academy.
-

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.

Through the Teacher's College reading and Writing Project we focused on capacity building for the school by providing intensive training for key staff like principal, assistant principal, literacy coach and classroom teachers. We accomplished the establishment of model and demonstration sites on every grade to provide hands-on experience for teachers.

Professional development was continuous and reflective of the activities supported in the teacher's College Reading and Writing Project units of study. We conducted study groups, teacher meetings and workshops where staff planned for results and studied best practices as part of their training. The two Teacher's College staff developers spent six cycles of full-day support over eight MONTHS IN THE SCHOOL.

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

PS 30 will allocate funds for a mentor and partner with other schools in the Network to hire a mentor/master teacher to work with School based mentor and teachers. Mentors will work with new teachers at the start of the year. New teachers will also be assigned a buddy teacher on the grade that will provide support and guidance for new staff. The coach will work with teachers to plan lessons and implement classroom management strategies. Inter-visitation to classrooms and neighboring schools will be available to new teachers which will allow them to view experienced teachers' lessons in literacy and mathematics.

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.

PS 30x-Wilton identification for school improvement was reported to the school community via:

- School Leadership meetings
- Letters sent home via backpack
- School Report Card
- Parent/teacher Conferences
- Parent Workshops
- Parent orientations

**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 Christopher Groll RoxanMarks	District 7	Borough Bronx	School Number 030
School Name The Wilton School			

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

Principal Debra Michaux	Assistant Principal Maria Bailey
Coach Rosa Veras	Coach
ESL Teacher Elsa Cartagena/ESL	Guidance Counselor Elena Martin
Teacher/Subject Area Ligia Romero/Bilingual SE	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ana Vasquez
Related Service Provider Gadyra Lopez	Other Susan Lopez
Network Leader Roxan Marks	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	1	Number of certified bilingual teachers	5	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	2	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	509	Total Number of ELLs	126	ELLs as share of total student population (%)	24.75%
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Part II: ELL Identification Process

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

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

1. In order to ensure optimal language and academic services for students from kindergarten through fifth grade at PS 30, the following start up procedures are in place for the 2011 – 2012 school year. Home Language Identification Survey will be completed by parents and reviewed by Ms. E. Cartagena, the ESL teacher and trained staff members. The Parent Coordinator, Ana Vasquez will be available to help parents who need assistance completing the HLIS. An informal oral interview will be conducted by Ms. E. Cartagena, Ms. S. Lopez, AIS Teacher, Ms. R. Veras, Literacy Coach and Ms. E. Amaro, Social Worker for the intake process. The HLIS and the informal interview will be analyzed by Ms. E. Cartagena, the ESL teacher, Ms. S. Lopez, AIS teacher, Ms. R. Veras, Literacy Coach, and Ms. E. Amaro, Social Worker to determine whether the child will be eligible for LAB-R Testing. The English LAB-R is administered within 10 days of the child's entry for initial identification and placement of students whose home language is other than English. The English LAB-R is hand scored and filed in the principal's office. If the LAB-R score is below the state designated level of proficiency the student is administered the Spanish LAB-R if their native language is Spanish. The parents are notified in writing with the Parent Entitlement Letter. A parent letter is generated inviting them to a Parent Orientation. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are offered the option to come and view the video in their Native Language at their convenient time in room 116, the Parents' Room. The Parent Coordinator, Ana Vasquez is available to assist the parents with this process. Since 85% of the parents are Hispanic a parent orientation is held by Ms. M. Bailey, Assistant Principal, Ms. E. Cartagena, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the Transitional Bilingual, Dual Language and Free Standing ESL will be introduced and explained. Research shows that Dual Language is the best program for students to acquire a new language. Second is Transitional Bilingual and last is a Free Standing ESL program. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Continuation letters are given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance. Any agendas and handouts related to the Parent Orientation are filed in the main office for future compliance. The RREL is generated every Monday by ATS and will inform the schools of students who are eligible for LAB-R testing. Identified ELL's are continually being assessed by the NYSESLAT until they become proficient. The NYSESLAT results are analyzed and used by the teachers to group students according to their proficiency level and differentiate instruction.

2. Parents are notified in writing with the Parent Entitlement Letter once their child's LAB-R is hand scored. A parent letter is generated inviting them to a Parent Orientation. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are called by The Parent Coordinator, Ana Vasquez and offers them the option to come and view the video in their Native Language at their convenient time in room 116, the Parents' Room. The Parent Coordinator, Ana Vasquez is available to assist the parents with this process. Since 85% of the parents are Hispanic a parent orientation is held by Ms. M. Bailey, Assistant Principal, Ms. E. Cartagena, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the

Transitional Bilingual, Dual Language and Free Standing ESL will be introduced and explained. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Continuation letters are given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance.

3. The entitlement letters are given to teachers, who in turn hand deliver to parents. Copies are kept in the main office in case a parent was unable to meet directly with the teacher. Parent Surveys are given out and returned at registration. The selection forms are completed and returned at the orientation session. If a parent does not complete it at that time, the parent coordinator and ESL teacher will do outreach to follow up.

4. Students are identified by the home language survey. Those students who need to be tested by the survey results are given the LAB-R. Next, the parents are notified of scores and based on the selection form; students are placed in either Transitional Bilingual Program in the Free standing ESL, or Dual Language program as appropriate. Parents are then notified by a placement letter in their native language within 10 days. Parents sign the letter which is then filed in the principal's office for future compliance.

5. In previous years nearly 90% of parents surveyed selected the Transitional Bilingual Program, However, review of recent trends in the parent survey and selection forms indicate that nearly 70% of parents are requesting Freestanding classes.

6. Yes, the programs in PS 30 are aligned with parent requests. The home school connection is vital to understanding the parent's needs and requests. Ongoing workshops, parent meetings, and conferences, along with written communications, ensure that the parents are aware of what the schools is providing as well as offering a forum for the parents to have input.

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): Spanish
Dual language program	Yes*	No●	If yes, indicate language(s): Spanish

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%)	1	1	1	1	2	2								8
Dual Language (50%:50%)	1													1
Freestanding ESL														

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	105	Newcomers (ELLs receiving service 0-3 years)	82	Special Education	26
SIFE	9	ELLs receiving service 4-6 years	18	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	42	4	19	12	5	7	0	0	0	54
Dual Language	20	0	0	0	0	0	0	0	0	20
ESL	40	0	0	12	0	0	0	0	0	52
Total	102	4	19	24	5	7	0	0	0	126

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	10	4	13	0	8	19								54
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	10	4	13	0	8	19	0	54						

**Dual Language (ELLs/EPs)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish	20																		20	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	20	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	20	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): 0

Number of third language speakers: 0

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	6	3	8	18	7	4								46
Chinese		1			1									2
Russian														0
Bengali														0
Urdu														0
Arabic		1	1	1										3
Haitian														0
French				1										1

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
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	5	9	20	8	4	0	52						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1 A. At P.S. 30 the following organizational models are implemented; Push-In (Co-Teaching) A certified ESL teacher goes into the classroom to provide ESL instruction and Pull-Out: students travel to classroom 201 to receive ESL instruction by a certified ESL teacher.

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])?
The students are heterogeneous grouped with mixed proficiency levels in one class on each grade level.

2 A. The data provided by the LAB-R, NYSESLAT, and running records will determine the grouping and levels of our students. The program cards will reflect the mandated minutes of instruction in NLA, ESL, and ELA. These schedules will be reviewed by the administration to assure that these mandates will be adhered to. The schedules will be posted in the classrooms. The Principal and Assistant Principal review program cards, schedules and observe teachers to ensure that proper implementation of language allocation are being used. Lesson plans are reviewed to determine appropriate instruction in accordance with Part 154 requirements. Administration

A. Programming and Scheduling Information

monitors instruction to ensure that lessons are conducted in the native language as described in NYC Recommendation for ELL's and guidelines from Part 154. The following language allocation is used in our school.

English Proficiency

Beginning - 60% Spanish and 40% English.

ESL 2 units NLA 1 unit ELA N/A

Intermediate - 50% Spanish and 50% English.

ESL 2 units NLA 1 unit ELA N/A

Advanced – 25% Spanish and 75% English.

ESL 1 unit NLA 1 unit ELA 1 unit

*If in bilingual

1 unit = 180 minutes - 5 days = 36 minutes

2 units = 360 minutes - 5 days = 72 minutes

Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. Reading workshop model which includes mini-lesson, independent, shared reading, units of study and daily guided reading activities support and provide strategies for students. Teachers use the units of study to teach various forms of writing using the workshop model, including narratives, essays, all about books, edge of the seat stories, poetry and realistic fiction. Teachers use the writing process as well as backward planning to implement the units of study in writing. Classroom libraries are leveled and organized by theme or genre.

Reading instruction is delivered using Columbia University Teachers College Units of Study for Teaching Reading and Units of Study for Teaching Writing. The units that are implemented are meant to foster student's growth, while focusing on specific strategies to help students become effective readers at different levels. Grades K-5 are currently focusing on the following strategies: retelling, using schema/ making connections, visualizing, wondering/questioning, making inferences, determining important ideas, understanding text structure, summarizing and synthesizing. Teachers conduct guided reading lessons at least two times per week with students. These focused lessons will help to foster decoding, fluency and comprehension skills in students. Teachers work daily on developing students' ability to hear, recognize and manipulate sounds and words.

Teachers College Reading and Writing Project (TCRWP) assessments are used for conducting ongoing reading running records that provide teachers with student reading levels. This information is stored on TCRWP's Assessment Pro a web-based data platform. Teachers access this system to set goals and plan for next steps. Additionally, teachers can generate parent letters that suggests at home reading support. Teachers also maintain records of conference notes that reflect the students' strengths and weaknesses in reading. Word walls and process charts are used to scaffold and support the different learning styles of students.

Based on the analysis of spring 2011 ELA data, a pacing calendar will be prepared with lessons that target identified skills that students need more support in. Teachers will implement these Test Sophistication lessons throughout the 2011-2012 school year. NY State ELA Coach materials will be used as test preparation for English Language Arts.

We have an A.I.S. Liaison/Data Specialist who will oversee Tier 1 intervention in the classrooms. The A.I.S. Liaison/Data Specialist will use Lexia Reading, Fountas and Pinnell Leveled Literacy Intervention, and Award Reading as Tier 2 intervention. We also have a Special Education Liaison who provides support for ELLs in Special Ed. Classes. The Special Education Liaison utilizes the Wilson Reading System and Foundations program as intervention tools to support ELL students.

TCRWP staff developers, the Literacy Coach, and the Core Knowledge coordinator work with bilingual teachers in strengthening their skills in teaching reading and writing. Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. The classroom instruction, whether in a bilingual or monolingual setting, utilizes the balanced literacy curriculum through the Columbia University Teachers College Units of Study for Teaching Reading and Units of Study for Teaching Writing. Classroom libraries are leveled and organized by theme or genre. English and Spanish books are included in the library. Ongoing informal reading assessments provide teachers with current reading levels of students which promote fluid student grouping. Teachers use TCRWP assessments which are recorded in TCRWP's Assessment Pro and Reading Tracker. Teachers maintain conference notes that reflect the students' strengths and weakness in the area of reading and writing. Word walls and process charts in English and Spanish are used to scaffold and support students understanding. Differentiated instruction is the key component whether the subject is reading, math,

A. Programming and Scheduling Information

science, social studies or ESL.

Teachers conduct guided reading lessons at least three times per week. These focus lessons will help to foster decoding, fluency and comprehension skills. Teachers work daily on developing students' ability to hear, recognize, and manipulate sounds and words. Lessons on phonics, vocabulary and comprehension are done everyday in the native language. Test preparation in Spanish includes native language cloze passages and teacher made tests.

Our Literacy Coach works with TCRWP staff developers, the Core-Knowledge Coordinator and the Special Ed Liaison to improve the quality of their teaching. Teachers participate in professional development opportunities offered by colleges, central and other organization which focus on strategies to help struggling students. Professional development is offered to bilingual teachers in understanding and analyzing the NYSESLAT, ELE, state assessments, Acuity, Fountas & Pinnell benchmark and other data sources.

b.

English Proficiency Level

	Number of Units		
	ESL	NLA*	ELA
Beginner (1-13%)	2	1	---
Intermediate (13-23%)	2	1	---
Advanced (20-33%)	1	1	1
Transitional (30-40%)	1	1	1

*If in bilingual program

1 unit=180 minutes-5 days=36 minutes

2 unit=360 minutes-5 days=72 minutes

3 unit=540 minutes-5 days=108 minutes

3. At PS30x teachers use the following instructional approaches and methods to make content comprehensible to enrich language development:

1. Differentiated instruction
2. Thematic interdisciplinary instruction
3. There are three levels of instruction
 - a. Level one – Beginners
 - b. Level two – Intermediate
 - c. Level Three – Advanced

They are divided into small group instruction (Ex. Guided Reading)
4. Music is an excellent vehicle for language learning specifically using songs, vocabulary, sentence structure, rhythm and intonation can reinforce language development

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
Based on the language proficiency levels of our ELLs, content area instruction is delivered according to the mandated units of Part 154 guidelines. In TBE classes, math is implemented in their native language using Everyday Math, manipulatives, charts, graphs, calendars, clocks, etc. Social Studies (Houghton Mifflin Harcourt) and Science (FOSS) are implemented in English using ESL strategies and methodologies. For example, teachers take into account the individual proficiency levels of their students.	
	Dual Language
Differentiated activities are planned according to the individual proficiency levels based on the NYSESLAT and the Lab-R assessment. In classes receiving ESL support by the ESL teacher, Ms. E. Cartagena, content is delivered using a thematic multicultural approach using	
	Freestanding ESL

A. Programming and Scheduling Information

English through reading, writing, speaking, and listening. The content area support varies according to the classes' schedule. The ESL teacher uses several methodologies such as the Four Stages of Language Acquisition based on English Proficiency Levels, Total Physical

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. A program has been designed to target ELLs in order to work with students strategically to increase their reading proficiency based on their needs. One subgroup targeted is the students who scored ELA levels ranging from 1.8-2.1. This group of students will receive instructional support using the intervention program Imagine Learning. This individualized instruction based program provides resources to help English learners make measurable gains. Native language support is strategically withdrawn as a student's ability to understand English increases, so instruction is challenging but not overwhelming. Another subgroup targeted is the students with ELA scores ranging from 2.5-3.1. These students will be encouraged to attend the Title III ELL & Title I Saturday Academy in addition to receiving assistance from coaches, support staff, and the TCRWP staff developers. They will receive instruction in English using ESL strategies. Everyday Mathematics accommodates ELLs' abilities by providing tools and suggestions to differentiate instruction to meet their diverse needs. This content area is taught in Spanish. Additionally, AUSSIE consultant works closely with teachers to analyze student data and plan lessons to meet the needs of their students in Math and Science. English Explorers and Content Connections from Benchmark Education are used for Science and Social Studies intervention. These programs target content vocabulary, sentence structure/language concepts, high-frequency words, comprehension, and text/graphic features.
9. Students who become proficient in the NYSESLAT will continue to receive instructional support from the ESL teacher. This support will be provided through a push-in model which enables the students to acquire confidence while reading and writing more in English, and less in Spanish. These students will also be assigned a buddy/partner who will provide additional support when needed. Continued collaboration and planning provides a support structure which allows the transition to occur smoothly. Test accommodations for former ELLs is provided based on the number of years students are still eligible. They are provided with extended time and separate location.
10. The 2010 DINI Grant funds allowed us to purchase smart boards, desktop computers for every teacher, carts with laptops and various instructional resources. This year teachers in the lower grade will implement the Estellita Reading Program. Teachers in the upper grades will have access to Imagine Learning English to use as a supplemental resource.
11. As of this time no decision has been made to discontinue any programs/services.
- 12a. PS 30 has a myriad of programs. All programs are open to all students. Through parent workshops and fliers, ELLs are invited to the following extracurricular programs: The Glee Club, The Newspaper Club, The Art Connection (Drama, Singing, and Dancing) for all ELL students and the Cooking Project. There are SES programs that offer in school and/or home tutoring for eligible students regardless of language. BELL is offered to students in grades K-2 and Liberty Learning is for students in grades 3-5. The school offers an extended day program which provides remedial and enrichment instruction to all students from all classes.
- b. Title III has provided opportunities specifically for the ELL population during these times as well. The school offers an extended day program which provides remedial and enrichment instruction to all students from all classes. The Saturday Academy will provide additional support and enhance ELLs in developing their academic learning and language acquisition skills. Imagine Learning English and Everyday Literacy programs will be implemented during the Saturday sessions.
- 13a. In order for our ELLs to recognize and optimize their full potential, the students are provided with in-depth language development activities. These activities are beneficial for those students who are encountering English for the first time and are having difficulty communicating. They will have access to intervention computer programs such as Imagine Learning English. This program offers native

A Programming and Scheduling Information

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
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10. The 2010 DINI Grant funds allowed us to purchase smart boards, desktop computers for every teacher, carts with laptops and various instructional resources. This year teachers in the lower grade will implement the Estellita Reading Program. Teachers in the upper grades will have access to Imagine Learning English to use as a supplemental resource.

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b. Title III has provided opportunities specifically for the ELL population during these times as well. The school offers an extended day program which provides remedial and enrichment instruction to all students from all classes. The Saturday Academy will provide additional support and enhance ELLs in developing their academic learning and language acquisition skills. Imagine Learning English and Everyday Literacy programs will be implemented during the Saturday sessions.

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B. Programming and Scheduling Information--Continued

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9. Students who become proficient in the NYSESLAT will continue to receive instructional support from the ESL teacher. This support will be provided through a push-in model which enables the students to acquire confidence while reading and writing more in English, and less in Spanish. These students will also be assigned a buddy/partner who will provide additional support when needed. Continued collaboration and planning provides a support structure which allows the transition to occur smoothly. Test accommodations for former ELLs is provided based on the number of years students are still eligible. They are provided with extended time and separate location.

10. The 2010 DINI Grant funds allowed us to purchase smart boards, desktop computers for every teacher, carts with laptops and various instructional resources. This year teachers in the lower grade will implement the Estellita Reading Program. Teachers in the upper grades will have access to Imagine Learning English to use as a supplemental resource.

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b. Title III has provided opportunities specifically for the ELL population during these times as well. The school offers an extended day program which provides remedial and enrichment instruction to all students from all classes. The Saturday Academy will provide additional support and enhance ELLs in developing their academic learning and language acquisition skills. Imagine Learning English and Everyday Literacy programs will be implemented during the Saturday sessions.

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Courses Taught in Languages Other than English

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)?

1. The target language used for EPs and ELLs in our dual language program is 70/30%.
2. EPs and ELLs are integrated for 30% of the day when they are learning math, social studies or science in both languages.
3. This Language Arts model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. Language arts supports their native language development.
4. The dual language classes use a side-by-side model so the classrooms are physically side by side. In our model, Literacy is developed for both Spanish and English native speakers in their primary language to ensure native language development. This model does not call for instruction in all subject areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in the minority language, while others are learned only in the majority language. The model's philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area.
5. Emergent literacy is taught in the child's native language first.

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. Teacher training is provided by TCRWP consultants, Literacy Coach/UFT Teacher Center, ESL coordinator and a Core Knowledge literacy coach who work with teachers in strengthening their skills and develop strategies to improve reading and writing proficiency using the workshop model. Our literacy coach works with classroom teacher's everyday to improve the quality of their teaching and focus on new strategies to help struggling readers and at risk students. Through professional development offered at the UFT, NYSABE, Teacher's College and network CFN 401 the following personnel receive training: Assistant principal, guidance counselor, special education teachers, psychologists, paraprofessionals, occupational/physical therapist, and the speech therapists.
2. The ESL teacher collaborates with the parent coordinator the guidance counselor, school administrators and fifth grade teachers in planning and preparation of instruction to attain student's goals and objectives in order to transition students from elementary to middle school. The guidance counselor conduct parent informational meetings to distribute information regarding middle school selections. She arranges for our students to visit middle schools and invites middle schools to present their programs at our school. She collaborates with teachers. She also distributes and collects applications to enter the data on the SEMS system.
3. New teachers receive 7.5 hours (10 hours for Spec. Ed. Teachers) of training. The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy. Records of required ELL training for all staff are maintained by the Payroll Secretary, Ms. Rodriguez. These records and certificates are secured in each employee's file in the main office.

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

E. Parental Involvement

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

1. Our school provides workshops and trainings for parents in English and Spanish as needed. Translators are available to assist at each parent workshop. Parents are encouraged to support their children in their education by attending workshops offered in the school

ELA instruction for <i>all</i> ELLs as required			180 minutes
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E. Parental Involvement

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

1. Our school provides workshops and trainings for parents in English and Spanish as needed. Translators are available to assist at each parent workshop. Parents are encouraged to support their children in their education by attending workshops offered in the school Teacher's College, and Network CFN 401.

2. . The parent coordinator, Ms. Vasquez attends workshops and trainings to assist parents. She also provides additional information on jobs, colleges, apartments, city harvest, Aris training, ESL training, and Learning Leader training to parents who would like to volunteer at our school in a class. The Eastside House is providing training and workshops for our parents and teachers. Bronx Lebanon provides workshops on health. Metro Plus from Lincoln hospital provides assistance with medical coverage for the parents at PS 30x and training for parents. The DOE has been providing training for parents on various subjects such as CCSS, SLT training, Title I Training, Promotion in doubt trainings and how to sign a middle school application. A NCLB workshop and an SES workshop is given to all parents. There is ELL training for parents who need help. They are given information about the services their child is receiving and how they can help them. There is also a parents' room in the school with a computer desktop and two laptops available for them to create an email if needed, update their resume, check their Child's progress on ARIS and to sign the lunch forms.

3. A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated. When a parent registers his or her child at PS 30x Ms. Vasquez has a conversation with them and lets them know that she is available for them if they need assistance. She also provides them with her Parent Coordinator's phone number in case they have any question. She is able to assist them with information about housing, medical, food pantry, Medicaid, Job trainings, ESL classes, and free books for their child.

4. All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection. The school provides bilingual interpreters at events, meetings, and parent teacher conferences. Written communication is also provided in different languages. Workshops are provided on health, fire safety, medical, ELL, Arts and crafts, Family day and library workshops so that they can sign up for a card so that they can borrow books. Trips are also planned to Botanical Garden to provide them with workshops and trainings are available.

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

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

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%	

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. A program has been designed to target ELLs in order to work with students strategically to increase their reading proficiency based on their needs. One subgroup targeted is the students who scored ELA levels ranging from 1.8-2.1. This group of students will receive instructional support using the intervention program Imagine Learning. This individualized instruction based program provides resources to help English learners make measurable gains. Native language support is strategically withdrawn as a student's ability to understand English increases, so instruction is challenging but not overwhelming. Another subgroup targeted is the students with ELA scores ranging from 2.5-3.1. These students will be encouraged to attend the Title III ELL & Title I Saturday Academy in addition to receiving assistance from coaches, support staff, and the TCRWP staff developers. They will receive instruction in English using ESL strategies. Everyday Mathematics accommodates ELLs' abilities by providing tools and suggestions to differentiate instruction to meet their diverse needs. This content area is taught in Spanish. Additionally, AUSSIE consultant works closely with teachers to analyze student data and plan lessons to meet the needs of their students in Math and Science. English Explorers and Content Connections from Benchmark Education are used for Science and Social Studies intervention. These programs target content vocabulary, sentence structure/language concepts, high-frequency words, comprehension, and text/graphic features.

9. Students who become proficient in the NYSESLAT will continue to receive instructional support from the ESL teacher. This support will be provided through a push-in model which enables the students to acquire confidence while reading and writing more in English, and less in Spanish. These students will also be assigned a buddy/partner who will provide additional support when needed. Continued collaboration and planning provides a support structure which allows the transition to occur smoothly. Test accommodations for former ELLs is provided based on the number of years students are still eligible. They are provided with extended time and separate location.

10. The 2010 DINI Grant funds allowed us to purchase smart boards, desktop computers for every teacher, carts with laptops and various instructional resources. This year teachers in the lower grade will implement the Estellita Reading Program. Teachers in the upper grades will have access to Imagine Learning English to use as a supplemental resource.

11. As of this time no decision has been made to discontinue any programs/services.

12a. PS 30 has a myriad of programs. All programs are open to all students. Through parent workshops and fliers, ELLs are invited to the following extracurricular programs: The Glee Club, The Newspaper Club, The Art Connection (Drama, Singing, and Dancing) for all ELL students and the Cooking Project. There are SES programs that offer in school and/or home tutoring for eligible students regardless of language. BELL is offered to students in grades K-2 and Liberty Learning is for students in grades 3-5. The school offers an extended day program which provides remedial and enrichment instruction to all students from all classes.

b. Title III has provided opportunities specifically for the ELL population during these times as well. The school offers an extended day program which provides remedial and enrichment instruction to all students from all classes. The Saturday Academy will provide additional support and enhance ELLs in developing their academic learning and language acquisition skills. Imagine Learning English and Everyday Literacy programs will be implemented during the Saturday sessions.

13a. In order for our ELLs to recognize and optimize their full potential, the students are provided with in-depth language development activities. These activities are beneficial for those students who are encountering English for the first time and are having difficulty communicating. They will have access to intervention computer programs such as Imagine Learning English. This program offers native

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?
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C. Schools with Dual Language Programs

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

1. The target language used for EPs and ELLs in our dual language program is 70/30%.
2. EPs and ELLs are integrated for 30% of the day when they are learning math, social studies or science in both languages.
3. This Language Arts model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. Language arts supports their native language development.
4. The dual language classes use a side-by-side model so the classrooms are physically side by side. In our model, Literacy is developed for both Spanish and English native speakers in their primary language to ensure native language development. This model does not call for instruction in all subject areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in the minority language, while others are learned only in the majority language. The model's philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area.
5. Emergent literacy is taught in the child's native language first.

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. Teacher training is provided by TCRWP consultants, Literacy Coach/UFT Teacher Center, ESL coordinator and a Core Knowledge literacy coach who work with teachers in strengthening their skills and develop strategies to improve reading and writing proficiency using the workshop model. Our literacy coach works with classroom teacher's everyday to improve the quality of their teaching and focus on new strategies to help struggling readers and at risk students. Through professional development offered at the UFT, NYSABE, Teacher's College and network CFN 401 the following personnel receive training: Assistant principal, guidance counselor, special education teachers, psychologists, paraprofessionals, occupational/physical therapist, and the speech therapists.
2. The ESL teacher collaborates with the parent coordinator the guidance counselor, school administrators and fifth grade teachers in planning and preparation of instruction to attain student's goals and objectives in order to transition students from elementary to middle school. The guidance counselor conduct parent informational meetings to distribute information regarding middle school selections. She arranges for our students to visit middle schools and invites middle schools to present their programs at our school. She collaborates with teachers. She also distributes and collects applications to enter the data on the SEMS system.
3. New teachers receive 7.5 hours (10 hours for Spec. Ed. Teachers) of training. The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy. Records of required ELL training for all staff are maintained by the Payroll Secretary, Ms. Rodriguez. These records and certificates are secured in each employee's file in the main office.

E. Parental Involvement

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

1. Our school provides workshops and trainings for parents in English and Spanish as needed. Translators are available to assist at each parent workshop. Parents are encouraged to support their children in their education by attending workshops offered in the school

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

1. Our school provides workshops and trainings for parents in English and Spanish as needed. Translators are available to assist at each parent workshop. Parents are encouraged to support their children in their education by attending workshops offered in the school Teacher's College, and Network CFN 401.
2. . The parent coordinator, Ms. Vasquez attends workshops and trainings to assist parents. She also provides additional information on jobs, colleges, apartments, city harvest, Aris training, ESL training, and Learning Leader training to parents who would like to volunteer at our school in a class. The Eastside House is providing training and workshops for our parents and teachers. Bronx Lebanon provides workshops on health. Metro Plus from Lincoln hospital provides assistance with medical coverage for the parents at PS 30x and training for parents. The DOE has been providing training for parents on various subjects such as CCSS, SLT training, Title I Training, Promotion in doubt trainings and how to sign a middle school application. A NCLB workshop and an SES workshop is given to all parents. There is ELL training for parents who need help. They are given information about the services their child is receiving and how they can help them. There is also a parents' room in the school with a computer desktop and two laptops available for them to create an email if needed, update their resume, check their Child's progress on ARIS and to sign the lunch forms.
3. A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated. When a parent registers his or her child at PS 30x Ms. Vasquez has a conversation with them and lets them know that she is available for them if they need assistance. She also provides them with her Parent Coordinator's phone number in case they have any question. She is able to assist them with information about housing, medical, food pantry, Medicaid, Job trainings, ESL classes, and free books for their child.
4. All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection. The school provides bilingual interpreters at events, meetings, and parent teacher conferences. Written communication is also provided in different languages. Workshops are provided on health, fire safety, medical, ELL, Arts and crafts, Family day and library workshops so that they can sign up for a card so that they can borrow books. Trips are also planned to Botanical Garden to provide them with workshops and trainings are available.

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)	14	4	2	5	6	12								43
Intermediate(I)		5	6	8	0	6								25

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Advanced (A)		0	13	6	11	7								37
Total	14	9	21	19	17	25	0	0	0	0	0	0	0	105

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	9	3		14
5	10	10	2		22
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4	3		11		1				15
5	13		12		2				27
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	

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0								0
8	8		8		4				20
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)	11	5	2	5				
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Debra Michaux	Principal		1/1/01
Maria Bailey	Assistant Principal		1/1/01
Ana Vasquez	Parent Coordinator		1/1/01
Elsa Cartagena	ESL Teacher		1/1/01
	Parent		1/1/01
Ligia Romero	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Rosa Veras	Coach		1/1/01
	Coach		1/1/01
Elena Martin	Guidance Counselor		1/1/01
Roxan Marks	Network Leader		1/1/01
Susan Lopez	Other <u>AIS/Data Specialist</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 07X030 **School Name: The Wilton School**

Cluster: 4 **Network: 401**

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.

Ingress/Registration Documentation (Home Language Survey ,Cummulative Records, IEP' recommendations revised language acquisition battery (RLAB) and results of ELL/ESL assesments) , parental request (s) for services in native language as well as any referrals from the Unit of Translation and Interpretation serve as tools to create the service needs plan. Use of ATS/RDGS for additional information (ethnic codes) Our Parent Cordinator serves as the Schools Liason between the parent and the school administration. Once the needs are identified PA secretary enters information on language spoken by the student.This information will flag student as to the needs for native language translators for testing and /or assessment and purposes .

All written information to parents (Notices,Letters and Informational Monthly Calendars)are published in English /Spanish . The schools has available English /Spanish translators for any walk in interventions and /or assistance .

All school parents meetings are conducted in English and Spanish.Parents are informed of services available as well as directed to obtain information in the NYCDOE website.When formal interpretation is needed(in a language other than English) the Office /Unit of Translation is contacted for services and support .

A poster indicating services to parents over the phone(Translation and interpretation) is displayed by the main entrance

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.

PS 30 geographical area in District 7 continues to evolve as a result of the arrival of groups with languages at home other than English. This event produces the need for spoken, written translation for informational purposes. Languages spoken amongst our students families: Spanish, Spanish Mexican Dialect(s), Garifuna, Yemeni Arabic and Algerian Arabic.

Findings /services have been discussed in Staff Faculty meetings, School Leadership team meetings and Principal Meetings with Parents.

Part B: Strategies and Activities

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

Bilingual (Spanish) Social Worker and Bilingual (Spanish) Parent Coordinator provides and assists with direct services translation (Spanish) to parents. Mrs. Brown Pupil Accounting Secretary enters the language information of non-English students in the ATS system. DOE letters are downloaded from the NYDOE website in the language needed (www.nycenet.edu/offices/translation.) for distribution to any non-English speaking parent. School testing coordinator will request needed translator (written/oral) according to the language spoken. The school in the past has contracted private agencies to assist with the translation (oral/written) during testing taking exercises.

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.

Translation (Oral and Written) will be provided by Bilingual (Spanish) assigned staff members (Parent Coordinator, Guidance Counselor and Social Worker). When and if needed the District Family Advocate will also serve to assist in this role.

Outside contractors will facilitate conferences, meetings in other than English / Spanish when needed.

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>.

PS 30 has posted informational flyers (school entrance) indicating the availability of translation services to any parent requesting services at our school. Bilingual (Spanish) services are provided by assigned school staff members. These staff members will also assist with written translation (in Spanish) for all school parental information. When needed, the school will contact Office of Translation for over the phone services with any parent that requests immediate assistance and/or documentation translation. PS 30 services/Office of Translation services will also be posted in our school monthly calendar. Parent Coordinator will attend scheduled Office of Translation workshops to obtain any updates on services to parents.

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: Wilton School	DBN: 07X030
Cluster Leader:	Network Leader: Roxan Marks
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 65 Grades to be served by this program (check all that apply): <input checked="" type="radio"/> K <input checked="" type="radio"/> 1 <input checked="" type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 6 # of certified ESL/Bilingual teachers: 3 # of content area teachers: 3

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:

An analysis of the NYSESLAT for the spring 2010 tells us our students have made significant gains in the listening and speaking strands. However, in the areas of reading and writing, students are slowly progressing. Therefore, after reviewing several programs, Imagine Learning English and Everyday Literacy seem to be the most effective programs to meet our student's needs. These programs encourage students to make connections to everyday life through informational texts, to build conceptual knowledge and an extensive vocabulary. In addition both programs contain CD Roms, which support whole class instruction, individual student work and small group activities. Teachers will use the smartboard to differentiate interactive lessons and raise the level of engagement.

P.S. 30's Title III Saturday program will target 3rd, 4th, and 5th grade English Language Learners. There will be two classes per grade. Three certified ESL/Bilingual teachers and three certified content area teachers will be trained to implement this program. The program will begin Saturday, January 28th and conclude on March 31, 2012 for a total of eight sessions. Students will arrive at 8:30 am for breakfast and begin instruction at 9:00 am until 12:00 pm.

Imagine Learning English offers, first-language support, academic vocabulary instruction, and comprehensive data on students' progress. This individualized instruction based program provides resources to help English learners make measurable gains. First-language support is strategically withdrawn as a student's ability to understand English increases, so instruction is challenging but not overwhelming. Research tells us that English learners must master academic vocabulary, not just basic interpersonal communication skills. With Imagine Learning English, students learn both basic and academic vocabulary, including valuable cross-curricular words common to social studies, science, and math. Imagine Learning English has designed both comprehensive and parent-specific reports that show teachers where to focus additional instruction, parents how to support their child's learning at home, and students where they've made improvements. Printouts even include an easy-to-read list of unmastered concepts and vocabulary. Parent reports are available in the child's home language.

Everyday Literacy is a nonfiction and informational text program that provides students with everyday reasons to read. Each grade-level set is comprised of a real-world theme, and each component connects students to informational texts based on that theme. Everyday Literacy gives students the opportunity to develop the skills they need to locate information, analyze and interpret that information, and distinguish fact from fiction. When students make connections to their everyday life, their interest increases—and so does their reading success. Everyday Literacy is an 100% Informational Text program that gives all students access to the same text, as encouraged by the Common Core State Standards. This program includes 10 teaching cards that supports Vocabulary, Text Types and Feature, as well as Discussion Topics to deepen inquiry and comprehension. Content-rich materials engage students and

Part B: Direct Instruction Supplemental Program Information

teach them how to interact with Expository, Persuasive, and Procedural text.

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:

Training for Imagine Learning English will be given by an Imagine Learning English Consultant. The six teachers working in the Title III program will attend the initial training to take place during our professional development time on Thursdays. Ongoing support will be provided by the AIS Teacher, who has received training, on Saturday mornings. Teachers will learn how to set up the students they will be working with in the Imagine Learning system. They will have an opportunity to explore the activities the students will be using.

Professional development for Everyday Literacy will be provided by the Literacy Coach and AIS Teacher. Teachers will have an opportunity to familiarize themselves with the components of the program by engaging in several activities and planning different modes of presenting each lesson.

Lastly, they will look at the reports to customize instruction according to the results. Parents will also receive weekly reports in their home language to inform them of their child's progress.

As students engage in both programs they will gain skills, which emphasize problem solving and collaboration through informational texts. When students read to find answers to their own questions about the world, they become engaged and are able to develop vocabulary skills to articulate in a second language. In turn, teachers will acquire best practices to effectively address the ELL students.

Part D: Parental Engagement Activities

Part D: Parental Engagement Activities

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

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

Begin description here:

In order to ensure the upmost student academic success, P.S. 30X will conduct a parent orientation, as well as hold tangible and meaningful workshops. The parent orientation will cover the goals and common language of the program, the importance of parental involvement, student attendance and home/school support. The follow up workshops will cover topics about each program. Two workshops will focus on Imagine Learning English and the other two will focus on Everyday Literacy. The workshops will be held every other Saturday, for the duration of two hours. Parents will be provided with the opportunity to interact in class with their child, as part of the workshop to develop vocabulary skills and experience the learning activities first hand. In addition, they will analyze data from student work and learn strategic support identified areas of needs (i.e. sight word flip book, free online literacy sites and make & take word games). Two of the workshops will focus on Imagine Learning English and its components (i.e read along computer based stories with headphones). The remaining two will focus on Everyday Literacy (i.e. study and create a Brochure). The Parent Coordinator will plan and host the workshops with the assistance of the Literacy Coach, ESL coordinator and AIS teacher. Parent outreach will be conducted through translated flyers, phone master messages and school-wide monthly calendars.

Part E: Budget

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

Allocation Amount: \$13172

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)	\$7,209.00	Student Program- 6 certified teachers * 3 hours * 8 weeks * \$50.06
<ul style="list-style-type: none"> • Per session • Per diem 	\$801.00	2 certified teachers * 2 hours * 4 weeks * \$50.06
Purchased services		
<ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 		

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$13172

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.	\$2,250.00 \$2,912.00	15 additional licenses for the Imagine Learning English program and 1 and 1/2 hours of professional development. Everyday Literacy for 3rd, 4th, and 5th grade.
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL	\$13,172.00	