



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: MARY WHITE OVINGTON IS 30

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 20K030

PRINCIPAL: CAROL HEERAMAN

EMAIL: CHEERAMAN@SCHOOLS.NYC.GOV

SUPERINTENDENT: KARINA COSTANTINO

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
Carol Heeraman	*Principal or Designee	
Joshua Houston	*UFT Chapter Leader or Designee	
Roland Roberts	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Sara Shin	Member/ Teacher	
Jennifer Laino	Member/Teacher	
Nadine Mastrogiacomo	Member/Teacher	
Rana Abu Sbaih	Member/Parent	

Suzanne Douglas	Member/Parent	
Tanja Larsen	Member/Parent	
Marlene Mancini	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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 coordinated with 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 aligned with the current citywide instructional expectations.
- 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 use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, 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.

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 2013, all students will demonstrate 10% progress in Math and ELA based on the 2011-2012 Progress Report.

Comprehensive needs assessment

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

The 2011-2012 Progress Report shows that our students made a 10% increase compared to 2010-2011's Progress Report. We did not make the projected gains. However, in 2011-12 we had a significant decrease in Math compared to the increase in ELA. The Gains report showed that many students' individual scores dropped within the proficiency levels. Research shows that the quality of instruction and the alignment of the content standards with what students are being asked to know and do directly impact on students' performance. Accomplishing this goal will require a direct focus on curriculum, instruction, assessment, and looking closely at students' work.

Instructional strategies/activities

- a) Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - b) strategies/activities that encompass the needs of identified student subgroups,
 - c) key personnel and other resources used to implement these strategies/activities,
 - d) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - e) timeline for implementation.
- **All teachers in all subject areas will be implementing 2 units of study aligned to the Common Core Standards. All lessons will be focused on Reading Informational Texts Standards 1 and 10; Writing standard 1; Speaking/Listening Standard 1 and Language Standard 6. The Instructional Lead Team (ILT), which consists of one member from each department, will be conducting frequent learning walks to measure the alignment of the Units of Study to the Common Core Standards and providing teachers with valuable feed-forward on curriculum and instruction alignment and areas needing to be improved.**
 - **All students would be administered a baseline assessment in Math and ELA (including writing), which would be used as a diagnostic to guide teachers' instruction. Students will be given pre and post-tests for each Unit of Study to determine progress within that unit and Standards and to inform teachers of next steps. In addition, students will be administered 2 common benchmark assessments throughout the year to determine progress within the curriculum to further inform**

instruction and to identify struggling students early in the year to provide intervention.

- **Students scoring below 660 scale score in the state Math and ELA exams were identified and are attending extended morning on Mondays and Tuesdays for 50 minutes a day. Teachers will use skill-based instructional materials in math and ELA and focus on students' needs. In addition, ELLs and SWDs will be mandated to attend the extended day sessions for extra assistance.**
- **Academic Intervention Service is being offered during the school day focusing on our low level 3's in Math and ELA to prevent slippage. The Dean (math teacher) and Literacy coach will be pushing-into ELA classes to assist the identified students.**
- **The Literacy coach will conduct Lunch and Learns, PDs during the Inquiry time on Wednesday morning, scheduled common planning time during the day working with content teachers including Art and Phys ED to teach the integration of the Literacy standards, specifically, the focus reading and writing standards in all content lessons.**
- **Data analysis, literacy coach, and instructional team will facilitate the implementation and analysis of benchmark assessments to measure students' progress based on the standards taught.**
- **Implementation of small student group advisories to one adult to coordinate social-emotional learning and guidance support that impact students' academic success.**
- **All teachers will receive PD on how to read and effectively implement the requirements of an IEP provided by the SIT and/or special ed. Liaison.**
- **Special Education teachers and the literacy coach will conduct lunch and learns on effective practices that need to be evident in all classrooms.**
- **School Assessment Team (SAT) and the School Implementation Team (SIT) will be conducting continuous review on the progress of SWDs to identify challenges and implement intervention.**
- **The Coaching Observations using the Danielson framework for teaching component 3d. Using assessment in instruction will be used throughout the school year for teachers to continuously monitor students' learning and providing students with valuable feedback on how they need to improve on their work.**
- **The above strategies and activities will occur from September 2012 through June 2013.**

Strategies to increase parental involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

- **We will conduct parent workshops that will include topics such as: understanding educational accountability; grade-level curriculum and assessment expectations; literacy, accessing community and support services; and building parents' capacity to help their children at home.**
- **We will provide opportunities during PTA meetings, or Saturday programs, for parents to help them understand the accountability system, student proficiency levels, Annual School report Card; Progress Report; Quality review Report;**

Learning Environment Survey. This school year we purchased Skedula (pupil path) where parents and students will have direct access to data, teachers can communicate to parents, parents can communicate to teachers and the data is taken directly from the ATS.

- We received a “C” on our LES and noticed that communication was our lowest score for both teachers and students. The implementation of the ILT and the SIT will provide an opportunity for teachers to be part of the decision making policies on curriculum, instruction, and assessment in our building. In addition, the implementation of advisories where students are building strong relationships with at least one adult in the building who will be able to monitor their performance and provide assistance with their academic and social/emotional growth.
- We will provide consistent communication with parents informing them of students’ progress and struggles and conducting conferences to implement interventions to meet the challenges students are facing early in the school year rather than waiting until the end of the year. This communication is enhanced with the use of Skedula which gives parents full access to students’ performance on a daily basis in each class. Students are also held accountable for their work when they are provided with direct access to how they are doing on a daily basis.
- We will share information to parents about school and parent related programs, meetings and other activities in various languages.
- During our PTA meetings we will be sharing information about the school’s educational program and other initiatives of the Chancellor and allow parents to provide suggestions on how they feel we can further assist our children.
- Our data shows a consistent trend in middle schools with students’ attendance. As they move up in grades, students’ attendance decreases. To assist in improving attendance we will celebrate the parents and the students who have 100% attendance twice a year, once in January and one in June. We will hold a breakfast for the parents and the students. Title I funds will be used to fund this venture.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

yes Tax Levy yes Title I _____ Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **This year Title I and TL funds funded a Literacy Coach to assist in the implementation of the Literacy focused instruction and curriculum planning. The ARRA RTTT Citywide Instructional Expectations fund is allocated under per session for team to write Units of Study that are aligned to CCLS.**
- **Last school year we implemented a Positive Behavior Intervention Support program that drove the vision and mission of our school and our core learning values ROAR (Respect, Opportunity, Acceptance, and Resilience). This year we are continue with our ROAR core values as the basis of PBIS. and Student Council all work collaboratively in implementing this program.**
- **This school year we implemented Advisories, where each teacher and administrator has a group of approximately 10-15 students that they see twice per week. Students are given an opportunity to connect with an adult in the building who is able to provide guidance on academic and social/emotional issues or make recommendations to any other service students' may need.**

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 2013 100% of teachers will participate in at least 4-7 short, frequent cycles of observations using the components of a research-based teacher effectiveness framework; at least 2 full-period observations; and at least 2 observations during Common Core-aligned Units of study.

Comprehensive needs assessment

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

The degree by which students' demonstrates progress is directly related to the level of teaching and learning that is occurring. In this light, administrators and lead teacher teams are being asked to conduct a series of formal, informal observations, and learning walks to ensure that teachers are instructing, and assessing the curriculum based on CCLS and on how students learn best. The teachers are provided with timely effective feed-forward in which they will be given time to implement and reflect on the suggestions as they improve their craft and of course students' performance. Our data (observations write-ups) shows there are gaps in our teaching and learning which is demonstrated in our students' work products, teachers' lesson plans and overall delivery of instruction.

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) key personnel 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.
- **Instructional Lead Team (ILT), Administrators, and Literacy coach will conduct short, frequent, informal and formal observations using a formal protocol (QR classroom walkthrough tool and/or the teacher-effectiveness rubrics). Teachers will receive timely feedback on the observations/walkthroughs and get an opportunity for reflection with a team member. This year September through June administrators will conduct frequent formative classroom observations and provide teachers with formative feedback on the Danielson's Framework for Teaching on these 3**

competencies: 1E, 3B, and 3D.

- **Instructional Lead Team (ILT), Administrators, and Literacy coach will engage in reflective dialogue with teachers and agree on next steps.**
- **Administrators and literacy coach will direct teachers to aligned PDs**
- **Administrators and literacy coach will create PDs and plans responsive to teachers' needs.**
- **ILT and SIT members will attend meetings and PDs provided by network and/or DOE on the implementation of the CCLS. The team members will turn-key all information to team and teachers to be implemented.**
- **ILT will conduct frequent learning-walks during the execution of the CCLS Units of Study in Math, ELA, Science, and Social Studies and provide teachers with feedback on alignment to the Common Core and students' progress.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **During PTA meetings parents will be notified of the Citywide Instructional Expectations of the Chancellor and how IS 30 will be implementing these expectations to meet the needs of all students.**
- **Parent coordinator will send emails and back-pack information on accessing ARIS Parent link to read the information on Academic expectations and what parents should be doing and how they should be communicating with teachers to support their children.**
- **IS 30 will offer parent workshop on how to access ARIS Parent link and use it as a resource to support their children at home and to keep them informed with academic expectations.**
- **All the above will be implemented from September 2012 through June 2013.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

_____ Tax _____ Title I _____ Title II _____ Title III _____ Grants _____ Other
_____ Levy _____

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **The ILT and SIT meetings are conducted during teachers' scheduled professional activities periods which was negotiated with the staff as a menu item.**
- **ARRA RTTT funds were set aside in per session to fund any afterschool meetings and work-time with the teams. In addition, some funds will be used from per diem to cover team members during the day when conducting walkthroughs and learning walks.**

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 2013, 100% of students will experience eight Common Core-aligned units of study: two in math, two in ELA, two in social studies, and two in science.**

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.
- **All core-subjects teachers need to understand and execute how to incorporate literacy skills (reading and writing) in their lessons and ultimately change the curriculum to align to the CCLS.**
- **Teachers need to be able to carefully examine students' work and make adjustments to their lessons and curriculum based on the needs of the students.**
- **All students need to be prepared for career and college ready skills as they are prepared for high school and college. Exposing students to complex texts that challenge their reading and writing skills need to be evidenced in all classrooms.**

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) key personnel 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.
- **Teachers will be provided with common planning time for department meetings to ensure that all teachers will be will engage in job-embedded professional learning with a focus on the instructional shifts in ELA, Math, and Literacy in the content areas.**
- **The Principal will provide common planning meeting times with Literacy coach and content area teachers to support teachers in the implementation of the Literacy and instructional shifts.**
- **The ILT will support teachers, within the department, in the implementation of the instructional shifts during the execution of the common care-aligned units of study by conducting frequent cycles of learning-walks and providing teacher teams with feed-forward on their observations.**
- **The lead teachers of the ILT will attend PDs provided by the Network and/or DOE based on their subject and turn-key the information to their departments, again supporting teachers as they roll-out the instructional shifts.**
- **Principal will provide teachers common planning time for department teams and grade teams to perform extensive curriculum revisions and/or upgrades of assessments and instruction on the units of study.**
- **Teacher teams will meet by department twice a month to continue to create, review, and modify curriculum, instruction, and assessment tasks based on students' needs identified in the grade teams during "tuning protocols."**
- **We purchased Achieve 3000 with Title I funds. Achieve 3000 will be used by all science, social studies, and ELA classrooms offering students more opportunity to be exposed to non-fiction texts.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **During PTA and SLT meetings parents will be notified of the Citywide Instructional Expectations and IS 30's plans to execute these expectations to meet the needs of all students.**
- **Parent coordinator will send emails and back-pack information on accessing ARIS Parent link to read the information on Academic expectations and what parents should be doing and how they should be communicating with teachers to support**

their children.

- **IS 30 will offer parent workshop on how to access ARIS Parent link and use it as a resource to support their children at home and to keep them informed with academic expectations.**
- **Letters were sent home to all parents sending the message of urgency to monitor the use of Achieve 3000 at home. The expectation is that students reading and writing will improve with practice once the skills and strategies are reinforced in the classroom and at home.**
- **Literacy coach and other teachers will conduct learning session on the common core and how it looks in their classroom during PTA meetings.**

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Yes Tax Levy Yes Title I Yes Title IIA _____ Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Title I funds were used to purchase the Achieve 3000.**
- **ARRA RTTT funds were set aside for teachers to write and modify curriculum.**

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.
- **By June 2013, 20% of the Long Term ELLs will reach proficiency based on the NYSESLAT.**

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.
- **The trend over the past 3 years shows that as our Long Term ELLs of our ELL population are stagnant and usually meet the promotion standards for ELA (level 2) but cannot pass the NYSESLAT.**

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) key personnel 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.
- **Title III funds will be used to implement an after school program for ELLs in math, science, social studies, and ESL.**
- **ESL teachers are predominantly using the push-in model of instruction for students of ELLs. Teachers and mainly in the ELA and content area classrooms. ESL teachers will be able to provide direct strategies based on the appropriate curriculum students are learning in each grade.**
- **The ESL teacher representative on the ILT will attend workshops provided by the network and/or DOE and turnkey to the team and teachers to be evidenced in lesson planning or curriculum.**
- **Title III funds will also be used to fund Teachscape which is an online Professional Development system that provides teachers and administration with the best strategies that work in teaching and learning. Teachers will have online access to resources that will assist in implementing the best practices for teaching ELLs and ALL students.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **IS 30 parents of ELLs will have at least 2 workshops facilitated by IS 30 teachers to explain academic expectations and offer any assistance and to respond to concerns and questions.**
- **All correspondence will be translated for parents. Staff members will translating will be compensated according to**

collective bargaining agreement.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I _____ Title IIA YES Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Purchase the Teachscape online program to efficiently conduct the coaching observations and to provide teachers with timely feedback.**

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.
- **By June 2013, 20% of SWD will improve in proficiency and/or make progress in Math and ELA based on the NYS exams.**

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.
- **Data shows that SWDs in ICT classes have a trend of decreasing scores as they move-up in grade. As the curriculum get more challenging, SWDs are left further behind and continuously have to play catch up. Effective teaching is a huge factor for improving SWDs performance, in that light, I removed departmentalization for SPED. A special education teacher travels with one ICT class for all the major subjects so teachers have the opportunity to clearly identify students' challenges and strengths and apply the appropriate strategies in the major subjects.**

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:
 - e) strategies/activities that encompass the needs of identified student subgroups,
 - a) key personnel and other resources used to implement these strategies/activities,
 - b) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - c) timeline for implementation.
- **Special Education teachers were placed specifically with one ICT class for all major subjects to monitor the progress of SWDs in every major subject.**
- **The School Implementation Team (SIT) will meet weekly to discuss challenges, progress, best practices in the classroom based on students' progress.**
- **The SIT will also continuously review IEPs and goals to ensure that students are receiving the adequate services based on their needs in the least restrictive environments. The SIT will also ensure that the SPED Reform is in place and decisions are being made on what is best for students.**
- **The Special Education teacher representative on the ILT will conduct PDs to the General Education Teachers on IEP implementation and best practices when creating and delivering lessons so that all students are able to access the curriculum.**
- **Administrators and ILT will conduct short, frequent classroom visits using Danielson to ensure alignment of the common core standards, UDL, and the instructional shifts.**

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- **IS 30 parents of SWDs will have at least one workshop facilitated by SPED teachers to explain academic expectations and to offer any assistance and to respond to concerns and questions.**
- **District 20 CEC will be conducting a series of workshops on the SPED Reform, IS 30 will facilitate the information and provided by the CEC and inform parents of meetings and workshops.**

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.

YES Tax Levy YES Title I _____ Title IIA YES Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **Professional Instructional materials to support professional development during the regular school day**
- **Per Diem substitute teachers to cover teachers during in-service PD.**
- **Professional consultants to conduct PDs**
- **Data specialist per session in preparation for the PDs.**

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Achieve 3000 Wordwise 3000 (ESL) Ready	Small group, individual, whole class Small group Small group	During school day, after school, at home. After school Before school/after school
Mathematics	Ready	Small group	Before school
Science	Achieve 3000	Small group, individual, whole class, tutoring	After school, during school
Social Studies	Achieve 3000	Small group, individual, whole class, tutoring	After school, during school,
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	PBIS, Advisory	Both are School-wide programs where all teachers participate in motivating students to succeed.	During school day, after school.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

- **The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines.**
- **Mentors are assigned to support new teachers**
- **Teacher lab-sites are created for struggling and un-qualified teachers to visit and obtain feedback from their colleagues.**
- **Creating ILT and SIT where teachers are teaching each other on best practices creates a cohesive professional culture where new teachers have the opportunity to be open to their colleagues with the fear of failing or feeling unsuccessful.**
- **Addition of a literacy coach who is not only sharing literacy teachings with ELA teachers, but with content area teachers well, creating a professional learning community where teachers feel comfortable sharing their lesson planning and their classrooms with each other.**
- **Principal encourages teachers to subscribe to professional associations and also funds some, for teachers to stay current on the rolling out of the common core within each subject.**
- **Principal provides opportunities for all teachers to experience and visit other schools and teachers to observe and share best practices.**

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies 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. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 Jose Ruiz/Debra VanNostrand	District 20	Borough Brooklyn	School Number 030
School Name Mary White Ovington			

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

Principal Carol Heeraman	Assistant Principal Elizabeth Maley
Coach none	Coach none
ESL Teacher Laura Kelly/ESL	Guidance Counselor Ida Tam
Teacher/Subject Area Tracy Walker/ESL	Parent type here
Teacher/Subject Area Elda Noguerras/bilingual	Parent Coordinator Donna Borgia
Related Service Provider Ellen Shiff	Other
Network Leader	Other

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	1	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	1	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	21
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	355	Total Number of ELLs	45	ELLs as share of total student population (%)	12.68%
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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. When new students arrive at IS 30 to register, the Pupil Personnel secretary, Gloria Romeo, conducts the intake process and provides the parent/guardian with the Home Language Identification Survey (HLIS) in their language and asks that all the components are filled. Once another language is indicated on the HLIS the ELL coordinator, Laura Kelly is called to interview the parent. The ELL coordinator, who is a certified ESL teacher, Laura Kelly, then reviews the HLIS with the parent/guardian and conducts the informal oral interview with a translator if needed. Translations are normally provided by: Ms. Moustafa (math, arabic speaking teacher; Ms. Tam, Chinese speaking Guidance Counselor, Ms. Wei, Chinese speaking SS teacher; or Ms. Noguera, Spanish speaking foreign language teacher; or the translation services provided by the DOE. The formal initial assessment occurs based on the availability of the parents, and is usually conducted by Ms. Kelly (and a translator, when needed). Ms. Kelly has a partial teaching program (20 push-in periods), when she is not available for parent orientation, we have devised an alternate plan where either Mrs. Maley, Assistant Principal or Mrs. Heeraman, Principal will conduct the orientation. Ms. Kelly administers the LAB-R to all identified newcomers within ten days compliance time of their registration date. Using the information from the revised LAB/NYSESLAT eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (beginner, intermediate, advance, or proficient) of the students and this information is distributed to all teachers of ESL students to use as a tool to inform instruction. In addition the NYSESLAT is used to determine organization of the ELLs in classes to comply with CR Part 154. This year 2011-2012 the Advanced ELLs were identified and placed in another class separate from the beginners and intermediates. The NYSESLAT is also used to identify the specific proficiency level of each student within each modality. We identify the pattern and align curriculum, instruction, and assessment based on students' needs. In addition, the RYOS in ATS provides us with our long term ELLs and the RLAT allows us to identify the specific modality in which the long-term ELLs are deficient.

2. To ensure that parents understand all three programs choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video is shown during the orientation for parents of English Language Learner during individual/group orientation sessions, based on time and parent availability, it is usually held at the time of their formal interview. When parents express that they do not have the time to sit and watch a video to understand the programs available for their child, we reach out to the parent coordinator to assist in parent contact and setting up appropriate and convenient times for the parents to ascertain all the information they need to make the best educational decision for their child. Parents are given the contact information of the school to reach Ms. Kelly, Mrs. Maley, or Mrs. Heeraman if they have any concerns or questions about the ELL programs being offered by the DOE.

3. Usually the entitlement letter, Parent Survey and program Selection is distributed and on the on the day of registration. When parents are unable to attend the orientation session on the same day as registration, the entitlement letters, providing parents with alternate days and times when the orientations are going to be held, are sent home via mail and phone calls are made as a follow-up. Parents return the letters, parent surveys, and program selection forms at the orientation.

4. The parent survey and the program selection forms are carefully reviewed with the parents by the ESL teachers and the translator

(when needed). Parents provide the ESL teachers with all the information about the students' literacy level in their native language. The parents are informed about the programs the DOE offers students and review the goal of each program type. The parent is informed of the current ELL program IS 30 has, and their options if they choose another type of program. Parents are informed that since we offer Free standing ESL and they chose another program, they have the option to choose another school that offers the their preferred program or wait until IS 30 receives 15 or requests for that specific program in order to open a class.

5. A review of the data over the past three years indicate that 98% of parents have requested ESL as their porgram of choice. Our ELL population is steadily increasing, we had 11 new admits this year, as our population is now 12.68% of our population.

6. The program model at our school is aligned with parents' requests. Parents frequently request free standing ESL and this is the program we offer.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	45	Newcomers (ELLs receiving service 0-3 years)	30	Special Education	2
SIFE	3	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	7

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

ELLs by Subgroups

	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	30	2	1	8	1	1	7	0	0	45
Total	30	2	1	8	1	1	7	0	0	45

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														0
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	0													

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

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

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							4	2	1					7
Chinese							3	1	4					8
Russian														0
Bengali								1						1
Urdu								1						1
Arabic							6	7	12					25
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian								1						1
Other							2							2
TOTAL	0	0	0	0	0	0	15	13	17	0	0	0	0	45

Part IV: ELL Programming

A. Programming and Scheduling Information

A. Programming and Scheduling Information

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

1. At IS 30 ELLs were identified according to proficiency levels using the NYSESLAT scores and were assigned to either of two classes with beginners and intermediate levels or advanced levels. In grades 6-8, IS 30 has 6 classes where 3 contain advanced ELLs, and the other 3 contain Beginner and Intermediate Proficiency level students. The ESL teachers pushes-in into all 6 classes, the SWD who are also ELLs are pushed in with another class or the teachers conduct a pull-out group for the minimal amount of periods in order for all students to receive their ESL services.

2. The classes 6-8, with the Beginners and intermediates receive 10 periods of ESL services per week which calculates to 430 minutes per week. Ms. Walker and/or Ms. Kelly pushes-in to the ELA classroom and co-teaches for 6 periods and pushes-in for 4 periods in Social Studies for the week. The classes 6-8, with advanced students receive 5 periods per week of ESL services which calculates to 215 minutes per week. The ESL teachers pushes-in to the Social Studies and Science classroom as co-teachers and the advanced students receive an additional 8 (344) periods of ELA weekly.

3. The co-teach model was developed in ESL where the ESL teachers co-teach with the science and Social students to support content area teachers in delivering and increasing vocabulary development for the ESL students. Science, Social Studies, ESL, and ELA teachers were trained last year 2010-2011 using ExC-ELL (Expediating Comprehension for English Language Learners, by Margarita Calderon), in teaching vocabulary, reading, and writing to ELLs. These teachers are now working together as co-teachers and so support each other in the meeting the needs of the ELLs. All instruction is given in English with students receiving glossaries in their native language on content area vocabulary.

4. The organizational model at IS 30 is one way we differentiate instruction for ELLs, where teachers do not have a high concentration of varying levels of students in one classroom. The differentiation is evident in teachers lesson plans, because ESL teachers are now part of the ELA departmental curriculum mapping and planning and so the ESL teachers are not teaching in isolation on varying topics. The ESL students are receiving the same curriculum as the native English speakers as the ESL teachers create various entry points based on the students' needs. In addition, this year ELLs will be given the periodic assessments to effectively measure, plan for, and assess students' progress. The grade inquiry teams will also focus on ELLs, especially the ones who tested out and students who received level 2's on the ELA exam.

5a. SIFE students are provided with the exact curriculum as all students, with supplemental support provided by the ESL teacher during instruction. These students are mandated to attend extended morning which is 50 minutes each for two mornings a week, here the students are assigned to an ESL teacher who uses the English immersion model to expose students to as much realatable content to build vocabulary, reading, and writing skills.

b. The organization of the IS 30 ESL Program provides our ELLs with a wealth of instructional time, more than is stipulated in the CR Part

A. Programming and Scheduling Information

154. During this instructional time teachers are focused on developing literacy skills through engaging and effective performance tasks. In the classroom we look at the evidence students are producing to demonstrate learning. The RLAT was used to identify which of the modalities students are struggling with. Reading and Writing are the where our students are stuck and cannot seem to get over that hump. The co-teaching model lends itself for that small group instruction where the teachers can focus on skills and observe students as they practice in the classroom and address immediate needs. In addition, all newcomers who are expected to take the ELA exam for this school year were mandated to extended day services.

c. The RMNR shows that the majority of our students with 4-6 years of service are advanced and are having challenges in reading and writing. As noted above, the new instructional organization where the ESL teachers are pushing into ELA, Science, and Social Studies classes, will allow teachers to make the missing connections directly with the subjects and focus on literacy.

d. The RMNR shows that the majority of our long-term ELLs are advanced and/or intermediate and are having challenges in reading and writing. As noted above, the new instructional organization where the ESL teachers are pushing into ELA, Science, and Social Studies classes, will allow teachers to make the missing connections directly with the subjects and focus on literacy. In addition, Ms. Walker is providing AIS to these students both pushing in and pulling out 5 periods a week, where the focus is on vocabulary building, reading and writing strategies using national geographic materials and following the topics being taught in the content curriculum.

6. For ELLs that have special needs, of whom we have 3: 2 students in an ICT class and 1 in a Gened class, they are all at an advanced proficiency level; and receive 5 periods of ESL instruction and 8 periods of ELA. They receive both the push-in and pull-out models. The instruction is provided through one of their content area (science or social studies) to reinforce content vocabulary and tier II words acquisition and practice. All students are instructed using the same curriculum and standards. Our service providers are there to modify and scaffold the subject material for these students ensuring that they have various points of entry based on their ability when attempting tasks. Our ESL teachers are also members of the ELA curriculum writing team and their expertise is evident in our performance tasks. Our special education liaison, Ms. Tam, who is also our guidance counselor, monitors all compliance with our IEP students, together with the special education teacher who is each assigned to a grade as case managers. All service providers and classroom teachers were trained in SESIS and are able to access the system to view students' IEPs. In addition all service providers were trained on how to use IEPs as a data resource in meeting the needs of our IEP students.

7. Our most restrictive environment is our ICT program which follows a 'true' ICT model where the students have mixed ability some of which are level 4 in math and ELA. This combination of students, allow IEP students to experience the setting of a general education classroom and to hear, see, and share standard-based teaching and learning with their non-disabled peers. In our least restrictive environment, SETSS, we have 1 ELL, who has full access to the general education curriculum and receives ESL services 5 times a week as listed above.

Courses Taught in Languages Other than English ⓘ

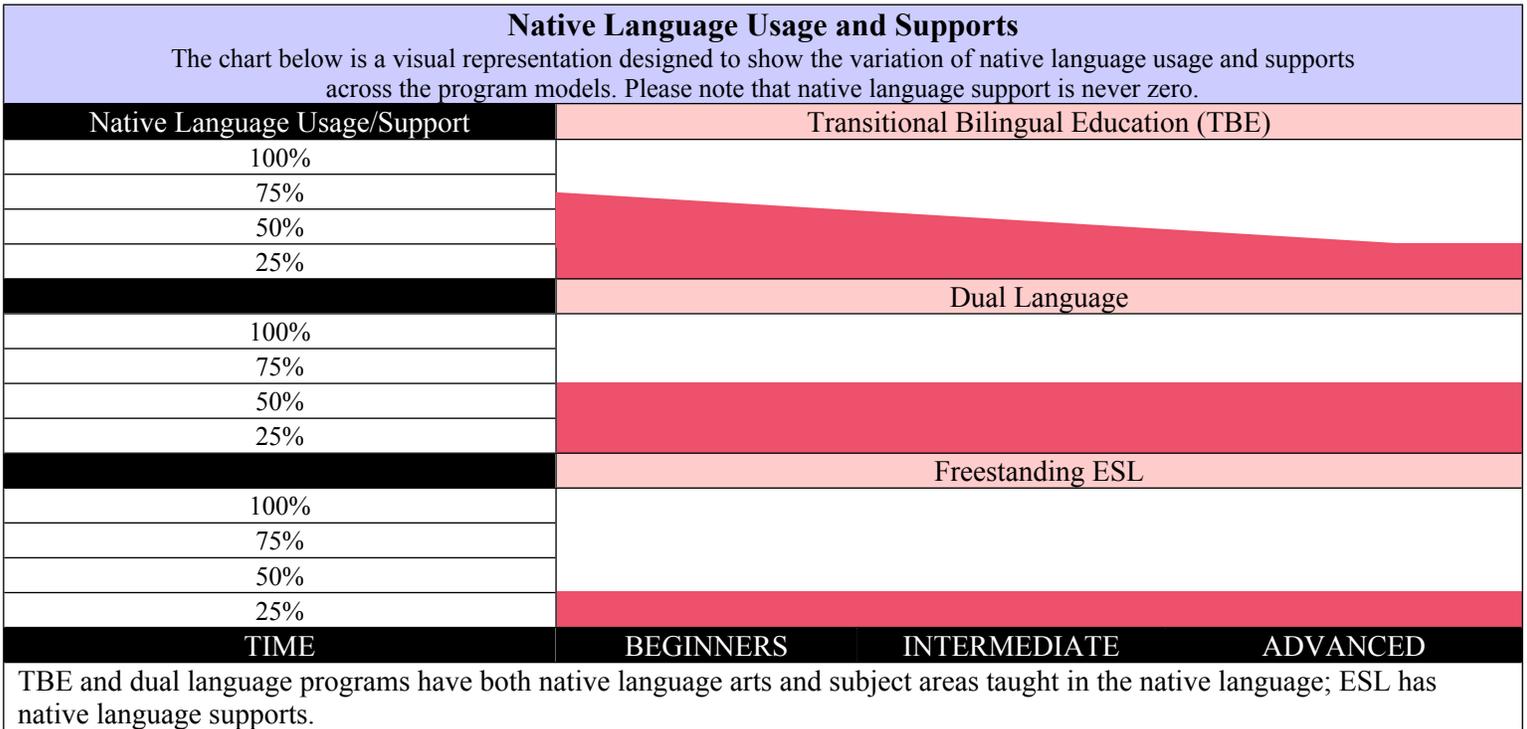
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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



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. All ELLs are mandated to attend extended morning which is 50 minutes on Mondays and Tuesdays from 8:00 am to 8:50 am. ELLs were strategically assigned to content teachers who were trained using ESL methodologies. Math and ELA materials were purchased to supplement teachers plans for instruction during this time. Ms. Lyss, librarian, provides students will ample opportunity to participate in various essay writing contests and other literacy-based projects. We purchase sessions with Symphony Space who provides our ELLs in social studies classrooms, with extensions of literacy in art and music. Our teacher inquiry teams specifically target varying subgroups of students beside ELLs, and SWDs, the FELLs are also targeted and their progress is monitored using looking at student work protocols. Since our ESL teachers have been the same for the past years and they are in the classrooms, ESL teachers are also targeting the FELLs to ensure that they continue to make progress in literacy.

This school year 2011-2012 is the first year implementing the push-in model in ELA, science and social studies. We will be analyzing this model at the end of the school year comparing it to the previous years where the pullout model has been used. We would use the NYSESLAT test scores and the ELA scores to determine the progress of the ELLs in each modality, the number of proficeint students, and the number of ELLs who are level 2 and above. In addition we will be using the ELL performance series during the school year to adjust our instruction and strategies for our ELLs.

Our former ELLs are a targeted subgroup who are monitored by our teacher teams in all subject areas. ESL teachers informally make themselves available during their lunch periods to address their needs and to reinforce stategies and learning. Ms. Maley, testing coordinator, together with the ELL Coordinator, Ms. Kelly, track our former ELLs and ensure that they receive their 2 years of testing accomodations of time and a half for all state exams.

The Achieve 3000 program was discontinued due to funding. However, the Title III funds were just added to our budget of \$11,000, the Achieve 3000 cost \$18,000; we are looking for other sources to add to the cost to reinstate the program. The program did offer the ELLs with some support in reading comprehension of non-fiction material. We are continuously looking at ways on how to add strategies and programs to bridge the acheivement gap for this subgroup. With the Title III funds of \$11,300, we will be seeking professional development for the math department this year with ExC-ELL associates, who will provide teachers with ESL methodologies strategies

With the implementation of the new class organization, 6 out of 12 classes contain ELLs, they are being exposed to the same curriculum and enrichment as the other students with the additional support of the ESL teachers in the ELA, science, and social studies classrooms. All ELLs are included on educational trips and events as all students. We are in the midst of planning a Saturday Academy for ELLs beginning in January 2012. The focus of the program will be ELA and math and using the data we collected from September to January, Scantron, teacher-made assessments, ELL periodic assessments, ITA, and the NYSESLAT, we will be focusing on reading and writing strategies to assist all ELLs in preparation for the state exam and to meet the level of standard-based work in English. Title I funds will be set-aside for this program. Ms. Walker, ESL teacher, provides AIS to our long-term ELLs during the school week. Ms. Walker has 5 periods a week where she pulls our and/or pushes in to reinforce reading and writing strategies for our long-term ELLs. Our data shows that all our long-term ELLs are challenged in reading and writing. Ms. Walker uses non-fiction text, National geographic, to reinforce vocabulary acquisition, literary devices and skills, and writing skills as well.

We are equipped with a laptop cart on each floor where teachers schedule the use of the computers as necessary. Our library is equipped with novels of varying languages from which the students can access during their lunch periods everyday during 'open access' time. The learning leader, a parent who speaks Arabic, conducts a book-club 1 day a week working with the librarian, the learning leader provides ELLs with books and make suggestions for reading books in their lantage. We are in the midst of conducting data as to how many of our ELLs are read and write proficiently in their language. This data will allow us to determine the needs of our ELLs and how we can futher provide assistance in reading and writing in L1 to further their progress in L2.

In the content areas of math, social studies, and science teachers provide the students with glossaries of the key terms in their language to use in the classroom as the topics are being taught.

All ELLs receive the required services, support, and resources based on their age and the level of their proficiency level. All ELLs students and their families are encouraged to attend our open house in the spring. Next school year we will conduct our 6th grade orientation on the day after school ends so as to offer newcomers into the system some support throughout the summer before school starts in September. There is an additional "curriculum night" in October here families may meet with teachers and learn about the instructional goals for the current school year. The trend for newly enrolled ELLs here at IS 30 is usually during the month of September after the school year has begun. For newcomers, they are usually buddied up with a student who can communicate in their language to assist with the transition and the acclimation of the building and the school day. The guidance counselor, ELL coordinator, parent coordinator, all work collaboratively in reaching out to our newcomers and ensuring that they are acclimating to the new environment and country. Because our school is very small there is little to no space for our students to get lost. We have noticed that some of our newcomers have difficulty in organization of their notebooks and homeskills. Ms. Tam, guidance counselor, will be visiting these identified newcomers as needed to ensure that they have a smooth transition into the middle school environment.

We only offer Spanish as the additional language elective, we did not have the accommodations to offer Chinese this school year as we did last year.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

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.

This school year 2011-2012 teachers of ELLs will continue to use the ESL methodologies learned last year from the ExC-ELL (Expediting Comprehension for English Language Learners), workshops. Last school year ELA, ESL, social studies, and science teachers were all trained in using ESL methodologies. All teachers were trained for 3 days where they learned vocabulary, reading, and writing strategies for ELLs. This year we are continuing the ExC-ELL training for our new teachers, math teachers and assistant principal. Those teachers will be receiving ExC-ELL training on November 28-30, 2011. My ESL teacher, Ms. Kelly will be turnkeying strategies during teacher team meetings and whenever is needed. The teachers of ELLs are partnered with the ELA department since they are co-teaching, so all curriculum planning includes strategies for ELLs as they are being written.

We have purchased resources for teachers from ASCD which consist of DVDs, instructional materials, on educating ELLs by Connecting language, Literacy, and Culture on these topics: Establishing a New Vision; Building Academic Literacies; and Evidence-Based Assessment. These PDs will be facilitated by Mrs. Maley and Mrs. Heeraman during departmental meetings. Sign in sheets, agendas and minutes will be recorded of these sessions. Administration will be consistently monitoring the implementation of the ESL strategies in the classroom when reviewing lesson plans, conducting informal and formal observations and during teacher coaching sessions using the Danielson's Tool as a guide and a resource for teachers. These sessions will be ongoing as we transition into our new co-teaching model.

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?

IS 30 maintains an open door policy, parents are always welcome and are generally seen within a half hour even when they do not have an appointment. We utilize the automated phone service, school messenger to send out information about school events and important dates. There is a monthly Parent Teacher Association meeting that all families are encouraged to attend, notice of these meetings are advertised in the PTA's monthly newsletters, in various languages, using school messenger service; and via email. We do use the DOE translation resource to assist in translations. This school year we implemented a Super Saturday Program, where one Saturday per month we will offer parents an opportunity of some type of self-help workshop, information on how to improve student performance workshop, or workshops that allow diverse parents to socialize and discuss issues in education. We will plan to have Academic workshops hosted by our teachers on showing parents of ELLs how they can assist their children at home to improve study habits, completing homework, and reading and writing strategies. Another workshop will be focused on ELA and Math strategies and how to prepare their children for the state exams and including the NYSESLAT. These workshops will be facilitated by our staff who speak arabic, chinese, and spanish. A newsletter goes home to all families and important notices are translated into appropriate languages. Translation services are available at all Parent-Teacher Conferences. In addition we use the Translation units phone services for impromptu conversations when our staff is not available. We have partnered with Learning Leaders where we have trained our volunteered parents to assist in various capacities in the building. We have parents conducting book clubs with students in the collaboration with the librarian during students' lunch periods. We are working on collaborating with the local Arabic businesses within the community to develop a partnership where they can support our Arabic population and families.

With the assistance of the PTA, parents were surveyed formally and informally to ascertain their feelings about our school and their specific needs. We seek input into decisions about trips and school activities and the learning environment of our school. The Parent Coordinator takes an active role in this process frequently contacting parents personally to inform them of activities or school-wide concerns. A particularly successful event is our Pot Luck Suppers, we have 2 a year; one at the beginning and one at the end of the school year. Families come together and share the ethnic dishes of their countries. Families have the opportunity to play games together, watch a movie and win prizes. Our Environment Learning Survey shows that communication is one of the factors that is a concern for parents. This year we will be offering workshops sessions for the parents of our newcomers at our PTA meetings. These workshops will be geared towards giving parents information on how they can access ARIS, Engrade(our grading system), and other academic concerns parents may have as new parents to our IS 30 family and newcomers to the country. The workshops will be conducted by my staff, Ms. Moustafa, Ms. Wei, and Ms. Noguerras.

All parental involvement activities are driven by the results of our parent surveys, parents' request in person, and needs that the staff of IS 30 recognize as a need. We frequently create school events to meet the needs of parents, for example, we host a information night about the high school selection process, as well as, events that describe the state exams. We are continuously attempting to create events for all families to increase parental involvement. For the most part our ELL population is mostly Arabic, with that said, there are some activities they opt out from because of their cultural beliefs. We are working in collaboration with our SLT, PTA members, parent coordinator, staff, and students to conduct surveys and informally interview parents as to what activities will increase parent participation. Our research revealed that parents are interested in ESL classes and learning how to assist their children at home. Our largest population is mainly focused on the academics and we provide more academic workshops to our parents on ELA and math. We are constantly surveying the needs of our parents of ELLs.

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)							8	4	9					21

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)							4	4	5					13
Advanced (A)							7	6	3					16
Total	0	0	0	0	0	0	19	14	17	0	0	0	0	50

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	3		7		4		0		14
7	5		2		4		0		11
8	6		3		1		4		14
NYSAA Bilingual Spe Ed									0

NYS Science				
Level 1	Level 2	Level 3	Level 4	Total

	English	NL	English	NL	English	NL	English	NL	
4									0
8	5		6		1		0		12
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	1	0	1	CH
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

This school year we are using the periodic ELL assessment provided by the NYCDOE on schoolnet. The assessment will be administered to all ELLs during the assessment window given by the ESL teachers. The data will be shared used by all teachers of ELLs to inform instruction when teachers meet during inquiry and departmental team meetings. There are 2 other interim ELL assessments one in the winter and one in early spring where the students will be assessed again to measure their progress between benchmarks. The NYSESLAT data provides us with the modality level of our current ELLs.

In 2010-2011, school year out of the 47 ELLs who took the NYSESLAT only 8 were proficient; 17 of the 47 were 8th graders and 3 were proficient. Which means we sent 14 8th graders to high school with intermediate and beginner proficiency levels. In our current 8th graders who were our 7th graders last year, out of the 15 students, only 1 was proficient, 3 advanced, and the others intermediate and beginner. In our last year 6th grade, our current 7th grade, out of the 15 ELLs, 4 are proficient, 6 are advanced, and the others are intermediate and advanced. The data demonstrated that the majority of students were proficient or advanced in Listening and Speaking but scored Intermediate or beginner proficiency on the Reading and Writing modalities. Thus the change in the organization of the ELLs by proficiency and the adoption of the push-in, coteaching instructional model to better integrate ELL into classrooms with English-proficient peers so that they can simultaneously work toward language acquisition and academic development.

ELLs results will continuously be examined by the all content teachers. Teacher inquiry teams will focus on this subgroup and examine student work across content to show how students are progressing (or not) in each subject. The teachers will be able to compare level of performance tasks given and delivery and support of students acquiring the language and the academics and make the necessary changes across all curricula.

School leadership will be working with teachers during Inquiry team meetings to facilitate and provide strategic methods on how to examine the data from the ELL periodic assessment using specific protocols to increase their capacity to instructionally coach students to higher levels of performance. The ELL PA will be able to provide us with students' data based on item analysis, skills analysis, standards mastered, and trends. This data can be used to target specific skills and standards during instruction in whole group, small group, and individually. Teachers will be given the resources to provide differentiated performance tasks based on students' needs. The majority of our students are Arabic and we are learning very important content facts about how our students' language are different compared to English. As in Math, where it is considered a universal subject. We discovered that our Arabic students will numerically represent '1000' as '0001' in their language. Cognitively they are thinking one thousand, but this is how it is written. With this noticing, we will have to teach our students how we write numbers in the US using place value. This simple concept can become very confusing to an Arabic speaking student. Cultural variance such as this can be revealed during inquiry team meetings and teachers can work together on creating strategies to assist students. This one variance described will have an impact on any subject where the students have to read and write numbers including science and social studies.

Evaluation of the ELL program will be ongoing throughout the year as we examine agendas and minutes of the weekly inquiry team meetings, examine teachers' improvement in teaching during the implementation of the Danielson's coaching observations; during the analysis of the ELLs PAs, teachers' informal and formal observations, the Acuity, ITAs, our Thinkmarks (response to literature), and the NYSESLAT and ELA scores at the end of the year. ALL this data will be strategically aligned to help us determine the success of our ELL program.

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: Mary White Ovington

School DBN: 20K030

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Heeraman	Principal		1/1/01
Elizabeth Maley	Assistant Principal		1/1/01
Donna Borgia	Parent Coordinator		1/1/01
Laura Kelly	ESL Teacher		1/1/01
	Parent		1/1/01
Nadine Mastrogiamomo/math	Teacher/Subject Area		1/1/01
Tracy Walker/ESL	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
Ida Tam	Guidance Counselor		1/1/01
Debra Van Nostrand	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 20K030 **School Name:** Mary White Ovington IS 30

Cluster: 6 **Network:** 609

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.

During the first days of school all students are given the "blue emergency contact cards" to complete and return. On the card we request "parent's preferred language of communication; written and oral. Ms. Romeo, PA secretary, inputs all the data into ATS and we use the ATS report RAPL (Adult Preferred language) to determine our parents' written and spoken language at home. This report is printed by class and all documents sent home to parents are in the preferred language indicated. We monitor the accuracy of our blue cards having our school aides do a monthly cross-check with the ROCL and the RAPL, since we also have intermittent registration during the school year. In addition, informal assessments in the classroom are also conducted to identify the language that is spoken at home. We send notices home to parents in English as well as in the second language based on ATS students' home languages data report. Our parent coordinator continues to provide outreach to our non-English speaking parents by gathering data to determine how to meet the needs of our non-English speaking parents. Members of the staff who speak another language also provides translation services for our parents and assist in translating written information as well. We also utilize the free translation or interpretation services provided by the DOE. Our members of the SLT and members of the PTA are also involved and provide translation of materials on information being sent home as well.

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.

Based on our findings, the majority of our families are English speaking (230 . 64%); the non-English languages that are of high frequency in are Arabic (51 families, 14%), Spanish (33 families, 9%), and Chinese (30 families, 8%). The other 5% are made up of Turkish, Polish, Urdu, Bengali, Veitnamese, Albanian, and Korean. Our SLT members are aware of the demographics and the PTA members which get disseminated during PTA and SLT meetings and written correspondence to 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.

Certain documents that are translated and are available from the Department of Education will be provided to parents at all times. Written translations will continue to be sent to the Department of Education Translation and Interpretation Unit, when the time permits. I.S. 30 will utilize the services of on-site staff for documents that need to be sent out immediately. Per session monies are allocated for faculty members to translate documents that is needed immediately. In addition, money is also set aside to use DOE vendors for translation services as well. I.S. 30 will also utilize the services of our Parent Volunteers for written translations for documents that can be prepared in advance.

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

Oral interpretation services will continue to be provided by faculty. During the day, we utilize various faculty members for oral interpretation for scheduled meetings, such as EPC and other parent conferences, as a paid coverage. In addition, various faculty members are available for oral interpretation services during the day, in Arabic, Spanish, and Chinese (which are our highest population). We also have a pool of parent volunteers who are available during PTA meetings to provide oral interpretation services. We also have Parent Volunteers, from the Learning Leaders who are available to translate during the week. During our Parent Teacher Conferences, we utilize on-site staff for oral interpretation services. We have also set aside money to be used during Parent-Teacher Conferences to contract out DOE vendors who can interpret during the conferences.

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>.

I.S. 30 will fulfill Section VII of Chancellor's Regulations A-663 by utilizing the DOE Translation and Interpretation Unit, using faculty for written and/or oral translations. Copies of the Bill of Parent Rights and Responsibilities are sent home to families based on the language identified in the home language survey. In addition, copies of the translated versions of the Bill of Parent Rights and Responsibilities are available in various languages as the parent enters the building. We have posted in the main office indicating the availability of interpretation services. The school safety plan specifies procedures in ensuring that parents in need of language services can contact our office and receive information. Finally, our school website will provide information in each of the represented languages concerning the rights of parents to translation and interpretation services and informs parents on how to access such services. In addition, Donna Borgia, Parent Coordinator plays an important role in parent outreach and seeks out the assistance of our Learning Leaders who speak the language, to consistently assure parents that we do provide translation and that language barrier will never be an excuse for us to assist.

2012-13 Comprehensive Education Plan (CEP)

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Mary White Ovington IS 30	DBN: 20K030
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 49
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: This school year 2012-2013 we had to reorganize our ESL program based on the number of ELLs we had at various proficiency levels. In 2011-2012 there were enough ELLs in Beginner and Intermediate (BI) levels to separate them from the Advanced (A) level ELLs to ensure that students were provided with the best services based on their needs. This school year, we had to collapse our 6th and 8th grades Advanced classes because there were a small number of Advanced ELLs; all ELLs were placed together in one class in grades 6 and 8. The rationale for the class organization is to maximize on the opportunity for ELLs to excel in the classroom with their native English speaking peers. Our data shows that we are making some progress with our long term ELLs but they are still struggling in the content classrooms. GenEd teachers are also challenged in meeting their needs. This year we continued with the co-teaching model which will assist the ELLs when the ESL teacher provide right on-time instruction and feedback based on the current curriculum students are learning. The funds will provide supplemental services as in the co-teaching model to increase English Language Proficiency and academic achievement in the CORE academic subjects.

The co-teaching model of instruction, where the ESL teachers push in with with the ELA, Science, and/or Social Studies teachers, is ideal for our students because they are being serviced in the classroom where the GenEd curriculum is being taught and the ESL teacher is providing scaffolding for students to access the content. In the alternative instructional model where students are pulled-out of the GenEd classroom, the curriculum can become disconnected causing students to lose focus and fall behind.

The supplemental funds of Title III LEP and Title III Immigrant will be used: 1) To improve academic performance in the classroom; by providing high quality professional development for all General Education teachers who teach ELLs. 2) To actively engage parents' of ELLs with the common core curriculum and how they can assist students at home.

The funds will support the following programs:

An after school academic program for ELLs who were given an opportunity to take the Integrated Algebra regents course and thus the IA regents in June. ELLs who had high scores in Math State exams were chosen this year to take IA regents. Many students were excited about the opportunity, but they requested the extra support by the IA teacher who also speaks the language of the majority of ELLs. This program will run every Wednesday from 3:10 to 4:40. The IA teacher co-plans with Ms. Kelly who is the ESL co-ordinator and a member of the Instructional Lead Team. Ms. Kelly pushes in with the the IA teacher to provide strategies and ESL methodologies for 45 mins in the after school program. In addition, she provides strategies and ESL methodologies at the departmental meetings every other Monday of the month and/or Wednesday morning Inquiry meetings.

Part B: Direct Instruction Supplemental Program Information

Programs will begin from November 13th, 2012 and last until May-June 2013. Materials purchased for the programs will be consistent with the classroom curriculum so that students are able to make direct connections with their learning and demonstrate immediate performance in the content. All instruction will be performed mainly in English, but students will be provided with materials in their language (where applicable) to enhance their comprehension within the subject.

Part C: Professional Development

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

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

Begin description here: The funding from Title III Immigrant and Title III LEP were combined to fund Professional development. I purchased an online resource called Teachscape with Title III LEP funds which will provide high-quality research-based professional learning resources for teachers and leaders that will enable us to improve the quality of classroom instruction and school leadership for our ELLs. Teachscape provides a job-embedded, differentiated, anywhere, anytime professional development to all teachers enabling the implementation of research-based instructional practices proven to improve academic outcomes for students. All teachers who are teaching ELLs in a regular classroom will have the opportunity or has had the opportunity of receiving PD on best practices on teaching ELLs. This year, on our Instructional Lead Team (ILT), there is a teacher representative from each department. The ESL teacher will be responsible for attending workshops and turn keying best practice to the all teachers' of ELLs. In addition, ESL teachers will be modeling best practices in the classroom as they are co-teaching with the content area teachers. ESL teachers will turnkey best practices and conduct workshops during our Inquiry time, every Wednesday morning from 8:00- 8:50; or during departmental meetings to the various content departments. Workshops will be beginning in September 2012 and continuing to June 2013. Some of the topics the ESL teachers will be focused on covering are: the implementation of Universal Design of Learning; Teaching vocabulary to ELLs; How to scaffold and chunk information for ELLs to understand; Assessing ELLs; Looking at ELLs progress; and The uniformity in each content classroom when teaching ELLs. Ms. Kelly (ESL Coordinator and Instructional Lead) will be conducting the majority of the workshops. However Ms. Walker (ESL teacher) will also assist in conducting the workshops and modeling for the content teachers. Teachers will be compensated using per-session funds if they stay after school to conduct PD.

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

The rationale for implementing a program for parents' of ELLS is to increase parental involvement by demonstrating to them what academic responsibility their child is being held accountable to and how they can assist at home. So, this parent lessons program will consists of several sessions during the school year beginning in November 2012 throughout May 2013 afterschool from 6:00 pm to 7:30pm, the dates to be determined, based on teachers (presenters) availability. The program will consist of content teachers teaching the lessons they teach in the classroom to the parents and reviewing the standards all students are suppose to know and be able to do. This will provide parents with a firsthand experience of the rigorous content students are being asked to know and be able to do. Parents will get the opportunity to ask questions and review a 45 minutes lesson and to assess the academic demands being placed on their children and how they can assist. There will be translators of the languages spoken by our parents which will be provided by our staff and HS students' volunteers. Some of the topics to be covered will be: 1) What is the Common Core and how does this affect my child; 2) What is the NYSESLAT and how does this status impact my child? 3) What are the standards required in each of my child's major subject and how can I assist? 4) What does the NYS Exams entail and how can I assist my child? 5) What are the graduation/promotion requirements and how can I assist my child? These are some of the topics that will be addressed at these "Parent Lessons". IS 30 teachers will be providers of the majority of the topics, that is the content area teachers and the Guidance Counselor will be available for promotion questions. Parents will be notified in several ways, by bag-packing invitations home in various languages; by phone messenger in various languages; and via email sent in various languages; in addition, we have a sign board that runs our events of the month. In addition, our teachers will be presenting some of these topics to our parents during PTA meetings.

In addition to teaching parents we will also provide opportunities for parents to celebrate their children's work and achievements. In that light we will be hosting an attendance breakfast in January and especially mention students with outstanding attendance and acknowledge the parents of those students. We will also host a dinner for the parents in each grade to celebrate the highest performing students. This will provide an incentive for parents to be more involved with their children's school life. Provide lessons in Math, Science, Social Studies, and ELA/ESL for parents in various sessions with translators available so parents are able to understand the rigorous curriculum their children are being held accountable for and to offer studying tips and learning strategies for parents to implement on a daily basis at home.

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries		

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
(schools must account for fringe benefits) <ul style="list-style-type: none">• Per session• Per diem		
Purchased services <ul style="list-style-type: none">• High quality staff and curriculum development contracts.		
Supplies and materials <ul style="list-style-type: none">• Must be supplemental.• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		