



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PS 30

DBN: 31R030

PRINCIPAL: DENISE SPINA

EMAIL: DSPINA@SCHOOLS.NYC.GOV

SUPERINTENDENT: ERMINIA CLAUDIO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor's Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
Denise Spina	*Principal or Designee	
Lori Ortega	*UFT Chapter Leader or Designee	
Vera Miceli	*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	
Monica Didonna	Member/Parent	
Alexis Barravecchia	Member/Parent	
Nancy Ficken	Member/Parent	
Jackie Woodbury	Member/Parent	
Nicole Terranova	Member/Teacher	
Angela O'Toole	Member/Teacher	
Alan Ihne	Member/Assistant Principal	

** 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

- By June of 2013, out of 16 SWD students who received a level 1 on the New York State ELA exam in grades three and four last year, 8 (50%) students in grades 4 and 5 will increase one level on the NYS ELA exam.

Comprehensive needs assessment

- After conducting an analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the English Language Arts Assessment, except for the SWD student groups, which have underperformed all other student groups for the past four years. As a result, we have made progress for our SWD students a priority goal for the school year.

Instructional strategies/activities

Activity 1:

- Professional development will be systematically implemented on a weekly basis in conjunction with our CFN on the following topics: CCLS, Looking at and assessing student work, tuning protocols, Foundations (RSE-TASC Special Education School Improvement Specialist, Community LSO, Lori Gumanow), and Socratic inquiry (Carolyn Lang, from The Great books Foundation)

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

- Network Specialist, teachers

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

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-1 and 2-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-1 and reading to learn in grades 2-5.
- One to one data meetings with teachers

Activity 2

- Our prep schedule was created to include a departmentalized fifth grade, in order to provide expert instruction in each subject.
- We have also created 7 AIS periods for our Science cluster who is also a certified reading teacher.
- We have also built in extra periods for two teachers who are experts in direct explicit instruction to work with our Kindergarten and first grade teachers to implement direct instruction.
- Weekly meetings with direct instruction professional development providers and administration to assess progress.

Staff and other resources used to implement these strategies/activities

- Reading teacher
- Teachers who have been trained in Direct Explicit instruction by our RSE-TASC Special Education School Improvement Specialist, Community LSO, Lori Gumanow.

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

effectiveness of the strategies/activities

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-1 and 2-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-1 and reading to learn in grades 2-5.
- One to one data meetings with teachers

Activity 3

- Our Self-contained special education teachers are providing direct explicit instruction using the TGIF method
- RTI implementation plan
- Weekly meetings with RTI team to assess and implement strategies for struggling students

Staff and other resources used to implement these strategies/activities

- IEP teacher
- RTI team self-contained special education teachers

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

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have meetings with teachers and broken up by K-1 and 2-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-1 and reading to learn in grades 2-5.
- Weekly meetings with AIS providers and teachers providing direct instruction assistance to teachers.
- Weekly meetings with RTI team
- One to one data meetings with teachers

Timeline for implementation

- September 2012-June 2013

Progress will be monitored by the following:

- Grades 3-5 Ed Performance three times a year- October, February, and May
- Grades K and 1 Children's Progress Academic Assessment three times a year- October, January, and March

Strategies to increase parental involvement

- We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school
- Jewish Community Center hosts parent workshops in our school to teach parents English.
- PTA meetings include guest speakers who are experts in special education, including autism
- Parent Coordinator will train parents on how to use the ARIS parent link
- Parent Coordinator will hold Parent workshops on the CCLS
- Parent Coordinator will host a book study with parents using the book Raising Resilient Children

- The school has created and distributed a parent handbook.
- Parents are invited into the school to see their child's performance in weekly plays
- Student of the month is given to all students and parents are invited to our award ceremony
- Global Connect goes out to all parents to keep them informed of activities in the building.
- Math game day

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 Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

To help us achieve this goal we incorporate several programs and organizations to increase collaboration amongst school staff. Our Universal pre-k program supports parent involvement and helps students develop oral language abilities, early mathematics concepts, and social skills. We have received a grant from the Staten Island foundation that supports our work in shared inquiry and provides us with a staff development liaison from the Great Books Foundation throughout the year. Our partnership with Learning Leaders provides parent volunteers to provide book talks, to work with student's one on one and to work in the lunchroom. As a school with no title one and no title 3 funding we have been able to incorporate AIS, an advanced art class, a ballet class, and a Jazz band into our school to provide the students with enrichment that enables them to enjoy a well-rounded learning environment.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

- By June of 2013, out of 5 SWD students who received a level 1 on the New York State Math exam in grades three and four last year, 4 (80%) students in grades four and five will increase one level on the NYS Math exam

Comprehensive needs assessment

After conducting an analysis of student performance data on state assessments, it was determined that all student groups showed increases in performance on the Math Assessment, except for the SWD student groups, which have underperformed all other student groups for the past four years. As a result, we have made progress for our SWD students a priority goal for the school year.

Instructional strategies/activities

Activity 1

- To implement a new Math program called Envision Math that is CCLS aligned

Staff and other resources used to implement these strategies/activities

- Teachers
- Math coaches who are available all day once a week to assist teachers who are having difficulty. (Coaches have scheduled meetings with different teachers weekly to implement differentiated instruction and to work on teaching strategies)

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

- Teachers were asked to contribute their own ideas for implementation of the program based on the professional development they have received.
- Math coaches modified the program to work for our school
- Weekly meetings with Math coaches and administration.

Activity 2

- Our prep schedule was created to include a departmentalized fifth grade, in order to provide expert instruction in each subject.
- We have created 5 AIS periods for our Math coaches.
- Math clusters are utilized as coaches one day a week to work with teachers (One coach for K-2 and one coach for 3-5).
- Weekly meetings with Math coaches and administration
- Math B for K-5

Staff and other resources used to implement these strategies/activities

- Math clusters/coaches

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

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-1 and 2-5 and administration where we discuss student work and focus on the school's

goals of learning to read in K-1 and reading to learn in grades 2-5.

- One to one data meetings with teachers

Timeline for implementation

- September 2012-June 2013

Progress will be monitored by the following:

- Grades 3-5 Ed Performance three times a year- October, February, and May
- Grades K and 1 Children’s Progress Academic Assessment three times a year- October, January, and March

Strategies to increase parental involvement

- We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school
- Jewish Community Center hosts parent workshops in our school to teach parents English.
- PTA meetings include guest speakers who are experts in special education, including autism
- Parent Coordinator will train parents on how to use the ARIS parent link
- Parent Coordinator will hold Parent workshops on the CCLS
- Parent Coordinator will host a book study with parents using the book Raising Resilient Children
- The school has created and distributed a parent handbook.
- Parents are invited into the school to see their child’s performance in weekly plays
- Student of the month is given to all students and parents are invited to our award ceremony
- Global Connect goes out to all parents to keep them informed of activities in the building.
- Math game day

Budget and resources alignment

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

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Service and program coordination

To help us achieve this goal we incorporate several programs and organizations to increase collaboration amongst school staff. Our Universal pre-k program supports parent involvement and helps students develop oral language abilities, early mathematics concepts, and social skills. We have received a grant from the Staten Island foundation that supports our work in shared inquiry and provides us with a staff development liaison from the Great Books Foundation throughout the year. Our partnership with Learning Leaders provides parent volunteers to provide book talks, to work with student’s one on one and to work in the lunchroom. As a school with no title one and no title 3 funding we have been able to incorporate AIS, an advanced art class, a ballet class, and a Jazz band into our school to provide the students with enrichment that enables them to enjoy a well-rounded learning environment.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

- By June of 2013, out of 42 General Education students who received a level 2 on the New York State ELA exam in grades three and four last year , 21 (50%) students in grades four and 5 will increase one level on the NYS ELA exam

Comprehensive needs assessment

- 221 out of 263 general education students in grades 3 and 4 performed at level 3 or level 4 proficiency last year. By bringing our level two students up will increase our proficiency scores on the progress report.

Instructional strategies/activities

Activity 1:

- Professional development will be systematically implemented on a weekly basis in conjunction with our CFN on the following topics: CCLS, Looking at and assessing student work, tuning protocols, and Socratic inquiry

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

- Network Specialist, teachers

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

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-1 and 2-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-1 and reading to learn in grades 2-5.
- One to one data meetings with teachers

Activity 2

- Our prep schedule was created to include a departmentalized fifth grade, in order to provide expert instruction in each subject.
- We have also created 7 AIS periods for our Science cluster who is also a certified reading teacher.
- . Our SETTS teacher also provides AIS services throughout the week

Staff and other resources used to implement these strategies/activities

- Reading teacher
- SETTS
- Classroom teachers

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

- Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-1 and 2-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-1 and reading to learn in grades 2-5.

- One to one data meetings with teachers

Timeline for implementation

- September 2012-June 2013

Progress will be monitored by the following:

- Grades 3-5 Ed Performance three times a year- October, February, and May
- Grades K and 1 Children’s Progress Academic Assessment three times a year- October, January, and March

Strategies to increase parental involvement

- We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school
- Jewish Community Center hosts parent workshops in our school to teach parents English.
- PTA meetings include guest speakers who are experts in special education, including autism
- Parent Coordinator will train parents on how to use the ARIS parent link
- Parent Coordinator will hold Parent workshops on the CCLS
- Parent Coordinator will host a book study with parents using the book Raising Resilient Children
- The school has created and distributed a parent handbook.
- Parents are invited into the school to see their child’s performance in weekly plays
- Student of the month is given to all students and parents are invited to our award ceremony
- Global Connect goes out to all parents to keep them informed of activities in the building.
- Math game day

Budget and resources alignment

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

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

 x Tax Levy Title I Title IIA Title III x Grants Other

If other is selected describe here:

Service and program coordination

To help us achieve this goal we incorporate several programs and organizations to increase collaboration amongst school staff. Our Universal pre-k program supports parent involvement and helps students develop oral language abilities, early mathematics concepts, and social skills. We have received a grant from the Staten Island foundation that supports our work in shared inquiry and provides us with a staff development liaison from the Great Books Foundation throughout the year. Our partnership with Learning Leaders provides parent volunteers to provide book talks, to work with student’s one on one and to work in the lunchroom. As a school with no title one and no title 3 funding we have been able to incorporate AIS, an advanced art class, a ballet class, and a Jazz band into our school to provide the students with enrichment that enables them to enjoy a well-rounded learning environment.

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	Leveled Literacy Intervention, Wilson and guided reading groups help to reinforce decoding, comprehension, writing and speaking skills.	Teachers work with small groups of two to five students with similar needs. Parent Learning Leaders work with students 1:1.	Academic Intervention Services for ELA are provided during and after the school day.
Mathematics	Versa tiles are used with students to improve targeted computation deficiencies. Components of the Pearson Math program are used to focus on multi-step word problems.	Teachers work with students, who have been targeted by their classroom teachers, in small groups of three to five students.	During the school day, AIS support in mathematics is provided by math teachers. Classroom teachers work with at-risk students after the school day as part of our extended day program.
Science	Non-fiction science themed books are used during guided reading lessons to improve literacy, content vocabulary and comprehension of the science curriculum.	Hands-on Fridays and a science lab, where students work in small groups, have been set up to improve literacy, content vocabulary and comprehension of the science curriculum.	Classroom and science teachers work with at-risk students, as needed, during and after the school day.
Social Studies	Teachers enrich our Social Studies curriculum to increase student achievement for those at-risk of not meeting the standards by focusing on building vocabulary, writing and comprehension within the content area.	Teachers work with students in small groups.	Teacher's envelope Social Studies in the ELA block during the school day to help those students in need.

<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Services include peer mediation, crisis intervention, parent conferences and referrals for other services within or outside the school community.</p>	<p>Counseling/intervention sessions can be conducted in a group or 1:1 setting.</p>	<p>Throughout the school day, as need, PS 30's guidance counselor, social worker and school psychologist work with students and parents who require intervention.</p>
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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.

- All candidates complete a demonstration lesson before possible hire.
- We provide professional development to our staff and are always looking to hire and retain highly qualified teachers
- Teachers are given weekly Professional development systematically implemented in conjunction with our CFN on the following topics: CCLS, Looking at and assessing student work, tuning protocols,
- Teachers are given weekly professional development in Foundations with RSE-TASC Special Education School Improvement Specialist, Community LSO, Lori Gumanow
- Carolyn Lang, from The Great books Foundation visits eight times a year to provide professional development to teachers in Socratic Inquiry
- Teachers experienced in Socratic inquiry meet with teachers new to the program on a weekly basis to provide support.
- Math cluster teachers act as math coaches on Mondays and provide support to classroom teachers.
- New teachers are paired up with experienced teachers as mentors.

**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 Altargarcia Santana	District 31	Borough Staten Island	School Number 030
School Name P.S 30 Westerleigh			

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	830	Total Number of ELLs	29	ELLs as share of total student population (%)	3.49%
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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. Here at P.S 30 possible ELL'S (English Language learners) are identified through several steps according to DOE procedure. We adhere to all regulations in identifying, assessing and placements of our ELL's into an appropriate program. Each new student entering the system is given the Home Language Survey; which is readily available in the main office. The survey is in the primary languages other than English that are popular within the community, ie, Spanish, Arabic, Chinese and Urdu. A report titled the RLER is ran in order to determine eligibilty for both the LAB-R and the NYSESLAT. Several protocols have been established by the administration in conjunction with the ESL teacher/coordinator in order to insure that all Ell's are identified as soon as they are registered. The certified ESL teacher reviews all HLIS and conducts an informal interview with the child to determine the dominant language. Students who have qualifying HLIS forms and who, as determined through the informal interview, speaks another language other than English are given the formal initial assessment known as the LAB-R. The Lab-R is then promptly hand scored and the ESL teacher/coordinator determines eligibility into a bilingual program based on the most current cut off scores provided. Those students who speak Spanish are also given the Spanish Lab-R which is also administered by the licensed ESL teacher. The Spanish LAB-R is only adminstered to Spanish speaking students who tested below the LAB-R cut-scores. The students who score within the prescribed range are accepted as ELL's, at the beginner, intermediate or advanced level. Those students who achieve a proficient score on the LAB-R do not receive ESL services. All new students are identified through this process well within the legal timeframe of the first ten days after they are admitted into the New York City school system. The ESL teacher is available upon request to perform the following duties when needed:

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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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	12	3	3	3	3	5								29
Total	12	3	3	3	3	5	0	0	0	0	0	0	0	29

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	29	Newcomers (ELLs receiving service 0-3 years)	25	Special Education	9
SIFE	2	ELLs receiving service 4-6 years	4	Long-Term (completed 6 years)	0

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	25	2	5	4	0	4	0	0	0	29	
Total	25	2	5	4	0	4	0	0	0	29	

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American: ____	Asian: ____
Native American: ____	White (Non-Hispanic/Latino): ____
	Hispanic/Latino: ____
	Other: ____

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	7	1	2	2	2	3								17
Chinese	2	1												3
Russian														0
Bengali														0
Urdu	1													1
Arabic	2	1			1	2								6
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other			1	1										2
TOTAL	12	3	3	3	3	5	0	29						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

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

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

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

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

A. Programming and Scheduling Information

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

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

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

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

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

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

-On Our Way To English

-RIGOR (Reading Interventions Goals for Older Readers)

-Full Arts Department which include Music, Performing Arts, and Physical Education

-Visual, tactile, and kinesthetic activities to convey conceptual meaning

-Academic vocabulary and enrichment through RIGOR strategies set forth by CALLA strategies.

-Extra cooperative learning opportunities.

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

Courses Taught in Languages Other than English ⓘ

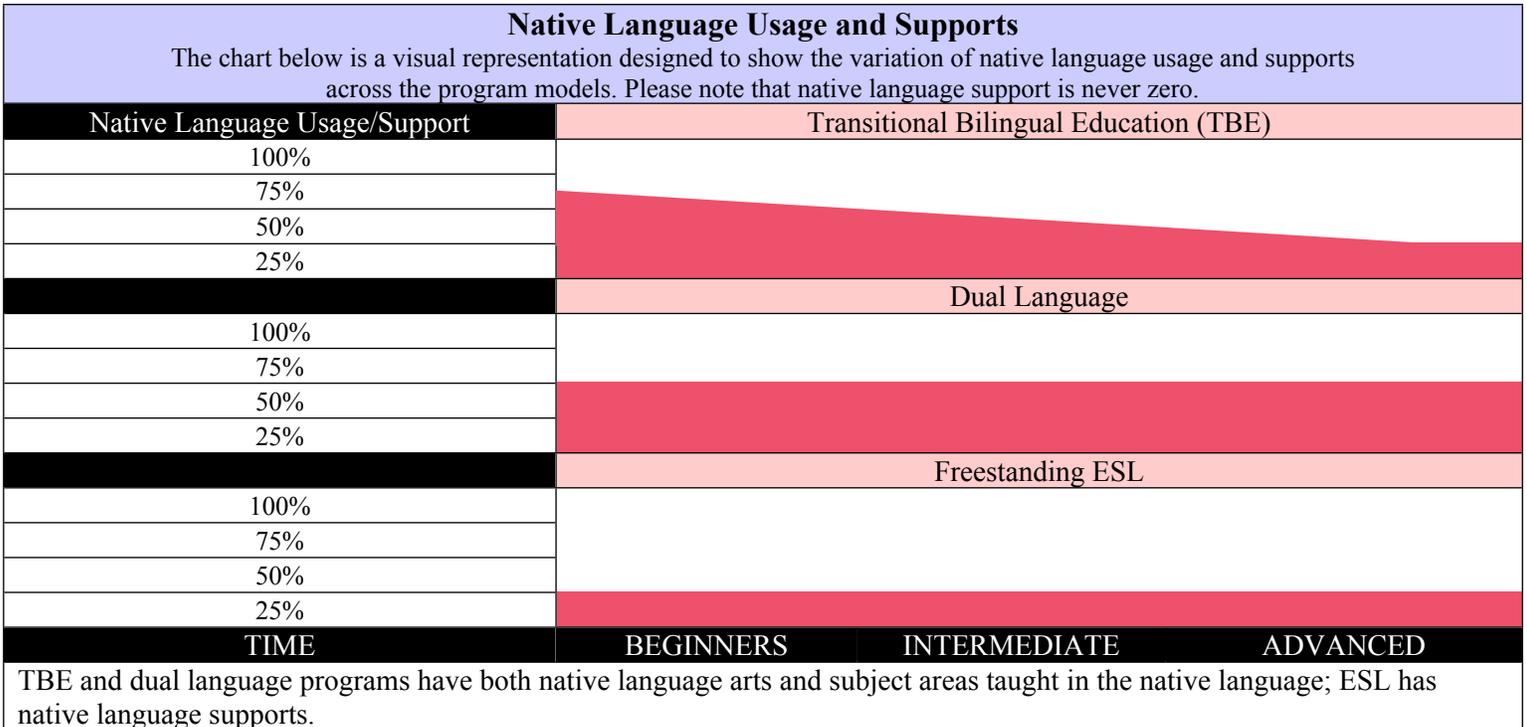
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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. For ELA, Math and other content areas, ELL's are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTS teacher participate in professional development and confer with the ESL teacher to ensure alignment between methodologies used in both classrooms to create consistency for SIFE, Special Education, and Long Term ELL's. Targeted interventions that have been implemented to better serve ELL students include, but are not limited to:

-On Our Way to English- newcomer kits (grades 3-5)

-English in Your Pocket- newcomer kits (grades k-2)

-IZONE-technology based program targeted for 4th and 5th graders and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELL's who scores are advanced, intermediate proficiency levels on the NYSESLAT.

-RIGOR is used for those students in 3rd-5th grade who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELL's with more than four years of service as well as special education ELL's are targeted for this program.

-Leveled Literacy Intervention is offered to ELL's who speak English yet struggle with academic language and literacy skills.

-At-Risk SETTS, offers differentiated instruction based on grade and ability level in Math and Reading.

The aforementioned services are delivered in English; however, native language materials are made available to the students in order to support native language arts, along with English interventions.

9. In order to support the transition into the classrooms for ESL students who have reached proficiency as per the NYSESLAT, the ELL teacher continues to monitor the former ELL's for two years offering them support as needed. If the results from the assessment and teacher reports reflect the need for additional support, every effort is made to provide ESL at-risk services or intervention by the AIS provider. Testing accommodations for ELL's are still in effect for a total of two years after students's have tested out. Testing accommodations are also available to ELL's who are in transition.

10. P.S. 30 has worked into its schedule a planning period for the ESL teacher and the classroom teacher to prepare rich ESL lessons where all components and modalities of ESL are implemented throughout the lessons to expose children to everyday English patterns.

11. At this present moment, there are no programs or services that will be discontinued for ELL's this year.

12. We ensure that all ELL's are encouraged to participate in all school wide programs by communicating with parents in their native languages. This approach provides the families with the opportunity in staying abreast of all school functions and events. Our ELL's are involved in an array of activities including student council, afterschool center sports and holiday fairs.

13. Our ELL's are supported through materials such as books on tape, Britannica's Discover English for the lower grades and chapter books for the older grades to assist with support in content areas. Shared reading which integrates language arts and social studies multimedia projectors, smart boards are technology based and supports as well as provides images to support classroom instruction. Bilingual glossaries and books in Spanish are available in classrooms, such as math workbooks.

14. Although there are no bilingual programs at the school, the administration and faculty recognizes and appreciates the value of a student's native language and culture. In order to allow our ELL's to develop and utilize their native arts skills, students are taught how to and encouraged to use bilingual dictionaries and our dual language library. Parents are also encouraged to read to their children in their native language as well as purchase books and read to their children in their native language. Writing in one's native language is accepted and encouraged when a student feels they are better able to express themselves or ideas. In addition, ELL students are encouraged to share aspects of their culture with their classmates. This provides the students with an opportunity to experience a sense of importance and

contribute to classroom discussions. The ESL teacher uses students' native cultures as a reference point when selecting topics to cover.

15. When selecting a program to target ELL's age and grade appropriate materials, they are selected in order to ensure grade level curriculum is accessed, regardless of reading level, and the student is interested and not being belittled by material that seems below or too above their age group.

16. Prior to the beginning of the school year, ELL parents are able to pre-register students. Parents then have the opportunity to meet the Parent Coordinator who can familiarize them with the school and begin inviting them to parent workshops conducted for new parents.

17. Though we do not presently offer any language electives to our students, and if the budget provided we would like to have a Spanish cluster program designed to enrich the language skills of both our Spanish speaking ELL's as well as English dominant students in the building.

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.

1. In order to meet the needs of our ELL population, it is imperative that the ESL and classroom teachers plan appropriate academic strategies. It is for this reason that professional development focus on the importance of planning long term goals for our ELL's as well as academic language development in all content areas. The data reflects a need to increase children's writing skills; therefore, this is the reason for our main focus for professional development. Our ESL coordinator will provide Professional Development to all teachers who have not completed the mandated 10 hours of ESL training needed. Once a month, Data Wednesdays Professional Development, will be provided to all teachers who have ELL's presently in their classroom. Teachers will be provided with an in depth professional development by learning various teaching strategies that will be implemented in the classrooms to help each student broaden their base of cognitive academic language, and reach their full potential. Some of these techniques are, but not limited to:

-Sheltered English, scaffolding, cooperative learning, grouping, and project models. The special education teachers underwent and will continue to receive professionally development in new programs for struggling readers that has been purchased to supplement their normal classroom programs. In addition, the Literacy Coach will facilitate ongoing professional development during the school year on a weekly basis for classroom teachers. During Data Wednesdays, the ESL coordinator will work alongside the Literacy coach to implement ESL strategies into professional development trainings that are provided. To that end, the ELL teacher works collaboratively with the classroom teacher to further develop language skills and modalities employing the CALLA (Cognitive Academic Language Learning Approach) method as well. The literacy coach, who has extensive training in the aforementioned ESL strategies is available to arrange demonstration lessons, on-site professional development sessions with the classroom teacher throughout the year. In addition, we have launched a school wide effort to address the listening and speaking portions of the Common Core Standards. As the relationship between oral language skills and literacy is strong, we recognize the importance of bolstering the oral language proficiency and listening comprehension of all our students in order to boost their academic based vocabulary as well as their reading comprehension skills. Lastly, the ESL teacher will be turning keying information about the most current methods of teaching ELL's and aligning instruction with the new Common Core Curriculum.

2. Fifth grade teachers work to prepare all students, including ELL's for the middle school settings, and are supported in their endeavors by attending professional development that targets middle school standards and curriculum. This allows the teachers to prepare units and lessons that match the new level of academic rigor that will be required of the students in middle school. The school's guidance has several workshops throughout the year for parents and students inviting them to learn about applying for middle schools and the middle school process. For ELL's in particular, fifth grade teachers are trained in using strategies that increase academic language since this becomes increasingly important as they enter middle school. Also, fifth grade teachers are well informed of the various programs available in the middle schools.

3. The ESL teacher/coordinator will be providing the 7.5 hours of mandated ELL training to the special education teachers as per the Jose P Legislation during the school year. Training will include sensitivity training, a basic approach to appropriately handling children and their families of various cultures, as well as ESL methodologies that are applicable to the classroom environment. TPR, collaborative learning, oral language development and listening activities, and scaffolding the material in order to create a curriculum that is more accessible to ELL's. This in turn builds their academic vocabulary.

E. Parental Involvement

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

1. P.S 30 serves a community with a rich tradition of school involvement. The P.S 30 PTA is vibrant and the parents are involved in planning several events and fundraisers to enhance the quality of the student's educational and social experience to create a unique and special school environment for their children. All parents, including the parents of our ELL's are encouraged to be actively involved. Family events sponsored by the PTA occur regularly throughout the school year. The parent coordinator is always available at these events. DOE issued posters are displayed informing parents of their rights to translated materials. Letters and flyers are sent home and translated into the parent's native language regularly. In addition to the initial parent orientation, there are ELL Parent Nights throughout the year to provide parents with information about the school programs, testing, resources and ways to help their children succeed in school.

2. For the past 4 years, the parent coordinator has organized a program where parents can volunteer in the school and learn strategies to help them enrich the lives of their children. Learning Leaders is an agency that provides training to parents on how to tutor the children and formalize the process. The parent volunteers in the Learning Leaders program have been working with the ELL students since the inception of the program and have this has help to increase the confidence of the ELL's and has offered them supplemental one to one instruction on reading and mathematics. We have had ELL parents involved in this program, as well as in the PTA. The ESL coordinator in collaboration with the parent coordinator are planning the following workshops and events for the ELL parents and/or the modification of school workshops for all parents:

- Literacy workshops for bilingual parents (conducted by the literacy coach)
- Translators for Internet safety meetings, bullying workshops, and social networking
- 5th grade parent workshop highlighting the bilingual programs available in middle school

3. The needs of the parents are continually evaluated through feedback given to the teachers, concerns are then raised at monthly PTA meetings and needs assessment surveys are conducted by the parent coordinator. During regular communications with the ESL teacher the parents often raise concerns and every effort is made to address any of their issues. Families that are newly arrived to the country may require support in establishing their basic needs such as health insurance and the need to learn about how the schools operate in the United States. Our staff works diligently to assist these families with various issues in order to create an overall safe and comfortable home for the child. Adult ESL classes are an example of a survey that was circulated to the ELL parent body. Parents expressed a need for adult ESL classes, it was created and it is conducted twice a week throughout the school year at convenient times for parents. The Parent Coordinator and the ESL teacher work collaboratively to disseminate information to ELL parents about school happenings, academic matters, community issues as well as Department of Education procedures and protocols.

4. Parent activities on how they can be better supported by the school are planned according to their feedback. Additionally, any matter surrounding any topic the faculty or administration deem pertinent for parents to know in order for the students to be academically successful is addressed and a plan of action is developed.

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

NYSESLAT Modality Analysis

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

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

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

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

6. Describe how you evaluate the success of your programs for ELLs.

1. Several formal and informal assessments are used to evaluate the literacy skills of student's in grades K-5. TCWRP or Teachers College Writing and Reading Program assessment is administered monthly in order to assess student's progress in literacy. Our ELL students in grades 3-5 have higher mathematics scores than ELA scores, as seen across the grades as there are more students scoring at a level 3 in mathematics than in ELA. This evidence supports the notion that our ELL's in the higher grades need to greatly improve their literacy skills, and as a school community of learners must continue to analyze data in order to identify and target their weaknesses. The ESL coordinator along with the classroom teachers will be desegregating data that emerges from predictive assessments, in order to achieve this goal. These assessments, paired with teacher observations provide insight about students understanding of basic literacy concepts and stages of literacy development. For Early childhood assessment we have begun using CPAA (Children's Progress Academic Assessment). CPAA ia a computer based early childhood assessment where questions are adjusted automatically to offer an appropriate level for challenge for the students. Student performance is compared to specific learning objectives where incorrect responses are follwed by verbal and or visual scaffolding. A spanish version is also in place for students whose native language is Spanish. CPAA reports are available right away and has been viewed by both the ESL teacher and the classroom teacher to drive instruction. From the most recent data disaggregated, both the ESL teacher and classroom teachers was able to use the data to group students properly and differentiate instruction.

2. There is great evidence that the ELL's are gaining English proficiency as they continue to move up in grades and the number of beginners progressively decreases and conversely the advance student's levels increases. This is also evident in the NYSESLAT data, as there are 5 beginners in 1st grade and only 1 return ELL in 5th grade. Most intermediate students are in the 2nd and 3rd grade, further supporting the notion that students who begin ESL in Kindergarten and 1st grade which normally do gain proficiency yearly. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact a larger percentage of our students across grades score proficient in listening and speaking. As it takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication).

3. Patterns across the NYSESLAT modalities are used to tailor instruction to meet students' needs. This information is shared with classroom teachers, special education teachers and related service providers as to perform (say this with more clarity) instruction in all content area and special education classes as well as extended day, and after school programs. The data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice. More importantly, the ESL teacher along with the classroom teacher analyzes the information yielded from the NYSESLAT and is used in order to pinpoint specific English language strengths and weaknesses the ELL's may have. When planning to differentiate instruction for these students, desegregated NYSESLAT results assist teachers in deciding which skills the individual ELL's most need to work and individual activities are planned accordingly. For instance, if NYSESLAT scores for a child are much weaker in the area of reading in writing rather than speaking and listening, supplemental literacy will be planned for that particular student. If a child has not achieved profriency on the listening and speaking portion of the NYSESLAT, then the ESL and classroom teacher provide supplemental opportunities for that student to practice English speaking and listening, and they may need instruction and social??, Basic English communication skills.

4. The results of the analysis of the different NYSESLAT modalities reflect the strongest aspect of the students' English language skills are the listening and speaking strands of the exam, while the ELL students tend to struggle mostly with writing and reading. This is a trend that is consistent across the grades, and evidence by the fact that school wide are approximately 70% ELL students scored at the beginning or intermediate level on the reading and writing strands of the NYSESAT, while nearly 100% of them are either proficient or advanced on the reading and writing strands on the NYSESAT, consenquently literacy is an aspect of all ELL education that both the ELL and classroom teachers are planning to bolster during the 2011-2012 school year. Supplemental literacy instruction will be necessary for the

ELL's. This also reflects the need to focus on academic vocabulary, as our ELL's are learning social English skills, yet have more difficulty with literacy and academic base language. These patterns across the modalities affect instructional decision making. ESL instruction targets reading and writing skills at all grade levels. A large portion of class time is devoted to literacy development through activities such as word study. Also, heterogeneous grouping is employed to utilize overall class strengths. Students who are weak in one modality are paired with others who are stronger in that modality. Reading and writing instruction is paired with the social studies and science curriculum to integrate and reinforce reading and writing skills development across subject. In addition, ESL in main stream classroom teachers meet to collaborate on instruction of specifics and to discuss individual students needs. During extended day and afterschool program, students receive guided reading instruction. With these various techniques we assure that students receive reading and writing support throughout the school.

B/C. The ELL periodic assessments will be used to create specific goals for the ELL's; as a result these assessments reveal individual strengths and weaknesses in all four language strands. The results of the ELL periodic assessments will be used as a powerful tool for the ELL and classroom teacher to differentiate instruction, and to set individualistic and group goals for activities such as guided reading and mini-lessons. We have not yet been able to review the first set of results, because the assessment was only administered a few weeks ago; however, we will update this portion of the LAP once the data inquiry team as well as the ESL teacher review and analyze these results. The interim assessments have shown that students do not rapidly progress from one level to the next in reading and writing across all grade levels. In the third and fourth grades there is a dramatic increase in reading level advancements. This trend is consistent with that of the general education student population. In order to affectively address this trend, the school has incorporated additional reading and writing into the curriculum and will be monitoring closely. This will be delivered in both the ELL classroom and mirrored and extended in ESL pullout classes and afterschool programs. In order to support ELLs, several techniques are employed to use student's native language to support English language instruction. Native languages are used in peer groups and by teachers to provide support in clarification when needed. Bilingual materials, including books are used in the classrooms.

5. Success of our programs for supporting ELLs will be determined through both informal and formal assessments. The ability of students to understand lessons, participate in class and complete assignments will be evaluated through teachers and adults and analysis of student portfolios. Student's performance on interim assessments as well as state test will continue to be exam to evaluate the affectless of school and support programs.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: P.S 30 Westerleigh

School DBN: 31R030

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Denise N Spina	Principal		1/1/01
Alan Ihne	Assistant Principal		1/1/01
Kathie Stephanski	Parent Coordinator		1/1/01

School Name: P.S 30 Westerleigh

School DBN: 31R030

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Kisha Ramsey	ESL Teacher		1/1/01
	Parent		1/1/01
Joanne Rosiello	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
Wanda Torres	Coach		1/1/01
	Coach		1/1/01
Jennifer Reich	Guidance Counselor		1/1/01
Altaagrcia Santana	Network Leader		1/1/01
Karen Corbo	Other <u>Speech provider</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 410

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

Part A: Needs Assessment Findings

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

P.S 30 will be sure to continue the following practices that have been successfully improved ELL parent and school staff communication by:

- a. Submitting documents within two weeks time of desired distribution to the interpretation and translation unit.
- b. Utilizing school staff members who are proficient in the home language of the students to provide translations when it is not feasible for the interpretation unit to complete the translation on time.
- c. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school wide meetings between staff and parents.
- d. School will run the RBOP report

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

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

association meetings.

Part B: Strategies and Activities

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

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

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

Oral interpretation services are provided through the following means:

- a. Staff members who speak two major home languages of the school community (English, Arabic) are on call during the school hours in order to address the needs of families who are unable to understand and/or speak English fluently. Should there be a need for translation in a language that is not spoken by any staff member, a telephone conference with the Translation unit will be arranged.
- b. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meetings between staff and parents.

In the event that information needs to be disseminated to parents in less than two days time, and interpreting documents is not possible, the information should be orally translated to the parent, either during a telephone or live conference call. The ELL teacher/program coordinator will be available to assist staff members in arranging these meetings.

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

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