



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: PUBLIC SCHOOL 30X

DBN 07X030

PRINCIPAL: DEBRA MICHAUX

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SUPERINTENDENT: YOLANDA TORRES

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Debra Michaux	*Principal or Designee	
Carlos Lopez	*UFT Chapter Leader or Designee	
Zaida Ortiz	*PA/PTA President or Designated Co-President	
Lizzette Muniz	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Tanya Jones	CBO Representative, if applicable	
Valentina Pena	Member/Staff	
Jacqueline Smith	Member/Staff	
Dina Arguinizoni	Member/Staff	
Vianneca Soto	Member/Parent	
Diana Martinez	Member/Parent	
Debra Moreno	Member/Parent	
Lourdes Martinez	Member/Parent	
Diana Rosario	Member/Parent	

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

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

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

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

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

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

By June 2013, students will demonstrate progress towards achieving state standards as measured by a 5% increase in students making positive gains of more than one year's growth against the previous year's state assessment as measured by the NYS ELA and Math exams.

Comprehensive needs assessment

After conducting a three-year trend analysis of student performance data on state assessments and school wide TC Reading Running Records, it was determined that there are specific skills in literacy where students are performing below the benchmark. NY State Math Exam results and school wide math assessment folders indicated a need to address the lack of aligned lessons in EDM to support the CCLS. Teachers will plan lessons to address these skills, as well as analyze the resulting student work. The results will be measured by a 5% increase of students performing on level 2 and level 3 in grades 4 and 5.

Instructional strategies/activities

Strategies/Activities:

- *Teacher Teams (facilitated by grade leaders) meet weekly during professional development period on Thursdays.*
 - *Teams maintain a team-meeting binder (which will include agenda, attendance and next steps).*
 - *A trained coach assists teachers to effectively facilitate these meetings to maintain a no judgment task oriented environment.*
 - *Teachers use common core learning standards and create skill-based lessons to support students during small group instruction.*
 - *Team members select and examine student work that reflects high achieving and below standard students in English Language Arts and Math.*
 - *Teacher teams will follow a protocol to examine student work, identify gaps in learning, and analyze current CCLS to determine the skills in which students are not achieving proficiency.*
 - *Assessment binders are used to assist teachers to organize data for students performing in the lowest third, meeting proficiency and exceeding proficiency to inform instruction.*
- *Teacher will participate in lab-sites facilitated by the TCRWP staff developers and attend calendar days to support targeted skills.*
- *Teachers will work closely with the AUSSIE Consultant to develop math units incorporating the Core Curriculum Aligned Guideline.*
- *Classroom teachers will apply full implementation of the NYCDOE Guidance and maps to re-align the Everyday Mathematics programs to the CCLS, and prioritize math strands and priorities by grade.*
- *Teachers will design instructional tasks within Units of Study across content areas that align the CCLS, push students' thinking to higher cognitive levels and create more rigor.*
- *Teachers will collaborate with the AUSSIE Consultant to augment supplementary lessons using the math CCLS.*
- *Teachers will continue to implement math Exemplars during their math instruction.*
- *Teachers in grades 3 and 4 received professional development in ST Math to develop math proficiency through self-paced, language-independent, mastery based objectives.*
- *Teacher Effectiveness*
 - *Teachers will engage in 6-8 informal classroom observations using the Charlotte Danielson Framework for Teaching.*
 - *Administrators will provide meaningful feedback that articulates clear expectations for teacher practice and supports to move forward.*
 - *A TEP team will be developed and hold on-going meetings to analyze the work being done around the Danielson rubric, identify trends, support teachers' needs and create next steps to shape practice and improve student learning.*
 - *Mid Year Conversations will be conducted to identify specific areas of teachers' strengths and areas in need of improvement; and create next steps and goals to move the instructional practice during the second-half of the school year.*

- *The TEP Team will identify key areas of need within the Danielson Competencies based on trends and design differentiated support and professional development for teachers.*

Key Personnel/Resources:

- *Assistant Principals, Literacy Coaches, Parent Coordinator, Rtl Team Members, Teacher Inquiry Teams.*
- *TEP Talent Coach, Math and Science Aussie Consultants*
- *Teacher's College Reading and Writing Project Staff Developers will facilitate lab-sites and support teachers during Writer's Workshop.*
- *Network 401's Literacy Achievement Coach will conduct lab-site visits and debrief with coaches and teachers implementing Writer's Workshop.*
- *Teachers College(TC) Units of Study in Writing, TC Writing Continuums and Rubrics, and CCLS*

Implementation Timeline:

By January 2013 Math and Literacy skills will be identified by teacher teams. By March 2013, lesson plans in both Literacy and Math will be customized and executed by teachers. By June 2013 students' work will be collected and analyzed. Teacher teams will submit a summary of their findings after each of their Common Core Aligned focused Units of Study; and use the resulting data/analysis to make instructional decisions during curriculum planning for September 2013

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- *Teachers in grades Pre K-5 will provide parents with Literacy and Math skill-specific educational materials in order to support their child's learning at home.*
- *The Literacy Coaches in conjunction with the assistant principal will provide parents with information regarding the ELA and Math State Tests.*
- *The AUSSIE Consultants will provide monthly Math workshops to support identified math skills using the Exemplar process.*
- *Parent Coordinator will host workshops designed to improve their child's reading comprehension and word study skills.*
- *All workshop materials used will be translated and interpretation support will be provided in the dominant language spoken by parents in the school.*
- *The parent coordinator along with teachers will attend regularly scheduled parent meetings to share information and respond to parent inquiries. Parents will be trained by the parent coordinator to use ARIS Parent Link to access their child's data.*

Budget and resources alignment

- Indicate your school's Title I status: X 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:

As a Title School wide Program school Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SSIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below

Programs and collaborations that will help implement these activities are:

- Supervisor per session
- Professional instructional materials to support
- Curriculum development during the regular school day.

- Title I and Title III funds will be used to purchase consumable instructional materials for use during extended day programs.
- Teacher per session (1 day per week) for after school programs and differentiated professional development.
- The Awards Reading program
- Imagine Learning
- MyOn Reading

Service and program coordination

- All LEP students will participate in the Arts connection Program. The program will be offered to students in 3rd through 5th grades, with professional development for teachers of LEP students and the ESL teachers.
- All students in grades 3, 4 and 5, including LEP and SWD students will be invited to the Monday Academy which offers first language support, academic vocabulary instruction and comprehensive data on students' programs. The individualized instruction provides resources for LEP students to make measurable gains.
- Teachers in grades K-3 with SWD and LEP students were given the opportunity to participate in the S.T.E.P.s program, which improves social and emotional development.

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 2013, all grade PreK-5 teachers will plan and implement four common Core Units of Study. Students will experience two in math and two aligned to the literacy standards in ELA, social studies and/or science.

Comprehensive needs assessment

- *Exposure to four common core-aligned units will begin to prepare students for the full Common Core Assessments slated for the 2012-2015 School Year. In 2014-15, NYS is planning to adopt new PARCC assessments (Partnership for the Assessment of Readiness for College and Careers), designed to measure student learning according to the Common Core.*
- *This goal is based upon the NYC DOE Citywide Instructional Expectations for 2012-2013.*
- *Exposure to four common core-aligned units will begin to prepare students for the full Common Core Assessments slated for the 2012-2015 School Year. In 2014-15, NYS is planning to adopt new PARCC assessments (Partnership for the Assessment of Readiness for College and Careers), designed to measure student learning according to the Common Core.*
- *This goal is based upon the NYC DOE Citywide Instructional Expectations for 2012-2013.*
- *Through the analysis of student performance data, the use of the Common Core Standards would benefit students' engagement through the implementation of project-based learning. The performance tasks would then strive to reinforce literacy across the curriculum focusing on our English Language Learners and Students with Special Needs population.*

Instructional strategies/activities

Strategies/Activities:

- Students will be taught to think and read critically, communicate strongly both orally and in writing, and solve complex problems. Students will be taught to emphasize writing effectively when analyzing texts; and in math, will focus on applying mathematical thinking and solving problems.
- Strategically implement the work in ways most likely to shift teaching practice and enhance individual students' learning.
- Implementation of the Teachers College Reading Writing Program (TCRWP), on-going in-house PD from TC consultants, and outside PD from TC on focused areas correlated to the CCLS.
- Classroom teachers will apply full implementation of the NYCDOE Guidance and maps to re-align the Everyday Mathematics programs to the CCLS, and prioritize math strands and priorities by grade.
- Grade and Teacher Teams will focus development of literacy tasks that ask students to read and analyze informational texts and write argument-based essays in response to those texts. Evidence will also be included to support arguments and to counter opposing arguments within the argument-based essays.
- Grade and Teacher Teams will focus development of mathematical tasks that ask students to apply mathematical thinking, problem solve, display strategies and explain their thinking and reasoning.
- Student work for each C.C.-aligned unit will be constructed and accessed via a rubric that is generated for the specific task for each respective grade.
- Institute the Workshop model design for reading, writing, math and the content areas.
- Implementation of TC Common Core-aligned units and NYCDOE math CC-aligned units posted via the Common Core Library.
- Utilize resources and tools accessed from ARIS and EngageNY to support the work of the Grade and Teacher Teams.
- As per the NYCDOE Expectations, lesson construction will include the addition of a speaking/listening and a language standard.

- Classroom teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEP's, English Language Learners, and students with varying reading levels.
- Classroom teachers will engage in professional development around the selected mathematical instructional unit and performance task to address the needs of students with IEP's, English Language Learners, and students with varying problem solving skills.
- Professional development topics will include Depth of Knowledge, Questioning Techniques, Universal Design for Learning, Differentiation, Problem Solving Strategies and application of Exemplars.
- Supervisors, coaches and AUSSIE consultant will provide individualized support to teachers in the form of observation, intervisitations, modeling, conferencing and planning based upon teacher goals and observable need.
- Supervisors will conduct ongoing, frequent classroom visits and observations and provide concrete, actionable feedback. Effective feedback to teachers will be specific and evidenced based, selective, actionable and timely.
- Teachers, Coaches and Supervisors will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions.

Decision Making of Academic Assessments

- Teachers will meet in Grade Level and Teacher Teams in frequent cycles to develop lessons, and formative assessment tasks aligned to the selected Common Core Learning Standards. Teams will analyze student work to determine trends to address as instructional next steps.

Key Personnel/Resources

- *Assistant Principals, Literacy Coaches, Parent Coordinator, Rtl Team Members, Teacher Inquiry Teams.*
- *Teacher's College Reading and Writing Project Staff Developers will facilitate lab-sites and support teachers during Writer's Workshop.*
- *Network 401's Literacy Achievement Coach will conduct lab-site visits and debrief with coaches and teachers implementing Writer's Workshop.*
- *Teachers College(TC) Units of Study in Writing, TC Writing Continuums and Rubrics, and CCLS*

Implementation Timeline

Grades Pre-K to 5 will complete one ELA-based and one Math-based CC-Aligned unit during the winter 2012 and one ELA-based and one Math-based CC-Aligned unit during the spring 2013.

Strategies to increase parental involvement

- *P.S. 30 will host a Family Math Night event to engage families in mathematics activities and assessments associated with the Standards for Mathematical Practices. The school will provide parents with materials and activities to use at home to support what is being taught in math classes at school.*
- *P.S. 30 will provide workshops for parents of ELL's and SWD's, highlighting activities that families can do to support what is being taught in the school.*
- *Provide parent training in utilizing ARIS to extract pertinent information regarding their child's performance.*
- *Engaging parents in discussions and decisions regarding the required Title I set aside funds.*
- *Ensuring that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the Parent Involvement Policy.*
- *Designating a space for parents to convene and attend workshops.*
- *Translating all critical documents and provide interpretation during meetings and events as needed.*
- *Maintaining a Parent Coordinator to serve as a liaison between the school and families. The parent coordinator will provide 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.*
- *Encouraging meaningful parent participation on School Leadership Teams and the Parents Association.*

Budget and resources alignment

- Indicate your school's Title I status: X 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.
X Tax Levy X Title I X Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

As a Title School wide Program school Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SSIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below Programs and collaborations that will help implement these activities are:

- Supervisor per session
- AUSSIE Math and Science staff developers
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session (1 day per week) for after school programs and differentiated professional development.

Service and program coordination

- All LEP students will participate in the Arts connection Program. The program will be offered to students in 3rd through 5th grades, with professional development for teachers of LEP students and the ESL teachers.
- All students in grades 3, 4 and 5, including LEP and SWD students will be invited to the Monday Academy which offers first language support, academic vocabulary instruction and comprehensive data on students' programs. The individualized instruction provides resources for LEP students to make measurable gains.
- Teachers in grades K-3 with SWD and LEP students were given the opportunity to participate in the S.T.E.P.s program, which improves social and emotional development.

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 2013, teachers will further develop their pedagogy by working collaboratively through teacher inquiry teams to analyze student writing, identify and address learning gaps and plan instruction as evidenced by the creation of rubrics, assessments aligned to CCLS to monitor students' progress in support of Units of Study in Writing.

Comprehensive needs assessment

After analyzing students' 2012 ELA performance tasks and September 2012's baseline writing, we noticed common trends amongst our writers. The data indicated insufficient volume of writing, misuse of grammar and mechanics. Teachers will receive Danielson Framework professional development, in the area of Domain 1e (Designing Coherent Instruction) to plan lessons that address the skills students need. This will be reflected in teachers' lesson plans, classroom charts, and students' writing portfolios. In addition, students will show improvement on their State ELA based assessments (ELA, NYSESLAT, and Science).

Instructional strategies/activities

Strategies/activities

- *Teacher inquiry teams (facilitated by grade leaders) will meet 2-3 times a week during the professional development period on Thursdays and grade meeting periods. Teams will maintain a team-meeting binder (which will include agenda, attendance and next steps). A trained coach works with teachers to effectively facilitate these meetings to maintain a no-judgment task-oriented environment. Teachers use the Teacher's College Writing Continuum, CCLS, and the Performance Task Summary Sheet to design coherent lessons to support differentiated instruction with priority given to LEP and SWD sub-groups.*
- *Teachers will deepen their understanding of Danielson's Framework for Teaching and begin to develop a clear definition of effective teaching aligned to the rubric by attending network, citywide and in-house professional development.*
- *Teachers will participate in Teachers College professional development that highlights exemplar texts, shared writing experience, vocabulary acquisition, non-fiction research projects, and elaboration.*
- *Teachers will plan lessons to develop students' misuse of grammar and writing mechanics, i.e., letter formation, punctuation marks, etc.*
- *Teachers will assist students to produce coherent and elaborate writing pieces aligned with the CCLS.*
- *Teachers will maintain students' Published Writing Portfolios reflective of Units of Study.*
- *Teachers will support students in maintaining Writing Folders and Writer's Notebooks.*
- *Coaches will implement the Leveled Literacy Intervention Program as a tool to address Rtl.*
- *Teachers create clear feedback for students including a grow and glow for students to focus on their own writing work.*
- *Teacher teams will structure their analysis of student work around the application of protocols.*
- *Teacher teams will look at work assembled into artifact packets (student writing, feedback, task, rubrics, checklists, etc.) to make implications and create next steps.*

Key Personnel/Resources

- *Assistant Principals, Literacy Coaches, Parent Coordinator, Rtl Team Members, Teacher Inquiry Teams.*
- *TEP Talent Coach*
- *Teacher's College Reading and Writing Project Staff Developers will facilitate lab-sites and support teachers during Writer's Workshop.*

- Network 401's Literacy Achievement Coach will conduct lab-site visits and debrief with coaches and teachers implementing Writer's Workshop.
- Teachers College(TC) Units of Study in Writing, TC Writing Continuums and Rubrics, and CCLS

Decision Making of Academic Assessments

- *Teacher Inquiry Teams*
 - *Assessment Binders*
 - *Performance Tasks*
 - *TC Writing On-Demand*
 - *Writing Conference Notebooks*
 - *TC Continuums, Rubrics, and Checklists*
 - *Danielson's Framework-3d Using Assessment in Instruction*
 - *Artifact Packets*
 - *Feedback*
 - *Charts, organizers and additional supportive instructional tools*

Implementation Timeline

- *In September, Teacher Inquiry Teams will become familiar with the Teacher's College Writing Continuum and Rubrics to monitor students' progress.*
- *At the end of each Writing Unit, teachers will collect students' writing to make observations in their Published Writing Portfolios.*
- *Teachers will use the Writing On-Demand before each unit to customize their lesson plans. They will use the end of the unit Writing On-Demand to plan for small group instruction.*
- *Performance Tasks will be administered twice a year to make instructional decisions.*
- *By June 2013 teachers will use the resulting writing data to create curriculum maps for September 2013.*
- *By June 2013 teachers will self-reflect on their practices using Danielson's Framework Domain 4e to plan for future professional development.*
- *By September 2013 teachers will be able to perform a data analysis on the state assessments to inform instruction.*

Strategies to increase parental involvement

- *Parents will receive a letter with a Sight Word list to support their child's writing.*
- *The Parent Coordinator will invite parents by to attend ongoing workshops to improve their child's writing and word study skills.*
- *The Parent Coordinator along with teachers will plan and invite parents to:*
 - *Writers' Celebrations*
 - *Events that promote writing*
 - *Participate in creative writing projects (Young American Poetry Digest)*
- *Parents will be trained by the parent coordinator to use ARIS Parent Link to access their child's data.*

Budget and resources alignment

- Indicate your school's Title I status: X 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.

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

If other is selected describe here:

As a Title School wide Program school Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SSIIG Funds and human resources to implement this action plan from Sept. 2012-June 2013 as indicated below

Programs and collaborations that will help implement these activities are:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Title I and Title III funds will be used to purchase consumable instructional materials for use during extended day programs.
- Teacher per session (1 day per week) for after school programs and differentiated professional development.

Service and program coordination

- All LEP students will participate in the Arts Connection Program. The program will be offered to students in 3rd through 5th grades, with professional development for teachers of LEP students and the ESL teachers.
- All students in grades 3, 4 and 5, including LEP and SWD students will be invited to the Monday Academy which offers first language support, academic vocabulary instruction and comprehensive data on students' programs. The individualized instruction provides resources for LEP students to make measurable gains.
- The Award Reading Program
- MyOn Reading Program

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

By June 2013, the percentage of parents who state they are very satisfied with the opportunities to be involved in their child's education will increase 5% as measured by the Learning Environment Survey.

Comprehensive needs assessment

- *After analyzing the Learning Environment data for the past three schools years and the sign in sheets for parent monthly meetings and events, it was evident that there was a decrease in the return of Learning Environment surveys and parent participation in the school.*
- *Parents showing trends of good participation or improved participation will be rewarded throughout the year with Family trips, Family Luncheon, special ceremonies and/or assemblies where the parents will be invited with their child to participate and be acknowledged.*
- *Parents will also complete a "Talent & Skills" survey to highlight vocational skills/experience they would like to share in student or parents workshops, i.e., a chef teaching a cook-shop lesson or a parent in Law Enforcement teaching a parent workshop on Safety.*

Instructional strategies/activities

Strategies/Activities

- *Individual parents whose year-to-date parent participation is between 85-95% will be identified by the Principal and the Parent Coordinator.*
- *Display boards will exhibit parents' pictures to identify that they have achieved 90-95% participation.*
- *Individual parent and class awards for excellent parent participation will be acknowledged at the end of the year award ceremony.*
- *Conduct Open House in September to discuss grade level expectation and curriculum requirements aligned to CCLS.*
- *Distribute monthly calendars detailing important events to parent in English and Spanish.*
- *Monthly PTA meetings where parents complete a needs assessments survey to identify ways to improve parent involvement.*
- *Work collaboratively with Eastside Settlement House and the United Way, Learning Leaders Program.*
- *Conduct monthly parent workshops on ELA and Math strategies assessments, homework help, ARIS etc.*
- *Participate in "Dads Bring Your Child To School Day".*
- *Parent Coordinator will facilitate ARIS Access Week to allow parents to view and understand their child's data.*
- *Parent Coordinator will provide parents access to the school's library and its resources.*
- *Invite parents to attend special assembly program during the year (The PS 30's Dance Academy, Glee Club, Arts Connection, Boys Basket Ball Team, Hispanic Heritage & Black History Assemblies, Chinese New Year Festivity, Science Fair, Winter & Spring Concerts).*
- *Host activities that promote Family engagement (i.e. Family Day, Arts Night, Math Night and Family Game Night).*
- *Invite parents to participate in Cook Shop, Arts Connection & Town Hall parent meetings.*
- *Analyze parent workshop sign-in sheets monthly to identify attendance trends.*

Key Personnel/Resources

- *Use phone master and WakeUp! NYC to deliver messages regarding upcoming parent activities.*
- *Parent Coordinator will work with families, parent volunteers, and teachers on creating activities and events to promote an increase in parental involvement.*
- *Letters, flyers and calendars will be sent home to inform parents of activities and events.*
- *AIDP Coordinator along with assistant principal will monitor parent participation.*

Implementation Timeline

- *Mid/end-year celebrations for parents who have attained 97-100% participation will be recognize and celebrated monthly.*
- *The parent coordinator oversees the activities and events throughout the year.*
- *Classes with the highest parental involvement for each month will receive incentives.*

Strategies to increase parental involvement

- Parents will be given a needs assessment survey.
- Based on needs assessment surveys school will provide workshops.

Budget and resources alignment

- Indicate your school's Title I status: X 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 X Title I X Title IIA X Title III _____ Grants _____ Other

If other is selected describe here:

Programs and collaborations that will help implement these activities are:

- Supervisor per session (2 days per week)
- Professional instructional materials to support curriculum development during the regular school day.
- Title I and Title III funds will be used to purchase Consumable instructional materials for use during extended day programs.
- Teacher per session (1 day per week) for after school programs and differentiated professional development.

Service and program coordination

Programs and collaborations that will help implement these activities are:

- Cook Shop Food Bank
- Eastside Settlement House
- Arts Connection
- Town Hall
- United Way
- PBIS
- All Parents are invited to attend the Learning Leaders workshops to become volunteers at the school.
- All Parents are invited to attend workshops facilitated by the S.T.E.P.s program, which helps parents improve the social and emotional development of their child.

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	<p>Title I & Title III Academy will begin on December 2012 through April 2013. The program will meet Mondays from 2:35pm - 5:00pm. Eight (8) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans developed for target students. PS 30 will have six classes of ELLs, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels. Instructional materials include leveled books (nonfiction), the reading and writing workshop model will be used to address, vocabulary materials including magnetic letters, wipe off boards, word cards and other support materials. Students will develop fluency and comprehension through the</p>	<p>Small group, guided reading groups and one to one.</p>	<p>Every Monday during the after school program.</p> <p>Tuesdays and Wednesdays during the Extended Day program.</p>

	<p>use of Mondo libraries.</p> <p>ELA Intervention, During the literacy block time the coach and AIS provider will address AIS as a push in support for students. The coach will target areas in need by working with students in small groups and one-to-one. Learning centers will be set up to explore and practice strategies in small groups. This approach will reinforce new vocabulary and skills. Students will work on study skills in Acuity to target their individual needs.</p> <p>100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25. The RALLY Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders. Specific Skills Series is used to work on target areas in students. Imager Learning and Comprehension Strategies are the intervention tools utilized with these students.</p> <p>All special needs students identified at-risk based on WADE results receive 90-minutes of Wilson and/or Foundations instruction</p>		
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	daily.		
Mathematics	100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25. A RALLY Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders and based on results instruction is formulated.	Small group, guided reading groups and one to one.	Every Monday during the after school program. Tuesdays and Wednesdays during the Extended Day program.
Science	Grade 4 students will utilize Simple Solutions , a supplemental homework program in Science that includes: pretest, posttest and weekly quizzes. Grade 3-5 students will improve their conceptual understanding of science topics through authentic hands-on experiences in the science lab with the science cluster 3 times per week.	Small group, guided reading groups and one to one.	During the school day.
Social Studies	Social studies teacher provides support to students during the day in reading through the content areas. During the skills period services are provided to targeted students in a small group.	Small group, guided reading groups and one to one.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Our mandated IEP counselor provides services to those entitled by their IEP's and offers support to at-risk students. All of these support services are woven	Small group, guided reading groups and one to one.	During the school day.

	<p>into a school fabric to better serve the community. Activities related to anger management, bereavement counseling, conflict resolution, play therapy and referral to mental health and community agencies. We also refer parents to the programs provided by East Side House Settlement which enables adults to continue with evening adult education courses (ESL, GED, and Computer Courses). These services provide the community with expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.</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.

The strategies and activities used to attract highly qualified teachers are:

The BEDS surveys will be monitored to ensure that status of teachers. Should the information on the BEDS survey indicate teachers are not highly qualified we will contact our HR person for support.

- *100% of our teachers are highly qualified*
- *In order to attract highly qualified teachers school administrators will be going to hiring fairs hosted by the DOE and City Universities.*
- *School administrators will attend networking events and fairs hosted by Teach for America and New York Teaching Fellows.*
- *Mentors are assigned to support struggling and unqualified teachers.*
- *Teachers who need to complete courses will be made aware of options for release time or funds to support their certification requirements.*
- *Continue ongoing PD for all teachers.*

**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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2012-13**

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 Roxan Marks	District 07	Borough Bronx	School Number 030
School Name The Wilton Schooere			

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

Principal Debra Michauxre	Assistant Principal Maria Martinez
Coach Rosa Veras	Coach Susan Lopez
ESL Teacher Elsa Cartagena	Guidance Counselor type here
Teacher/Subject Area Ligia Romero/Bilingual SE	Parent type here
Teacher/Subject Area type here	Parent Coordinator Ana Vasquez
Related Service Provider type here	Other type here
Network Leader Roxan Marks	Other type here

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	5	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	1	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	532	Total Number of ELLs	106	ELLs as share of total student population (%)	19.92%
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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. [i](#)

1. In order to ensure optimal language and academic services for students from kindergarten through fifth grade at PS 30, the following start up procedures are in place for the 2012 – 2013 school year. Home Language Identification Survey will be completed by parents and reviewed by Ms. E. Cartagena and trained staff members. The Parent Coordinator, Ana Vasquez will be available to help parents who need assistance completing the HLIS. An informal oral interview will be conducted by Ms. E. Cartagena and trained staff members for the intake process. The HLIS and the informal interview will be analyzed to determine whether the child will be eligible for LAB-R Testing. The English LAB-R is administered for initial identification and placement of students whose home language is other than English. The English LAB-R is hand scored and filed in the principal's office. If the LAB-R score is below the state designated level of proficiency the student is administered the Spanish LAB-R if their native language is Spanish. The parents are notified in writing with the Parent Entitlement Letter. A parent letter is generated inviting them to a Parent Orientation. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are offered the option to come and view the video in their Native Language at their convenient time in room 103, the Parents' Room. The Parent Coordinator, Ana Vasquez is available to assist the parents with this process. Since 85% of the parents are Hispanic a parent orientation is held by Ms. M. Bailey, Assistant Principal, Ms. E. Cartagena, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the transitional bilingual, dual language and Free Standing ESL will be introduced and explained. Research shows that Dual Language is the best program for students to acquire a new language. Second is transitional bilingual and last is a Free Standing ESL program. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Continuation letters are given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance. Any agendas and handouts related to the Parent Orientation are filed in the main office for future compliance. The RREL is generated every Monday by ATS and will inform the schools of students who are eligible for LAB-R testing. Identified ELL's are continually being assessed by the NYSESLAT until they become proficient.

2. Parents are notified in writing with the Parent Entitlement Letter once their child's LAB-R is hand scored. A parent letter is generated inviting them to a Parent Orientation. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are offered the option to come and view the video

in their Native Language at their convenient time in room 103, the Parents' Room. The Parent Coordinator, Ana Vasquez is available to assist the parents with this process. Since 85% of the parents are Hispanic a parent orientation is held by Ms. M. Bailey, Assistant Principal, Ms. E. Cartagena, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the transitional bilingual, dual language and Free Standing ESL will be introduced and explained. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Continuation letters are given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance.

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

4. Students are identified by the home language survey. Those students who need to be tested by the survey results are given the LAB-R. Next, the parents are notified of scores and based on the selection form; students are placed in either Transitional Bilingual Program or in the Free standing ESL program as appropriate.

5. After viewing the video some parents who selected Dual Language last year opted out of the dual language program and students were moved to monolingual classes. Since there were still parents interested in the Dual Language program we did create the self contained Dual Language class. Students in that class receive one week of Spanish and one week of English. In previous years nearly 90% of parents surveyed chose the Transitional Bilingual Program, however, review of recent trends in the parent survey and selection forms indicate that nearly 70% of parents are requesting Freestanding classes.

6. The programs in PS 30 are mostly aligned with parent requests. Currently TBE programs are available in Kindergarten, K/1/2 Bilingual Special Ed (12:1), and third/fourth bridge class. Students in other grades who need bilingual services are offered ESL services in monolingual classes. Services are provided by a full time ESL teacher.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														To
	K	1	2	3	4	5	6	7	8	9	10	11	12	t #
Transitional Bilingual	15	7	2	13	8	0								45

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	To t #
Education (60%:40% → 50%:50% → 75%:25%)														
Dual Language (50%:50%)		13												13
Freestanding ESL														
Self-Contained														0
Push-In	4	3	8	11	9	13								48
Total	19	23	10	24	17	13	0	0	0	0	0	0	0	106

B. ELL Years of Service and Programs

Number of ELLs by Subgroups			
All ELLs	106	Newcomers (ELLs receiving service 0-3 years)	Special Education
SIFE	4	ELLs receiving service 4-6 years	Long-Term (completed 6 years)
			24

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	45	1	0	0	0	0	0	0	0	45
Dual Language	13	0	0	0	0	0	0	0	0	13
ESL	39	2	0	9	0	0	0	0	1	48
Total	97	3	0	9	0	0	0	0	1	106

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

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	16	23	10	24	17	13								103
Chinese	3													3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														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
Yiddish														0
Other														0
TOTAL	19	23	10	24	17	13	0	106						

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	EL L	EP	EL L	EP	EL L	EP	EL L	EP										
Spanish	16	0	23	0	10	0	24	0	17	0	13	0							103	0
Chinese	3	0																	3	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	19	0	23	0	10	0	24	0	17	0	13	0	106	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): <u>13</u>	Number of third language speakers: <u>0</u>
Ethnic breakdown of EPs (Number):	
African-American: <u> </u>	Asian: <u> </u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u> </u>
	Hispanic/Latino: <u>13</u>
	Other: <u> </u>

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

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	1	3	7	11	9	11								42
Chinese	3													3
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	4	3	7	11	9	11	0	45						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

1 A. At P.S. 30 the following organizational models are implemented; Push-In (Co-Teaching) A certified ESL teacher goes into the classroom to provide ESL instruction and Pull-Out: students travel to classroom 208 to receive ESL instruction by a certified ESL teacher.

- B. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one

A. Programming and Scheduling Information

class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?

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

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

Beginning - 60% Spanish and 40% English.

Intermediate - 50% Spanish and 50% English.

Advanced – 25% Spanish and 75% English.

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

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

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

Based on the analysis of spring 2012 ELA data, a pacing calendar will be prepared with lessons that target identified skills that students need more support in. Teachers will implement these Test Sophistication lessons in March 2013. NY State ELA Coach materials will be used as test preparation for English Language Arts.

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

TCRWP staff developers, the Literacy Coach, and the Core Knowledge coordinator work with bilingual teachers in strengthening their skills in teaching reading and writing. Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. The classroom instruction, whether in a bilingual or monolingual setting, utilizes the balanced literacy curriculum through the Columbia University Teachers College Units of Study for Teaching Reading and Units of Study for Teaching Writing. Classroom libraries are leveled and organized by theme or genre. English and Spanish books are included in the library. Ongoing reading records provide teachers with reading levels of students. Teachers use TCRWP assessments which are recorded in TCRWP's

A. Programming and Scheduling Information

Assessment Pro and Reading Tracker. Teachers maintain conference notes that reflect the students' strengths and weakness in the area of reading and writing. Word walls and process charts in English and Spanish are used to scaffold and support students understanding. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL.

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

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

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

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

They are divided into small group instruction (Ex. Guided Reading)

4. Music is an excellent vehicle for language learning specifically using songs, vocabulary, sentence structure, rhythm and intonation can reinforce language development.
5. Integrating the four skills (listening, speaking, reading, and writing)
6. Modeling Techniques for content area
7. Integrating context and language goals and objectives

4. ELLs are evaluated in Kindergarten, 1st grade and 2nd grade with the Fountas & Pinnell Sistema de evaluación de la lectura (SEL) and the Estrellita program. Everyday Math Unit Assessments and the ELE Assessments are used to evaluate ELLs in 3rd - 5th.

5a. The administration and classroom teachers have knowledge when a student has interrupted schooling and based on that premise the teacher will modify instruction to meet the needs of the student. The modifications may include; small group instruction, use of visuals and hands on activities. Instructional materials are available to teachers on the instructional level of the student in order to provide appropriate lessons. The Literacy Coach and TCRWP Consultants provide assistance to the classroom teacher in adapting the curriculum and materials for the SIFE student. The ESL teacher works with these students and provides instruction in English to promote literacy skills, letter and sound relationships, phonics and number sense. All SIFE students are grouped together for additional help in our Title III ELL Saturday Academy. Materials are provided on the instructional level of students and instruction is delivered by certified teachers.

b. When a student first arrives at school, a plan is in place to determine his/her English proficiency. The process is similar for new monolingual students. Informal assessments are conducted and a review of test history, attendance, grades and other records are reviewed by administrators or assessment liaison to determine the proper class placement or any special services needed. The parent is given an orientation regarding programs and services that are available in the school. PS 30 offers a full range of parent workshops to assist them in working with their children as well as to help them improve their literacy and math skills.

During the first three years in the school, strong emphasis is placed on building background knowledge, developing fluency, improvement in reading and writing skills in both languages, and a strong ESL component to help the child transition into a monolingual setting. The students receive ongoing assessments in both languages and various tools are used including Fountas & Pinnell Benchmark, TCRWP assessments, teacher-made assessments, unit tests and NYSESLAT. The administration and teachers compile a wealth of data, the analysis of which will determine the strategies to be implemented for the student.

The classroom instruction, whether in a bilingual or monolingual setting, utilizes the balanced literacy curriculum through the Lucy

A. Programming and Scheduling Information

Calkin’s Writing Workshop Model. TCRWP, reading comprehension program is provided at the instructional level of the student. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL. Throughout the school year, professional development sessions are given to teachers on effective and research based strategies to use with ELL students, as well as understanding of the cultural and linguistic needs of our population. The school implements Academic Intervention Services (AIS) and ESL pull-out and push-in programs to offer additional assistance as required. The extended day and Saturday programs offer a language acquisition component to provide additional opportunities for targeted students. The results of the NYSESLAT exams will help determine placement for the subsequent years. If extensions of services are required, providers, classroom teachers, and parents will all be part of developing a program to meet the needs of the students the following year.

c. For ELL students in years 4 to 6 a close examination of data is required. The classroom teachers, along with the ESL teacher will review NYSESLAT scores. This along with close monitoring of the student in the classroom setting will help provide the tools necessary to create a Learning Plan for the student. Ongoing assessments will help determine progress towards identified targets.

d. Some students, even after they have exhausted their extension of services period, still do not successfully transition to a monolingual setting. At this point, conversations are held with the classroom teacher, parent, ESL/Bilingual Coordinator, and AIS lead teacher. An in depth analysis of data over the years is presented. Suggestions for placement and services the school can offer are made. The plans for students who have not progressed over an extended time are varied. They range from evaluation for students who seem to have difficulties which go beyond low performance, a change of class type to one which will offer opportunities presented in a different way than current structures, a change in the type of AIS services offered, which would include, different materials, different modes of instruction (technology), and/or different service providers. In some cases, the use of outside consultants, mentors, or members of the CBO community will be utilized to break through the barriers. Individualized differentiate instruction plan for each ELL student.

e. All ELL’s with special needs are placed in a bilingual setting as per Individualized Educational Plan (IEP) recommendation. ELL’s with special needs adhere to the same instructional plans and curriculum guidelines as the general education population who are ELL’s, with the exception that instruction is modified and specific strategies are incorporated to meet students’ individual language and academic needs. Via teacher assessments/observations, TCRWP reading and writing assessments, Acuity periodic assessments and the NYSESLAT, students are monitored for academic development, language acquisition and proficiency to determine individual progress. Once a student is identified as proficient by the teacher and/or by NYSESLAT results, a Type 3 is generated to request a re-evaluation to determine whether the student is able to function in a monolingual setting. When the re-evaluation is completed and the proficiency level is confirmed, a monolingual placement is then offered for the student.

The following services are available for special needs ELL’s who are classified as learning disabled or speech impaired:

- Bilingual program (transitional bilingual program that serves students with related services as per the IEP)
- Bilingual 12:1 Special Education Class (12 students with one bilingual special education teacher in a self-contained setting)*
- Bilingual Special Education Teacher Support Services (SETSS) up to 8 students with one bilingual special education teacher.*
- Special Education Teacher Support Services (SETSS) up to 8 students with one special education teacher.*
- Bilingual Speech and Language Therapy (Services can be provided at the students’ language proficiency levels)
- Speech and Language Therapy (Services can be provided at the students’ language proficiency levels)
- ESL Push-In/ Pull-out Services
- ELL Saturday Academy (After School E.S.L. Program)
- Additional Instructional Services (50 minutes, 2 times weekly)

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:

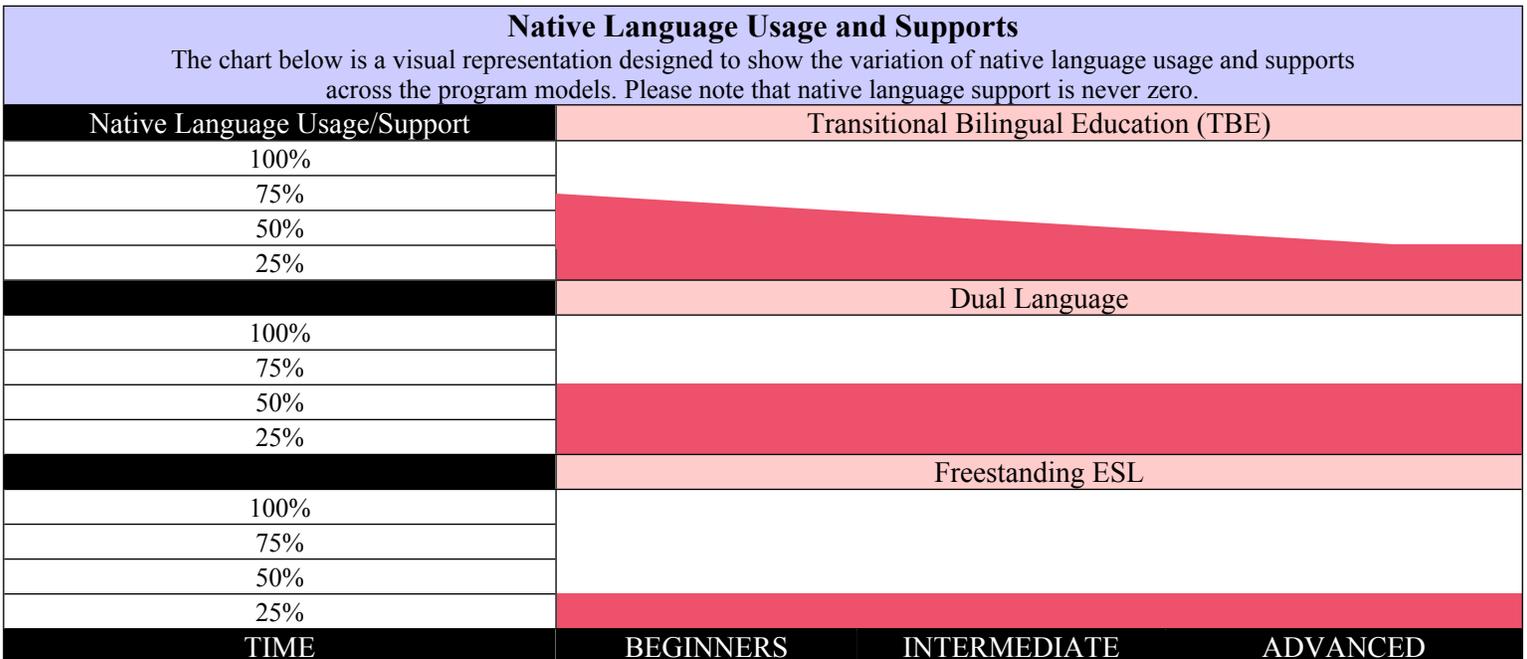
- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

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



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

B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

8. A program has been designed to target ELLs in order to work with students strategically to increase their reading proficiency based on their needs. One subgroup targeted is the students who scored ELA levels ranging from 1.8-2.1. This group of students will receive instructional support using the intervention programs Imagine Learning and Award Reading . Another subgroup targeted is the students with ELA scores ranging from 2.5-3.1. These students will be encouraged to attend the Title III ELL & Title I Academy in addition to receiving assistance from coaches, support staff, and the TCRWP staff developers. They will receive instruction in English using ESL strategies.

9. Students who become proficient in the NYSESLAT will continue to receive instructional support from the ESL teacher. This support will be provided through a push-in model which enables the students to acquire confidence while reading and writing more in English, and less in Spanish. These students will also be assigned a buddy/partner who will provide additional support when needed. Continued collaboration and planning provides a support structure which allows the transition to occur smoothly.

10. This year teachers in the lower grade will implement the Award Reading Program. Teachers in the upper grades will have access to Imagine Learning English to use as a supplemental resource.

11. The Dual Language Program in Kindergarten was discontinued due to parents requesting the TBE program.

12. PS 30 has a myriad of programs. All programs are open to all students. The school offers an extended day which offers remedial and enrichment instruction to all students from all classes. Title III has provided opportunities specifically for the ELL population. All ELL students will be invited to attend a Title III after school program on Mondays. These students meet for one hour with a bilingual teacher to receive ESL strategies using the New Heights Program and they meet another hour with a licensed monolingual teacher to use the Imagine Learning program on the computer. Students are grouped by their proficiency level to ensure their needs are being met.

13. In order for our Ell's to recognize and optimize their full potential, the students are provided with in-depth language development activities. These activities are beneficial for those students who are encountering English for the first time and are having difficulty communicating. They will have access to intervention computer programs such as Imagine Learning English and Award Reading. The ESL Teacher will implement the BOOKSHOP Reading Program from Mondo that is aligned to the five elements of reading as identified by the National Reading Panel; phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element oral language.

Current strategies to support ELL's in special education include Columbia University Teachers College Units of Study for Teaching Reading and Units of Study for Teaching Writing. Activities for improving instruction and student performance in English Language Arts include the implementation of balanced literacy using a 120 minute literacy block schedule. Classroom libraries provide books that are on the instructional and independent reading level of students. Teachers conduct ongoing observations, conferences, running records, and assessments to monitor student progress. One goal is for students to move from teacher directed activities to more independent activities with support from the teacher. Classroom libraries, Time for Kids Grammar, Sadlier Oxford vocabulary and Words Their Way are used in classrooms to support spelling, phonics, decoding, vocabulary and word study. Independent reading and writing, Shared Reading and Writing, Interactive Writing, Read Aloud, Word Study and Guided Reading are used daily by teachers to provide a balanced approach to

reading and writing. Teachers use the ATS Reports, Acuity Predictive and Instructionally Target Assessment (ITA), TCRWP reading benchmarks and other data to evaluate students and plan instruction.

The Teacher's College Writing workshop which includes units of study link language, and provides lessons that focus on strategy instruction that are also beneficial for students who are learning a new language. Conferences during the workshop allow the teacher to zero in on the student's needs, and tailor lessons based observations. Instructional materials include, various books organized by author, theme and genre, Everyday Math in Spanish, Delta Science Modules and Foss kits for science, Grow and Change big book series and Houghton Mifflin Social Studies in Spanish. Students are provided with copies of New York State Glossaries in math, science and social studies to enhance the academic vocabulary in the native language.

We are fortunate to have AUSSIE consultants for science and math. We are implementing a science lab to engage students with hands on experiments and projects.

14. Native language is used to support the English language acquisition. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The analysis of various data shows that ELL's are not making adequate progress even when tests are given in the native language which is used to provide support for our new arrivals and SIFE students. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, library books and communications are available in English and Spanish.

15. Yes. The support is offered in a manner appropriate to grade and age levels. For example, in grades 1 and 2 , we push in due to the fact that the large number of ELL's in those grades dictate that this mode best meets the needs of the students. All materials purchased and put in the classroom are the results of analyzing the assessments of the students and determining the appropriate materials to meet their needs.

16. Students are invited to attend the Title III summer enrichment program and Monday Academy, The program includes classroom activities around themes which utilize community trips in helping develop language skills, as well as assisting the students to become acquainted with their neighborhood and local resources.

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)?

The dual language class uses a self contained model. In our model, Literacy is developed for both Spanish and English native speakers in their primary language to ensure native language development. This Language Arts model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. Language for English and Spanish dominant learners, language arts supports their native language development, while math, science and social studies are learned in the L2. This model does not call for instruction in all subject areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in the minority language, while others are learned only in the majority language. The model's philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area.

An emphasis in the program is to keep academic work at grade level in both languages at all times. As part of our Spanish Literacy Reading curriculum, we are implementing the "Estrellita Spanish Reading Program", which is an accelerated, systematic, and explicit phonics program that provides children with the phonics tools necessary to decode beginning reading materials in Spanish. This developmentally appropriate program provides an individualized approach whereby students progress at their own pace. This program provides a strong foundation in the primary language.

D. Professional Development and Support for School Staff

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

1. Teacher training is provided by TCRWP consultants, Literacy Coach/UFT Teacher Center, BETAC, and ESL coordinator who work with teachers in strengthening their skills and develop strategies to improve reading and writing proficiency using the workshop model. Our literacy coaches work with classroom teachers everyday to improve the quality of their teaching and focus on new strategies to help struggling readers and at risk students.

2. The ESL teacher collaborates with the planning and preparing of instruction to attain student's goals and objectives in order to transition students from elementary to middle school.

3. New teachers receive 7.5 hours (10 hours for Spec. Ed. Teachers). The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy.

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. PS 30 offers a full range of parent workshops to assist parents in working with their children as well as to help them improve their literacy and math skills.

2. At Public School 30 we are attempting to remedy these situations by offering parents numerous workshops to master their own skills as well as how to assist their children at home. Professional development opportunities are being increased in the areas of ESL understanding, cultural diversity and creating an instructional and appropriate learning environments to meet the needs of all students. Early detection and interventions are being put into place as we identify the needs of students as they arrive at PS 30. Proper class placement, appropriate materials, support personnel and AIS services would be available to meet the student's needs.

3. A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated.

4. All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection

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)														0
Intermediate(I)														0
Advanced (A)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

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

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

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

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

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

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

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

1. TCRWP Reading Assessments are used to assess students' English reading levels. Teachers use this data to set goals and inform instruction. Students are being assessed in interims to ensure they're meeting their set goals. This data allows teachers to identify the strengths and weaknesses of students. Through this assessment it was revealed that students' reading levels were 1-4 levels below. Using this knowledge helps to provide teachers with resources that support the range of readers in their class. Leveled libraries, guided reading books, and support from the TCRWP consultants are all incorporated to address areas in need. Analysis of the NYSESLAT for the spring 2011 indicates that ELL students need additional help in the reading and writing strands of the assessment compared to the listening and speaking components of the assessment. In addition, 8% of the students tested out and are now proficient.

2. An analysis of the NYSESLAT for the spring 2011 tells us our students have made significant gains in the listening and speaking strands. However, in the areas of reading and writing, students are slowly progressing. Some students entering the school system arrive with limited or no reading/writing skills. Teachers need additional professional development to adequately meet students' needs. In order to support the home/school connection parents will be offered workshops to equip them with the knowledge they need to help their child/ren.

3. An analysis of the NYSESLAT for the spring 2011 reveals students are having difficulty with the reading/writing strands. This affects our decision in purchasing programs and materials that will target the areas in need. Professional development is planned to enhance knowledge and skills of staff members to target specific needs.

4 a. Although students were tested in their native language, the results indicated that they performed below grade level. When tested in English students appeared to have a better grasp of certain skills even though they scored below grade level.

b. School leadership and teachers are using the results of the ELL Periodic Assessments to ensure alignment of planning to best meet the needs of the students.

c. Periodic Assessments are informing us that ELLs are reading and writing below grade level. Specific areas of weakness include fluency and writing mechanics (grammar and spelling).

5. The dual language class uses a self contained model. In our model, Literacy is developed for both Spanish and English native speakers in their primary language to ensure native language development. This Language Arts model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. Language for English and Spanish dominant learners, language arts supports their native language development, while math, science and social studies are learned in the L2. This model does not call for instruction in all subject areas in both languages. Instead, it requires that all learners regardless of language background learn certain subjects only in the minority language, while others are learned only in the majority language. The model's philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and other activities that support, in particular, the L2 learner in the respective subject area.

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

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

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.

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 4 **Network:** 401

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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

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



Title III LEP Plan Review Form 2012-13

Senior ELL CPS/Reviewer: Wlad

Borough: Bronx District: 07 School Number: 030 School Name: 07X030

Cluster Leader: C. Groll Network Leader: R. Marks Title I Schoolwide Plan (Conceptual Consolidation?) yes

Intent and Purpose	Was there evidence of this intent/purpose?	
	YES	NO
Title III supplemental services for ELLs Direct instruction and direct supplemental services should be provided for: before/afterschool and Saturday programs, reduced class-size, and/or push-in services. These services are beyond the mandated units of service as per CR Part 154.	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments: _____
Professional Development High quality professional development that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments: _____
Parent Activities	<input checked="" type="checkbox"/> Yes	<input type="checkbox"/> No Comments: _____
Budget <input checked="" type="checkbox"/>	<input type="checkbox"/> Yes <input checked="" type="checkbox"/> NA (Title I SWP)	<input type="checkbox"/> No <input type="checkbox"/> NA (Title I SWP) Comments: _____
Approved? Yes No Date: <u>11/19/12</u> Senior ELL CPS: <u>Wlad</u> Additional Comments: _____		