



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS/IS 30 MARY WHITE OVINGTON
DBN (i.e. 01M001): 20K030
Principal: CAROL HEERAMAN
Principal Email: CHEERAMAN@SCHOOLS.NYC.GOV
Superintendent: KARINA COSTANTINO
Network Leader: ELLEN PADVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

| Name | Position and Constituent Group Represented | Signature |
|-----------------------|--|-----------|
| Carol Heeraman | *Principal or Designee | |
| Adrian Lyss | *UFT Chapter Leader or Designee | |
| Mason Mohamad | *PA/PTA President or Designated Co-President | |
| | DC 37 Representative, if applicable | |
| | Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>) | |
| | CBO Representative, if applicable | |
| Roland Roberts | Member/ Parent | |
| Marlene Parks-Mancini | Member/ Parent | |
| Suzane Douglas | Member/ Parent | |
| Debbie DeSantis | Member/ Parent | |
| Joshua Houston | Member/ Teacher | |
| Nadine Mastrogiacomo | Member/ Teacher | |
| Rianna Moustapha | Member/ Teacher | |
| Sara Shin | Member/ Teacher | |
| Pythia Kwong | Member/ Parent | |
| | Member/ | |

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed

| | |
|----------|--|
| X | School Leadership Team Signature Page |
| | Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements) |
| | ▪ Annual Goal |
| X | ▪ Comprehensive Needs Assessment |
| | ▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal |
| | ▪ Budget & Resource Alignment section (indicating all funding sources) |
| X | Academic Intervention Services (AIS) |
| X | Title I Plan (Only for schools receiving Title I funding) |
| X | Parent Involvement Policy (PIP) |

Goal and Action Plan #1

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

Annual Goal #1

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

By June, 2014, 100% of teachers and administrators will have goals and responsibilities and demonstrate evidence that aligns with the instructional focus as directed by the NYC Citywide Instructional Expectations (CIE) for 2013-2014. Specifically, the school will implement a plan of action that will organize the school to meet the needs of all students and improve students' performance as we close the achievement gap. The implementation of the plan of action will be measured using quarterly benchmark checks which will be conducted by the ILT.

Comprehensive Needs Assessment

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

This goal was created based on the requirements of the CIE and our specific instructional focus (Literacy in the Content) was based on the results of our State scores in ELA and Math, the Progress report, and the Learning Environment survey, and the analysis of teachers' formal and informal observations made by the administrators.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All teachers will participate in a series of ongoing professional development provided by the Literacy coach, Network instructional specialist, and other consultants on how to implement effective reading and writing strategies in the classroom.
2. All administrators will participate in professional development on implementing effective reading and writing strategies based on the specific content they supervise to acquire the knowledge needed to turnkey to the staff they supervise.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, Assistant Principal, Literacy Coach, Teacher Leads and Specialist (SPED, ESL), Network instructional specialist.
2. Network Instructional Specialist, other consultants

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Monthly meetings and walkthroughs of the ILT (Instructional Lead Team), Frequent Informal and Formal Observations, review of weekly Inquiry team agenda and minutes, weekly and monthly review of agenda and minutes of Teacher Teams
2. Bi weekly meetings of the cabinet to evaluate the observations and feedback.

D. Timeline for implementation and completion including start and end dates

1. August 2013 – June 2014
2. August 2013- June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Alternate department and grade Teacher-teams will meet on 2 Mondays each month beginning in October 2013- May 2014, Scheduled weekly teacher-team Common Planning time by grade, Weekly Inquiry Teacher-Team meetings.
2. Administrators will be released to their attend the PD provided by the Network or consultants at various site.

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).

During PTA meetings parents are provided with information on our instructional focus and how they can assist their children at home. The parent coordinator will conduct workshops facilitated by our teachers, Network specialist, and consultants on our instructional focus and how it impacts their child in the classroom and parents are provided with materials and resources to assist their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|----------|-----------|---|-----------|-----------|--------|
|---|----------|----------|-----------|---|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #2

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

Annual Goal #2

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

By June, 2014, the school will deepen work around the CCLS by engaging closely with and examining school-wide implementation of the Citywide Instructional Expectations in all content areas. Specifically in literacy, Social Studies, and science, all students will engage in more challenging assignments that will accelerate their learning, deepen their conceptual understanding, and strengthen their ability to use textual evidence in writing and discussion. All students will engage in mathematical study which requires fluency, application, and conceptual understanding. This work will be measured using the new teacher evaluation system through formal and informal observations, local measures of assessments, baseline and benchmark assessments and using the tuning protocol in looking at student work

Comprehensive Needs Assessment

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

In September 2013 we implemented new Math and ELA programs from the core curriculum presented by the DOE. The selection of the programs was based on the needs of the school and the staff to ensure alignment of our curriculum with the Common Core Standards. The results of the 2012-2013 ELA and Math State assessments demonstrated that there was a need for the school to have a rigorous curriculum that will provide students with the level of knowledge they needed to meet the requirements of the CCLS.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students including ELLs and SWDs will receive instruction on the Common Core aligned Math and ELA curriculum.
2. All students including ELLs and SWDs will receive instruction on the Common Core aligned Science and Social Studies curriculum with a focus on the CC Literacy Standards for Science and social studies.
3. All teachers will receive ongoing professional development on Universal Design for Learning, Best practices in teaching ELLs and SWDs, Response to Intervention (RTI), implementing effective literacy strategies.
4. All teachers will receive ongoing professional development on the implementation new Math and ELA programs.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers, Principal, AP, Network Support Staff
2. Teachers, Principal, AP, Network Support Staff
3. Principal, Assistant Principal, Literacy Coach, Teacher Leads and Specialist (SPED, ESL), Network instructional specialist.
4. Principal, Assistant Principal, Literacy Coach, Teacher Leads and Specialist (SPED, ESL), Network instructional specialist.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Quarterly analyze the Department teacher teams meetings' agenda and minutes; biweekly analyze formal and informal observations;
2. Quarterly analyze the Department teacher teams meetings' agenda and minutes; biweekly analyze formal and informal observations;
3. Quarterly analyze the Department teacher teams meetings' agenda and minutes; biweekly analyze formal and informal observations;
4. Quarterly analyze the Department teacher teams meetings' agenda and minutes; biweekly analyze formal and informal observations;

D. Timeline for implementation and completion including start and end dates

1. September 2013 –June 2014
2. September 2013 –June 2014
3. September 2013 –June 2014
4. September 2013 –June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Alternate department and grade Teacher-teams will meet on 2 Mondays each month beginning in October 2013- May 2014, Scheduled weekly teacher-team Common Planning time by grade, Weekly Inquiry Teacher-Team meetings.

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).

During PTA meetings parents are provided with information on our and how they can assist their children at home. The parent coordinator will conduct workshops facilitated by our teachers, Network specialist, and consultants on our instructional focus and how it impacts their child in the classroom and parents are provided with materials and resources to assist their children.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| | | | | | | | | | | | |
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|
| X | Tax Levy | | Title IA | | Title IIA | X | Title III | | Set Aside | X | Grants |
|----------|-----------------|--|-----------------|--|------------------|----------|------------------|--|------------------|----------|---------------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #3

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

Annual Goal #3

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

By June, 2014, the school will effectuate full implementation of the teacher effectiveness and teacher evaluation system utilizing Danielson's *Framework for Teaching* where 100% of the teachers will demonstrate progress through the evaluation measures of informal and formal observations.

Comprehensive Needs Assessment

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

This goal was created because of the requirements of the CIE and the new evaluation system for teachers. A highly effective pedagogue has the opportunity to improve students' academic achievement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All administrators will create a schedule of observations based on the teachers' option choices.
2. All administrators will meet once a week to review and analyze informal and formal observations to ensure that teachers are receiving the similar feedback information based on the instructional focus, the Danielson Framework for effective Teaching, and the requirements of the CCLS.
3. All administrators will participate in workshops to strengthen their leadership as effective evaluators to ensure that teachers are receiving the appropriate guidance and support needed to improve students' achievement.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, AP, Network support staff, Talent Coach
2. Principal, AP, Network support staff, Talent Coach
3. Principal, AP, Network support staff, Talent Coach

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Administrators will meet at least biweekly to review and analyze formal and informal observations to identify teacher needs and make plans for next steps.
2. Administrators will meet at least biweekly to review and analyze formal and informal observations to identify teacher needs and make plans for next steps
3. Administrators will meet at least biweekly to review and analyze formal and informal observations to identify teacher needs and make plans for next steps

D. Timeline for implementation and completion including start and end dates

1. September 2013 - June 2014
2. September 2013 - June 2014
3. September 2013 - June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Weekly cabinet meetings for administrators and they will be released by supervisor to attend workshops provided by Network or DOE.
2. Weekly cabinet meetings for administrators and they will be released by supervisor to attend workshops provided by Network or DOE.
3. Weekly cabinet meetings for administrators and they will be released by supervisor to attend workshops provided by Network or DOE.

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 parent coordinator plays a critical role in this implementation by informing parents of the resources being provided to their children's teacher to ensure that their children are receiving the best education. The parent coordinator communicates to parent via email, messenger system, and bag-packed notices.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|--|----------|----------|-----------|---|-----------|-----------|--------|
| List any additional fund sources your school is using to support the instructional goal below. | | | | | | | |
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Goal and Action Plan #4

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

Annual Goal #4

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

By June 2014, the school will continue to monitor our plan in developing our systems for students at risk to provide all students with social and emotional supports that meet their needs and ensure success in their academic performance and preparation for next steps as they transition to middle, high school, college and careers. Students' progress will be measured using the Success Highways Resilience assessments before and after implementation of the skills lessons during advisory periods.

Comprehensive Needs Assessment

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

We utilized all NYC Data tools including or most recent safety and Incident data, attendance data, referrals from Dean, Guidance, and teachers to identify a trend with our adolescents' behaviors and how those factors impact their academic achievement. We used the Resilience program to assess our students in September and received data on 6 factors that impacted their achievement in middle school.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. All students will participate in an advisory group of not more that 16-17 students with an adult for two 30 minutes mods a day.
2. All teachers and licensed staff will be trained in the Highways success program and receive instructional materials to address key factors that impact the daily lives of all adolescents: pressure, stress, confidence, and health and well-being.
3. Monthly meetings with SAT to identify at risk students and develop and plan of action for RTI.
4. Dean, guidance and teacher prepare professional development sessions for teachers as needed to assess students' progress in the classroom and needs assessments for next steps in this goal.

B. Key personnel and other resources used to implement each strategy/activity

1. All staff, students, and consultants
2. All staff, students, and consultants
3. SAT, Guidance, Dean, Staff,
4. Dean, Guidance, Staff

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Mid-year assessment of the Resilience assessment will be administered to all students based on the Success Highways curriculum.
2. Mid-year teacher survey on the impact of the program on students' behavior in the classroom
3. Ongoing follow-up on the students identified by the SAT for RTI
4. Ongoing monitoring of teachers' implementation of the program.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

4. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. This school year we implemented a modular schedule where instead of an eight 45 minutes period day we have a twelve 30 minutes modules. This programming allowed us to provide students with the two 30minutes time for advisory instead of homerooms. The program also allowed for reduced lunch time and an increase of continuous time of instruction in the classroom.

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 implementation of the advisory program stemmed from our conversations in SLT from last school year and we decided to implement the system this school year. Parents were involved in the decision making of the implementation of the modular modular scheduling as well.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | Title IA | Title IIA | X | Title III | Set Aside | Grants |
|---|----------|----------|-----------|---|-----------|-----------|--------|
|---|----------|----------|-----------|---|-----------|-----------|--------|

List any additional fund sources your school is using to support the instructional goal below.

Goal and Action Plan #5

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

Annual Goal #5

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

By June 2014, the school will demonstrate 15% progress of all students in Math and ELA scores based on the 2012-2013 exams.

Comprehensive Needs Assessment

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

On our 2012- 2013 Progress report we received 29.7 points out of 60 on students' progress (which measures how many individual students improve on the state math and ELA tests. Based on the new ELA and Math programs.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Use of the Danielson Framework to conduct informal and formal observations for all teachers.
2. Professional development provided to all teachers based on needs resulting from the outcome of the formal and informal observations.
3. Use of the data from the baseline MOSL and benchmarks to track students' progress.

B. Key personnel and other resources used to implement each strategy/activity

1. Principal, APs, all teachers
2. Principals, APs, all teachers
3. Principal, APs, all teachers

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Bi-weekly cabinet meetings to analyze formal and informal observations.
2. Mid-year assessment using Network staff to assist with an instructional walkthrough. Monthly review of agendas and minutes of Teacher-Team meetings and ILT meetings.
3. Analysis of data with ILT and Teacher-teams on a monthly basis.

D. Timeline for implementation and completion including start and end dates

1. September 2013 – June 2014
2. September 2013 – June 2014
3. September 2013 – June 2014

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Alternate department and grade Teacher-teams will meet on 2 Mondays each month beginning in October 2013- May 2014, Scheduled weekly teacher-team Common Planning time by grade, Weekly Inquiry Teacher-Team meetings.

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).

Our parents will be informed about the demands of the State exams and provided with workshops on how they can assist their child at home. We have a robust parent involvement plan and continually work to communicate with all parents regarding the school goals with regard to their child's academic success.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

| X | Tax Levy | | Title IA | X | Title IIA | X | Title III | | Set Aside | | Grants |
|----------|-----------------|--|-----------------|----------|------------------|----------|------------------|--|------------------|--|---------------|
|----------|-----------------|--|-----------------|----------|------------------|----------|------------------|--|------------------|--|---------------|

List any additional fund sources your school is using to support the instructional goal below.

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Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

Description

| Type of Academic Intervention Service (AIS) | Type of Program or strategy (e.g. repeated readings, interactive writings, 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 | MYON Wordwise 3000 (ESL) iReady MSQI Program | Small group, individual, whole class Small Group Small group, individual Small group, whole class | During school day, after school, at home After school Extended day During the school day, After school |
| Mathematics | Math XL iReady | Small group, individual, whole class Small group, individual | During the school day, afterschool, at home Extended day |
| Science | Urban Advantage Blended Learning | Whole class, small group Whole class, small group | During the school day During the school day |
| Social Studies | Blended Learning | Whole class, small group | During the school day, at home |
| At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Dean (math teacher) Literacy Coach Guidance SAT | Small group, individual | During the school day |

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

| | | | |
|--|----------------------------------|--|---|
| Indicate with an "X" your school's Title I Status. | | | |
| X | School Wide Program (SWP) | | Targeted Assistance (TA) Schools |
| | | | Non-Title I |

All Title I Schools

Highly Qualified Teachers (HQT)

| |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified. |
| <ol style="list-style-type: none"> 1. The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. 2. Mentors are assigned to support new teachers 3. Teachers are provided with continuous support and shared resources on best practices using the DOE website and the wealth of information available to educators. 4. Creating ILT and SIT where teachers are teaching each other on best practices creates a cohesive professional culture where new teachers have the opportunity to be open to their colleagues with the fear of failing or feeling unsuccessful. 5. Addition of a literacy coach who is not only sharing literacy teachings with ELA teachers, but with content area teachers well, creating a professional learning community where teachers feel comfortable sharing their lesson planning and their classrooms with each other. 6. Principal encourages teachers to subscribe to professional associations and also funds some, for teachers to stay current on the rolling out of the common core within each subject. 7. Principal provides opportunities for all teachers to experience and visit other schools and teachers to observe and share best practices. 8. Implementing Teacher-Teams with a teacher as the Lead empowering teachers to assist each other as they implement school goals and CCLS. |

High Quality and Ongoing Professional Development

| |
|---|
| Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS). |
| <ol style="list-style-type: none"> 1. Teachers are provided with continuous support and shared resources on best practices using the DOE website and the wealth of information available to educators. 2. Creating ILT and SIT where teachers are teaching each other on best practices creates a cohesive professional culture where new teachers have the opportunity to be open to their colleagues with the fear of failing or feeling unsuccessful. 3. Addition of a literacy coach who is not only sharing literacy teachings with ELA teachers, but with content area teachers well, creating a professional learning community where teachers feel comfortable sharing their lesson planning and their classrooms with each other. 4. Principal encourages teachers to subscribe to professional associations and also funds some, for teachers to stay current on the rolling out of the common core within each subject. 5. Principal provides opportunities for all teachers to experience and visit other schools and teachers to observe and share best practices. 6. Implementing Teacher-Teams with a teacher as the Lead empowering teachers to assist each other as they implement school goals and CCLS. Teachers are provided with continuous support and shared resources on best practices using the DOE website and the wealth of information available to educators. |

Coordination and Integration of Federal, State, and Local Services and Programs

| |
|--|
| Describe how the coordination and integration of Federal, State, and/or local funds are used to meet <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.). |
| School Funds are allocated for STH based on the information received from the Guidance Counselor after assessing the needs of the students. |

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

NA

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

Teachers are highly involved in creating assessments for their students this takes place during teacher-team meetings and Inquiry meetings. During the ILT meetings which consist of a teacher representative from each department, information is shared on best practices for assessments so that the whole school is practicing the same format.

TA Schools Only

Use of Program Resources

Describe how the TA program resources will assist participating children to meet proficiency.

TA Coordination with the Regular Program

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

| | | |
|---|-------------------------|--------------------------|
| District 20 | Borough Brooklyn | School Number 030 |
| School Name Mary White Ovington PS/IS 30 | | |

B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

| | |
|--|---|
| Principal Carol Heeraman | Assistant Principal Elizabeth Maley |
| Coach Calliope Athanasakos | Coach type here |
| ESL Teacher Laura Kelly | Guidance Counselor Ida Tam |
| Teacher/Subject Area Nadine Mastrogiacomo, Math | Parent Dr. Roland Roberts |
| Teacher/Subject Area Mohamad Salama, ESL (Arabic) | Parent Coordinator Donna Borgia-Moscatello |
| Related Service Provider Michael D'Anna | Other type here |
| Network Leader(Only if working with the LAP team) type here | 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 currently teaching in the ESL program. | 4 | Number of certified bilingual teachers currently teaching in a bilingual program | 0 | Number of teachers who hold both content area and ESL certification | 2 |
| Number of certified bilingual teachers currently teaching in a bilingual program | 1 | Number of certified NLA/foreign language teachers | 1 | Number of teachers who hold both a bilingual extension and ESL certification | 0 |
| Number of certified ESL teachers <u>not</u> currently teaching in the ESL program | 0 | Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification | 0 | Number of special education teachers with bilingual extensions | 1 |

D. Student Demographics

| | | | | | |
|--|------------|----------------------|------------|---|---------------|
| Total number of students in school (Excluding Pre-K) | 516 | Total number of ELLs | 110 | ELLs as share of total student population (%) | 21.32% |
|--|------------|----------------------|------------|---|---------------|

Part II: 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): Chinese |
| Dual language program | Yes <input checked="" type="checkbox"/> | No <input type="checkbox"/> | If yes, indicate language(s): Arabic |

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

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

B. ELL Years of Service and Programs

| Number of ELLs by Subgroups | | | | | |
|-----------------------------|-----|--|----|--------------------------------|----|
| All ELLs | 110 | Newcomers (ELLs receiving service 0-3 years) | 89 | ELL Students with Disabilities | 12 |
| SIFE | 4 | ELLs receiving service 4-6 years | 7 | Long-Term (completed 6+ years) | 14 |

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 SWD. [?](#)

| ELLs by Subgroups | | |
|-------------------|------------------|------------------------------------|
| ELLs (0-3 years) | ELLs (4-6 years) | Long-Term ELLs (completed 6 years) |

| | All | SIFE | SWD | All | SIFE | SWD | All | SIFE | SWD | Total |
|--|-----|------|-----|-----|------|-----|-----|------|-----|-------|
| TBE | 22 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 22 |
| Dual Language | 11 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 11 |
| ESL | 56 | 3 | 12 | 7 | 1 | 2 | 14 | 0 | 7 | 77 |
| Total | 89 | 3 | 12 | 7 | 1 | 2 | 14 | 0 | 7 | 110 |
| Number of ELLs who have an alternate placement paraprofessional: 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 |
| Chinese | 22 | | | | | | 0 | 0 | 0 | | | | | 22 |
| Arabic | | | | | | | 0 | 0 | 0 | | | | | 0 |
| Spanish | | | | | | | 0 | 0 | 0 | | | | | 0 |
| TOTAL | 22 | 0 | 22 |

*EP=English proficient student

| Dual Language (ELLs/EPs*) | | | | | | | | | | | | | | | | | | | | |
|--|-----------|-----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|----------|-----------|-----------|
| K-8 | | | | | | | | | | | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | | | | | | | | | | | |
| | K | | 1 | | 2 | | 3 | | 4 | | 5 | | 6 | | 7 | | 8 | | TOTAL | |
| | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP | EL | EP |
| Arabic | 9 | 16 | | | | | | | | | | | | | | | | | 9 | 16 |
| Chinese | 2 | | | | | | | | | | | | | | | | | | 2 | 0 |
| SELECT ONE | | | | | | | | | | | | | | | | | | | 0 | 0 |
| TOTAL | 11 | 16 | 0 | 11 | 16 |

| Dual Language (ELLs/EPs) | | | | | | | | | | |
|--|-----|----|-----|----|-----|----|-----|----|-------|----|
| 9-12 | | | | | | | | | | |
| Number of ELLs by Grade in Each Language Group | | | | | | | | | | |
| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |
| SELECT ONE | | | | | | | | | 0 | 0 |

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

Number of ELLs by Grade in Each Language Group

| | 9 | | 10 | | 11 | | 12 | | TOTAL | |
|--------------|-----|----|-----|----|-----|----|-----|----|-------|----|
| | ELL | EP | ELL | EP | ELL | EP | ELL | EP | ELL | EP |
| TOTAL | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 |

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): 11 Number of third language speakers: 2

Ethnic breakdown of EPs (Number):

African-American: 0 Asian: 2 Hispanic/Latino:
 Native American: White (Non-Hispanic/Latino): 25 Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
|--------------|----|---|---|---|---|---|----|---|----|---|----|----|----|-------|
| Spanish | 13 | | | | | | 5 | 3 | 2 | | | | | 23 |
| Chinese | 11 | | | | | | 5 | 1 | 1 | | | | | 18 |
| Russian | 1 | | | | | | | | 1 | | | | | 2 |
| Bengali | | | | | | | 1 | | | | | | | 1 |
| Urdu | 1 | | | | | | | | | | | | | 1 |
| Arabic | 2 | | | | | | 8 | 5 | 13 | | | | | 28 |
| Haitian | | | | | | | | | | | | | | 0 |
| French | | | | | | | | | | | | | | 0 |
| Korean | | | | | | | | | | | | | | 0 |
| Punjabi | | | | | | | | | | | | | | 0 |
| Polish | | | | | | | | | | | | | | 0 |
| Albanian | | | | | | | | | | | | | | 0 |
| Other | 2 | | | | | | 1 | | 1 | | | | | 4 |
| TOTAL | 30 | 0 | 0 | 0 | 0 | 0 | 20 | 9 | 18 | 0 | 0 | 0 | 0 | 77 |

Part III: Assessment Analysis

Assessment Breakdown

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

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) | 45 | | | | | | 5 | 2 | 6 | | | | | 58 |

| OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS) | | | | | | | | | | | | | | |
|---|----|---|---|---|---|---|----|---|----|---|----|----|----|-------|
| | K | 1 | 2 | 3 | 4 | 5 | 6 | 7 | 8 | 9 | 10 | 11 | 12 | TOTAL |
| Intermediate(I) | | | | | | | 3 | 1 | 6 | | | | | 10 |
| Advanced (A) | 18 | | | | | | 12 | 6 | 6 | | | | | 42 |
| Total | 63 | 0 | 0 | 0 | 0 | 0 | 20 | 9 | 18 | 0 | 0 | 0 | 0 | 110 |

| 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 | 11 | 2 | 1 | 1 | 15 |
| 7 | 6 | 2 | 0 | 0 | 8 |
| 8 | 13 | 1 | 1 | 0 | 15 |
| NYSAA Bilingual (SWD) | | | | | 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 | 6 | | 10 | | 0 | | 1 | | 17 |
| 7 | 5 | | 3 | | 1 | | | | 9 |
| 8 | 10 | | 3 | | 1 | | 2 | | 16 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| NYS Science | | | | | | | | | |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
| | Level 1 | | Level 2 | | Level 3 | | Level 4 | | Total |
| | English | NL | English | NL | English | NL | English | NL | |
| 4 | 3 | | 3 | | 15 | | | | 21 |
| 8 | | | 1 | | | | | | 1 |
| NYSAA Bilingual (SWD) | | | | | | | | | 0 |

| New York State Regents Exam | | | | |
|---------------------------------|----------------------------|-----------------|-----------------------------|-----------------|
| | Number of ELLs Taking Test | | Number of ELLs Passing Test | |
| | English | Native Language | English | Native Language |
| Comprehensive English | | | | |
| Integrated Algebra | 1 | | | |
| Geometry | | | | |
| Algebra 2/Trigonometry | | | | |
| Math | | | | |
| Biology | | | | |
| Chemistry | | | | |
| Earth Science | | | | |
| Living Environment | | | | |
| Physics | | | | |
| Global History and Geography | | | | |
| US History and Foreign Language | | | | |
| Government | | | | |
| 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 | | | | | | | | |

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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

This year PS/IS 30 is using the results from the 2012-13 NYSESLAT, the LAB-R, the Item Skills Analysis from the ELA state exams, and the baseline MOSLs to determine literacy skills of our current students. In addition, the content teachers are using the MOSLs in science and social studies assess early literacy skill of the ELLs they are teaching. The Kindergarten ELLs will be given the DRA to determine the literacy skills in addition to the teachers using the results of the MOSLs. The data allow us to target specific literacy standards in reading and writing where teachers of ELLs are able to plan and prepare by scaffolding tasks and lessons to ensure that the ELLs have an entry point in understanding the learning targets. The use of the data and what our teachers are doing is aligned to our instructional plan which is integrating literacy in all subjects. Teachers are using their collaborative time to ensure coherency in literacy skills where students are able to see and make the literacy connections within the subjects. In about 80 percent of our classrooms teachers are specifically teaching tier II and III vocabulary using specific strategies, which is posted in the classrooms. As part of the focus on literacy, teachers are also teaching specific strategies for accountable talk in the classrooms. In about 80 percent of the classrooms teachers have sentence and statement prompts for students to use when responding to each other and writing.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

Out of the 63 ELLs in Kindergarten 45 of them are beginners of which 28 of them are in a bilingual program; the other ELLs are in advanced based on the LAB-R and are in one of the 3 programs offered at PS/IS 30.

All the students in the 6-8 grades are in a stand alone ESL program where ESL teachers are pushing in to either ELA, Science and/or SS classrooms. In the current 6th grade there 20 ELLs: 12 Advance, 3 Intermediate, and 5 Beginners. The data shows that 8 of the 6th grade ELLs showed improvement on the NYSESLAT; of the 12 Advanced ELLs, 6 of them went down in the raw score within that proficiency in various modalities especially reading and writing. There are 9 ELLs in our 7th grade, 6 are Advanced, 1 Intermediate, and 2 Beginners. Of the 6 Advance ELLs, 5 of them decreased within the proficiency level and the majority of the ELLs scored a level 1 on the ELA state exams. There are 18 ELLs in the 8th grade; of which there are 7 Advanced, 6 Intermediates, and 7 Beginners. The expectations of the Common Core Standards in the NYSESLAT test and the ELA exams had an impact on the students scores and we now have a clearer picture of where our students are based on the results of these assessments.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAo tool](#))

Because of the new Common Core standards the patterns across the NYSESLAT modalities showed a significant decrease in the reading and writing modalities, especially with the Advanced students thus the implementation of the push in model where students are receiving the majority of their services in the ELA classroom. The ESL teachers are co-teaching with the ELA teacher using the new ELA program (Expeditionary Learning) where the ELLs are using the same instructional materials as the non-ELLs.

The AMAO has not been utilized as yet, but will be used to provide teachers with a clearer picture of the ELLs skills and to guide their planning. However the data the AMAO provides is similar to what was revealed in question 2 above. The data revealed that we did not make much progress with our current 7th and 8th grade students who were our 6th and 7th graders last school year. There is a possibility that this subgroup may not meet AYP in ELA more of a possibility in Math. Of the current students in 7th and 8th grades only 5 students obtained proficiency but they are now level 1 in ELA. Out current 6th grade students, who took the NYSESLAT in 5th grade, 2 of them are proficient and received a level 3 on the ELA state exam.

Another observation made was the number of SWDs who are also ELLs and have been receiving services for 4 years and above. In the 6th grade there are 7 SWDs receiving ESL services for 4-7 years; in 7th grade 2 SWDs have been receiving services for 8 years; and in 8th grade 2 SWDs have been receiving services for 3-5 years. The ILT (instructional lead team) and the PPT will be reviewing these students IEPs and their goals and monitoring their academic progress.

4. For each program, answer the following:

- a. 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?

a. The kindergarten grade is new for PS/IS 30 and so there is no history of assessment patterns. However, the LAB-R reveals that the majority of the students are beginners and so the programs parents chose are in the best interest of their children. The TBE program in

Chinese will allow for a gradual increase in English instruction throughout the school year. Students' instruction is mostly in English and the teacher (Ms. Jiang) scaffolds in the native language. Since the students are learning to read in either language, having a strong English focus benefits the students in acquiring proficiency. The Kindergarten Dual Language program (Arabic) is following the same programs as the other Kindergarten classes. We are partnered with the Qatar Foundation and we have been receiving a lot of resources from them as well as for the Office of English Language Learners (OELL). Ms. Deeb and Mr. Salama are the two teachers of the DL program and they are both fluent in reading and writing Arabic.

On the 2012-13 NYSESLAT there were no 8th graders that were proficient going into high school. On the 6th grade and 7th grade 2 students each were proficient who are not in 7th and 8th grade, however they dropped to level 1s on the ELA exam. On the Math test we provide the students with Arabic translators and some of those students do well, however the content vocabulary is not the issue, it's the academic vocabulary and the transition words that are

b. We have not used the Periodic Assessments for the Kindergarten grade. From the teachers' assessment of the students in the DL program there are variations of the native language being used among the ELL families and so the Standard Arabic language is being taught in the classroom. In the TBE program the students are being taught in English and the oral support is in Chinese, since our students are not all fluent readers, the focus is on the listening and speaking modalities and make the transitions to reading and writing.

In the upper grades 6-8 we have our students have not taken the native language test, because it is not offered in Arabic which was the dominant language. The patterns in proficiency and grades shows that students scores vary as shown in the NYSESLAT and the ELA exams. The students who are solid

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)

We are expanding from being a grades 6 through 8 to a kindergarten to grade 8 school, as we initiated a kindergarten grade with the intention to gradually expand to grade 5. Therefore, presently we are serving ELLs in the kindergarten through our Transitional Bilingual Education Program in Chinese/English, Dual Language Program Arabic/English, and the free standing ESL Program. These ELLs in grade K have been assessed with Language Assessment Battery (LAB-R) and with a series informal classroom assessments that guide the instruction in the classroom. In addition, the results of the MOSL has been used to guide instruction.

We are supporting ELLs' academic outcomes by:

Creating a systematic process for examining our ELLs' backgrounds and educational contexts and how it is impacting their academic achievement in the classroom

Examining the appropriateness of classroom instruction and the classroom context, based on knowledge of individual student factors

Continue to gather information through informal and formal assessments to guide our instruction for ELLs

The implementation of Fountas and Pinnell reading level

6. How do you make sure that a child's second language development is considered in instructional decisions?

Every lesson language and literacy is the focus of our instructions. Therefore, our ELL

We maintain and monitor teachers observations and assessments to ensures that our English learners are acquiring academic knowledge as they develop English language proficiency.

7. 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?

a. The English proficient students are assessed by teacher-created assessments in Arabic.

b. The EP are all beginners in the targeted language.

c. State and City Assessments are not applicable for Kindergarteners.

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).

We will evaluate the program according to the data from the school report card, the results from the Standardized tests, and the Progress report. In addition we will examine the success of the program by using the data from our interim reports and our students' performance on their report cards. Evaluation of the program will also be determined by the ESL teachers and their feed-forward of how beneficial the particular program is benefitting the students.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
 1. This school year for our 6-8 grades when new students come to register, the Pupil Personnel secretary, Gloria Romeo, provides the parent/guardian with the Home Language Identification Survey (HLIS) and ensures that all the components are filled. The certified ESL teacher, Laura Kelly, then reviews the HLIS with the parent/guardian and conducts the informal oral interview and the formal initial assessment in English. For Spanish-speaking parents the Bilingual teacher is utilized to translate. For all other languages, available bilingual staff is used. Within ten days, the ESL teacher administers the LAB-R, if indicated by the HLIS. The Spanish LAB is administered if and when necessary. Using the information from the revised LAB/NYSESLAT eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (beginner, intermediate, advance, or proficient) of the students and this information is distributed to all teachers of ESL students to use as a tool to inform instruction.
 2. To ensure that parents understand all three programs choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video for parents of English Language Learner during individual parent orientation sessions held at the time of their interview by the ESL teacher. The necessary translators are available for parents to explain and clarify each program choice.
 3. To ensure that the Parent Survey and Program Selection forms are returned, parents complete the forms during the individual parent orientation session. For parents who are unable to complete and submit the forms, the ESL teacher schedules another day that's convenient for the parents.
 4. The parent Survey and the Program Selection forms are carefully reviewed with the parents by the ESL teacher and the translator (if needed). Parents provide the ESL teacher with all the information about the students' literacy level in their native language. The parents are informed about all ELL programs that are offered in NYC schools and are given the option to make a program selection. The child is then placed honoring the parent selection.

With the implementation of our Kindergarten grade this school year we began recruiting students in the target language (Arabic) in August 2013 to ensure a successful implementation of a dual language program. Mr. Salama is the ESL teacher that conducted the parent meetings for our students for the dual language program. The TBE program developed at the request of parents in early September 2013 when PS/IS 30 was the overflow site for PS 69 in District 20.

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.

To understand that parents understand all three program choices (TBE, Dual Language, and Freestanding ESL), parents are invited to an orientation meeting. Fliers and invitation letters are sent home in the families' home language and phone calls are made by our ESL teachers and translators. Parents who attend the Orientation meeting, view, in their native language, the NYCDOE Orientation Video for Parents of English Language Learners during individual parent orientation sessions held at the time of their child's registration or at the parents' convenience. In September, when there are large numbers of students registering, parents attend group orientation sessions. Parents receive invitation to the orientation session in the native language. During the school year there may be when there is ongoing registration of ELLs the same process is followed.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

To ensure that the entitlement letters are distributed and returned the ESL coordinator (Ms. Kelly) sends the letters home with the students and monitors that the students return the letters to her. Ms. Kelly makes phone calls to parents until all the required letters are in her possession and they are kept in a binder in a locked closet.

To ensure that the Parent Survey and the Program Selection forms are returned Ms. Kelly provides parents with the forms and

accommodation of translators on the of the orientation for parents to complete forms and submit them on the same day. Those forms are also kept in a binder by Ms. Kelly.

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.

The procedures and the criteria used to place ELLs in a bilingual or ESL instructional program is based on the NYCDOE informational video and the availability of translators to answer any questions or concerns parents have on the programs.

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

The steps taken to administer all sections of the New York State English as a Second Language Test strictly follows the NY State Department of Education Test Administration guidelines. First is to ensure that all of our ELLs are identified by using a number of ATS reports such as the RLER, RLAT, RLAB, RMSR, RDGS, RESI and cross-reference these reports to ensure that all of our ELLs are accounted for. The pupil accounting secretary (Gloria Romeo) and the ESL coordinator (Ms. Kelly) collaborate on ensuring that these documents are insync and all ELLs are counted. The Assistant Principal, Ms. Maley is provided with numbers from Ms. Kelly and she orders the exams when notified by the state. All the required sections are ordered. The tests are delivered and are secured in our testing room. In the meantime our programmer, Mr. Agoglia, works with Ms. Kelly in preparing the schedule of testing for the ELLs. The schedule is created based on the testing window and is shared with the teachers of the students and the attendance aide (Ms. Ferro) to ensure that accurate attendance is monitored.

6. 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.) 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. 

Over the past few years about 75% of the parents have requested Free standing ESL in grades 6-8. In our new added Kindergarten grades 33% requested TBE, 19% requested Dual Language, and 48% requested Freestanding ESL.. Yes the programs being offered are aligned with parent requests.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - 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])?

In the 6-8 grades the organizational model is push-in where the ESL teachers team teach with in various content-area classrooms. For the most part the ESL teachers are in the ELA classrooms and the science and social-studies classrooms as well. The focus for the ESL teachers is the providing the ELL with strategies to acquire the literacy and language connections regardless of the content. In the Dual Language kindergarten class there are 2 teachers in the room both are fluent readers, writers, and speakers of Arabic. One teacher is the ESL teacher and the other is the Bilingual teacher. Arabic is taught in the morning and English is taught in the afternoon. The ESL teacher in the classroom supports the ELLs as they are learning English as well as the native English speakers in acquiring the Arabic language. In the TBE class the bilingual (Chinese) teacher teaches all the content in English with support in Chinese. Ms. Jiang speaks and understands both Mandarin and Cantonese and so she is able to support the students in their native language. Ms. Salama provides ESL services to the other kindergarten classes using both a push-in and a pull-out model.

b. In the 6-8 grades all ELLs within that grade are in a heterogenous proficiency level in one class and they travel together to all subjects as a class. In every grade 6-8 there is a mixture of ELLs and non-ELLs. In the DL program there is a heterogenous proficiency level as well and non-ELLs. In the TBE program they are all ELLs with heterogenous proficiency levels with a majority in beginners. In the three other Kindergarten classes other than the DL and the TBE, students are heterogenous proficiency level and are in various classes.

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)?

At PS/IS 30 grades 6-8 ELLs receive 360 minutes of ESL instruction per week in a push-in model in collaboration with 360 minutes of ELA instruction as well. This is feasible because all ELLs in each grade are placed in the same class and the ESL teacher team-teaches with the assigned content teacher.

In the Kindergarten grades the ELLs in the DL program receives 450 mins of instruction per week in the NLA and ESL and approximately 450 mins of ELA instruction per week. In the TBE program the ELLs receive 450 mins of NLA and ESL instruction per week and 450 mins of ELA instruction per week.

In the Free-Standing ESL Kindergarten program there is a combination of push-in and pull out where the Advanced students receive 180 mins of instruction and the Intermediates and Beginners receive 360 mins of instruction.

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 foster language development and meet the demands of the Common Core Learning Standards.

In the 6-8 grades all the content is delivered in English with the ESL teachers providing the ELLs with scaffolds in the native language and literacy within the content. The students are provided with glossaries, dictionaries and translation when available in order for them to access the curriculum. We have implemented a strong focus on vocabulary instruction where teachers have been receiving ongoing PD on best practices on teaching vocabulary. All ELLs are receiving the same curriculum and programs as the native English speakers as the expectations of the Common Core are the same for all students. ESL and SPED teachers provide all content teachers with scaffolds to use and strategies of implementing best practices when they are not in the room so students have that consistency of accessing the curriculum daily in every classroom.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

In our 6-8 grades our students are not officially evaluated in their native languages, but they are provided with means of supporting their native language in all classrooms. Our program in the 6-8 grades is English Immersion free standing ESL and teachers provide students with supporting materials in the native language including fiction and non-fiction texts, bilingual glossaries and dictionaries and access to google translate.

For our new Kindergarten classes our TBE and dual language programs, since these are new entities for us, we will be discussing a plan of action with the assistance from the Office of English Language Learners and our Network on best practices for our ELLs in these programs moving forward. For the dual language class, there is continuous oral assessment from the teachers based on what was learnt. In the TBE class the majority of the assessing is in English both orally and written.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
In the past writing/reading were the focused modalities because it seemed that the majority of ELLs passed listening/speaking modalities to a greater extent. Because of the Common Core and Danielson Framework of effective teaching, listening and speaking modalities have become at the forefront of the instructional focus especially for ELLs. In all classrooms teachers must provide students with sentence prompts and response prompts and conduct discussions where the students are responding to each other. These strategies assist teachers in monitoring ELLs performance in the class because they are usually always so silent. These strategies encourages ELLs to practice their skills daily. For the writing and reading modalities there is active and constant monitoring in the classroom in the form of quick writes, formative and summative assessments and teacher made assessments.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Teachers at PS/IS 30 differentiate instruction for ELL subgroups by implementing a variety of strategies in the classrooms. In our 6-8 classrooms we implement the push-in model where the ESL teachers co-teach with the content area teachers. The ESL teachers work with a variety of teachers however they mostly push-in with the ELA teacher because the ELA program allows teachers to work with students in all genres and can provide a foundation for the other content area teachers in supporting students language needs.

All students participate in free-standing ESL Programs in the 6-8 grades and receive the required amount of ESL/ELA instruction as specified in CR Part 154. Beginning and intermediate levels of English proficiency receive two units (360 minutes) of ESL instruction and advanced students receive one unit (180 minutes) of ESL and one unit of ELA. ELL students in the 6-8 grades are assigned to a class and receive all mandated courses in heterogeneous groupings.

In the Kindergarten grades all 3 programs for ELLs are available, Dual language (Arabic), transitional bilingual (Chinese), and ESL. Because these classes are K all ELLs are under 3 years of services and at least 75% of the students were born in USA.

All ESL and ELA teachers use a balanced approach to literacy. During the literacy block teachers balance their instruction between reading, writing, listening and speaking activities. Teachers use mini lessons, independent and small group work to address the needs of the varied ELL students. Differentiated text is utilized, as well as, mini lessons specific to the needs of the learners. This year we are focused on exposing students to on-grade level books and providing them with the MYON program for them to access reading level books to assist in their development of fluency and comprehension. The ELA program Expeditionary Learning provides students with a variety of genres including fiction and non-fiction texts.

ELL students are provided all mandated content area instruction. Since the ESL teachers push into content areas they can work with groups of students to make content comprehensible to enrich language development. Scaffolded instruction and differentiated assignments allow students to gain content area skills and knowledge while developing English Language Skills.

In the 6-8 grades we have 47 ELLs and they are placed in one class in each grade regardless of their proficiency levels, beginners, intermediates, and advanced students are all in the same class, therefore all students receive the same curriculum and programs and the teachers differentiate the learning to ensure that all students have varied access to the curriculum.

a. ELLs who are identified as SIFE are afforded the same ESL services based on their LAB-R scores, NYSESLAT, and ELA/Math state exams. In addition SIFE students are placed in an at risk service in the extended day instructional period and are provided with pull-out academic intervention services when required. They are also offered opportunities for specialized after-school programs that focus on the needs of ELL students.

b. Newcomers are placed in the extended day instructional period. ELA and math teachers take baseline assessments to determine the best instructional levels. They are able to provide students with books on tape, a differentiated text and work materials designed for ELL's. Students are invited to attend after-school activities that help prepare students for the New York State Examinations. We are hoping to encourage families to participate in workshops to learn about basic literacy skills and foster experiential learning at home for them and the students. The PTA and SLT will be working on these workshops.

c. Long term ELL's are encouraged to participate in our rich after-school programs. These activities foster language skills, social skills and provide rich experiences that they might not otherwise have. Our longterm ELLs have been our focused group within this subgroup., because they have made gains and then they get stuck in the reading and writing modalities. These ELLs are placed with proficient students where they are able to share on grade level reading and writing skills to improve on their own.

This school year there is a special emphasis on having all ELL students participate in outside school trips. We believe these experiences will foster language understanding and vocabulary in addition to their cultural value.

The guidance counselor continues to work with students and families that may have special needs. She closely monitors ELL progress and meets with them with strategies to develop English proficiency. This interaction creates an additional level of support that builds on classroom instruction, thereby increasing academic achievement. Students who are not progressing are strongly encouraged to participate in supplemental activities such as extended day, Saturday programs and other academic intervention services.

Students who are at risk or may have special needs are also discussed at the monthly Pupil Personnel Team meetings. Teachers are encouraged to submit to the guidance counselor the names of these students and interventions they have implemented. The results are discussed at length. Home contact regarding students is also discussed at the PPT. The PPT makes suggestions for future interventions. These include at risk counseling, SETSS etc. If these interventions are not successful further testing by the School Assessment Team may be administered in order to provide greater insight into the child's needs.

7. 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?

All ELLs-SWD at PS/IS 30 participate in the same general education curriculum as the general education students in the building. Scaffolds and supports are provided to ELLs-SWD in various forms. This year we are closely examining ELL-SWDs academic progress to ensure that they are receiving the appropriate services they need. The ELL-SWDs are in our Integrated-Coteaching classrooms and about 90% of them are long-term ELLs with over 6 years of service. The State suggested ELANDING ELL-SWDs whom the SAT identify that the students disability is not because of the language. Teachers in the 6-8 grades support students language, literacy, and content learning by implmenting numerous strategies and instructional methods including

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Paste response to question here:

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: | | | |
| Foreign Language | Spanish | | |
| TBE | Chinese | | |
| Dual Language | Arabic | | |
| | | | |

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 |

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

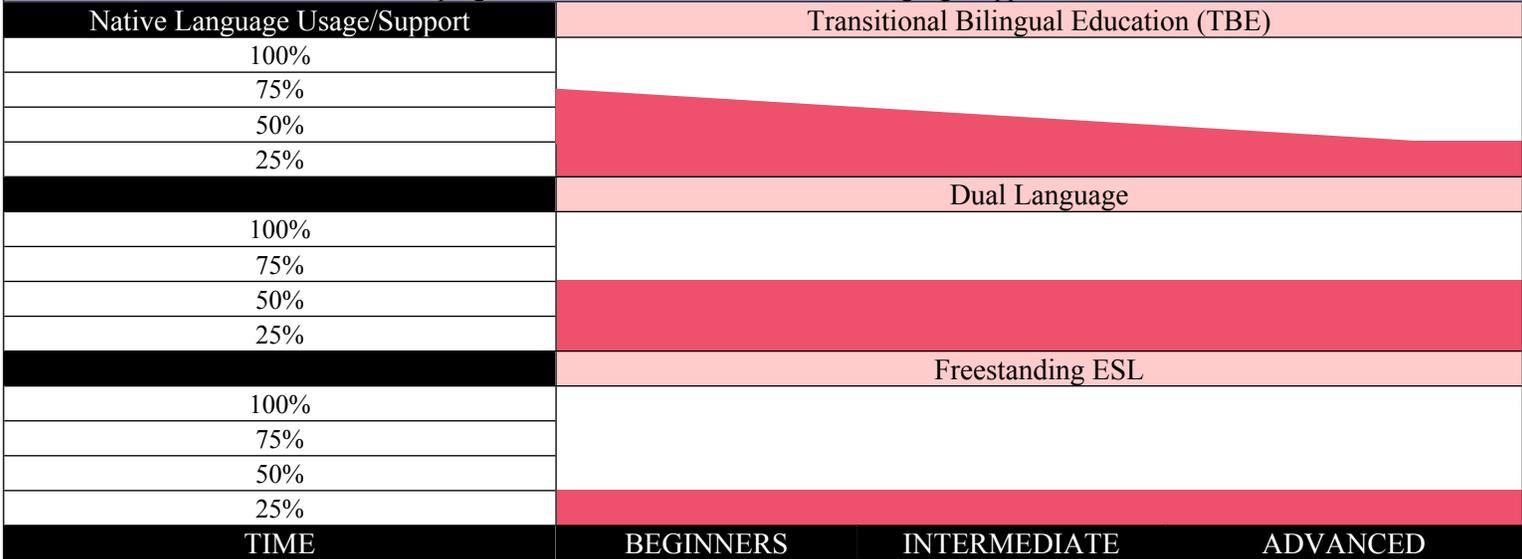
| | Beginning | Intermediate | Advanced |
|---|--------------------|---------------------|----------------------|
| ELA instruction for <i>all</i> ELLs as required under CR Part 154 | | | 180 minutes per week |
| FOR TBE /DL PROGRAMS: Native Language Arts | 45 minutes per day | 45 minutes per day | 45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

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

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

Native Language Usage and Supports

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



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

9. 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.
- All ELLs are mandated to attend extended morning which is 50 minutes on Mondays and Tuesdays from 8:00 am to 8:50 am. ELLs were strategically assigned to content teachers who were trained using ESL methodologies. Math and ELA materials were purchased to supplement teachers plans for instruction during this time. Ms. Lyss, librarian, provides students will ample opportunity to participate in various essay writing contests and other literacy-based projects to demonstrate their achievements. We will be purchasing sessions with Symphony Space who provides our ELLs in social studies classrooms, with extensions of literacy in art and music. During our teacher inquiry teams our ELL Coordinator and Lead SWD teacher will conduct PDs on best practices and implementing the work that UDL requires. This work will be monitored as the ILT meet to specifically look at students' work and progress using the tuning protocol. Since our ESL teachers have been the same for the past years and they are in the classrooms, ESL teachers are also targeting the FELLs to ensure that they continue to make progress in literacy.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- This school year 2013-14 we are continuing for the 3rd year with the push-in instructional model. In the past 2 years we focused on the ESL teacher pushing in with the content area teachers, specifically Science and social studies. This school year, after reviewing our requirements of the CCLS and the skills our students need to accomplish, the majority of the push-ins are occurring in the ELA classrooms where ESL teachers are co-teaching with the ELA teachers. The other required minutes ESL teachers are pushing in with the content areas. Last school year 2011-12 our literacy coach conducted several PDs reinforcing effective instructional strategies that should be evident in all classrooms that have ELLs. Teachers have been using strategic vocabulary teaching and we will be conducting PDs on implementing SIOP in the classrooms. The SIOP model allows teachers to address both content and language objectives. This school year we added a Kindergarten grade where we have Stand alone ESL, TBE (Chinese), and a Dual Language (Arabic) programs. For the stand alone ESL instructional model we are using the push-in model and this seems to be an effective model, especially for our LTEs.
11. What new programs or improvements will be considered for the upcoming school year?
- Next school year we will be continuing with all 3 ELLs models of instruction into our 1st grade and probably not have a TBE class entering Kindergarten (this depends on the needs of district).
12. What programs/services for ELLs will be discontinued and why?
- All programs will continue in the future.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- In all classrooms ELLs are provided with the same curriculum as the native English students. In the 6-8 grades our ELLs (from beginners to advanced) are all in a heterogenous setting together with native English speakers so they are hearing and seeing and experiencing English immersion. We are a MSQI (middle school quality initiative) extra school which allows us the opportunity to be partner with an OST to provide all our students with after school activities such as sports, visual and performing arts, and academic assistance. This program appeal to our ELL population as they have another opportunity to interact with their peers outside of a classroom setting to improve their academic and social skills.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- All classrooms are equipped with smart boards and computers in the classroom and teachers have access to mobile laptops when needed. This school year we are focused on purchasing laptop carts for every classroom. We received a grant from NYS Senate and we are purchasing about 40 laptops with this funding and we also received some funding from microsoft settlement and will be using that funding as well. We are an iLearn school and our ELLs have access to the resources that is provided to us as a school through the online blended learning environment. All ELLs have in-class and at home access to our mathXL program which is a tool that assist students in their math skills and content. All math teachers have actively engaged students in this program and assigns homework and give rewards for signing on and completing the lessons.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- In the TBE class the teacher has a bilingual license and speaks the various dialects which supports the students oral language development. All lessons are taught in English as students are learning to read so the support is in both languages. In the Dual language classroom the Arabic/English instruction is 50-50. The classroom is stocked with books in both languages and the teachers both ESL and Gen.Ed teacher speaks, reads, and writes Arabic. In the ESL classrooms the ESL coordinator ensures that

students are equipped with glossaries and dictionaries in their native language and also have the opportunity to access google docs in the classroom for clarity and understanding. There is some support in the Math classrooms as the teachers were assigned to the ESL classes who spoke the majority language of the students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources are appropriate to the ELLs ages and grade levels. In the 6-8 grades students we considered how students will react and perform when they are pulled out of the room and isolated from their regular classrooms and more importantly missing the hard-core instruction. The level and rigor of the teaching that takes place in a pull-out model does not meet the needs of the student in an environment where they are hearing and seeing their peers in the native English language and they are getting the support of their ESL teachers in the content immediately as they face the challenges.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

There is an orientation for all students in June for incoming students where the staff meet with parents of ELLs and SWDs as needed. Next school year 2014-15 we are given the opportunity to test our students in August before the school year starts so we will have an opportunity to meet parents and students and to get them acclimated to the school and the curriculum before the school year starts. For our dual language program student recruitment will begin in April and the dual language teachers will be involve as well as the ESL coordinator. Our population of new ELLs is not exorbitant, so they are usually just buddied up with another student for 2 weeks to a month until they are acclimated to the school and their program.

18. What language electives are offered to ELLs?

All students are given at least one year of a foreign language course. We provide Spanish.

19. For schools with dual language programs:

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

a. The dual language program is a 50-50 EP-ELL class.

b. The students are self contained in the same class all day. The four major content math, science, social studies, and ELA are taught.

c. The language (Arabic) is taught in the am and English in the pm. Since it's kindergarten, all the foundational language and Math is being taught in both ELA and math. Based on when Science and Social Studies is on the schedule, Arabic is taught in those classes

as well.

d. Self-contained.

e. It is emergent literacy being taught.

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

This school year 2013-14 all teachers of ELLs will continue to use the ESL methodologies (ExC-ELL) learned from the 2010-11 school year as common practice that occurs in all classrooms, evidenced by the intentional instructional teaching of vocabulary. ExC-ELL (Expediting Comprehension for English Language Learners), workshops. This school year the ESL Coordinator, Ms. Kelly, as well as the other ESL teachers: Mr. Salama, Ms. Noguera, and Mr. D'Anna will all attend the workshops presented by the OELL (office of English Language Learners) and turnkey their learning to the staff. The Network (CEIPEA) specialist also will assist in conducting and facilitating workshop for both the staff and the ESL teachers. With the new standards for the NYSESLAT and the proficiency test NYSISTELL all ESL teachers will attend PD to ensure that they are prepared to speak with parents and administer the necessary assessments.

We have purchased resources for teachers from ASCD which consist of DVDs, instructional materials, on educating ELLs by Connecting language, Literacy, and Culture on these topics: Establishing a New Vision; Building Academic Literacies; and Evidence-Based Assessment. These PDs will be facilitated by Mrs. Athanasakos, Ms. Kelly, and Mrs. Heeraman during departmental/grade/inquiry meetings. These sessions will be ongoing as we transition into our new co-teaching model.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?

PS 30 maintains an open door policy, parents are always welcome and are generally seen within a half hour even when they do not have an appointment. We utilize the automated phone service, School Messenger, to send out information about school events and important dates. There is a monthly Parent Teacher Association meeting that all families are encouraged to attend. This school year we added a kindergarten grade and that changed the scope of our parent outreach since we are reaching out to and servicing elementary and middle school parents. Their needs are varied and we are working to accommodate both sets of parents. We will continue to offer parents an opportunity of some type of self-help workshop, information on how to improve student performance workshop, or workshops that allow diverse parents to socialize and discuss issues in education. A newsletter goes home to all families and important notices are translated into appropriate languages. Translation services are available at all Parent-Teacher Conferences. In addition we use the Translation units phone services for impromptu conversations.

We did not get the opportunity to continue with the Saturday family programs but the SLT and the PTA are working on ideas to involve parents in their children's education and in the school community. Parents are surveyed formally and informally to ascertain their feelings about our school and their specific needs. We seek input into decisions about trips and school activities and the learning environment of our school. The Parent Coordinator takes an active role in this process frequently contacting parents personally to inform them of activities or school-wide concerns. A particularly successful event is our Pot Luck Supper. Families come together and share the ethnic dishes of their countries. Families have the opportunity to play games together, watch a movie and win prizes. It is a warm evening that is always well attended and fosters positive relationships between the school and our families.

We frequently create school events to meet the needs of parents, for example, we host a information night about the high school selection process, as well as, events that describe the state exams. We are continuously attempting to create events for all families to fee accepted and supported.

E. 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 response to question here:

Part VI: LAP Assurances

School Name: PS/IS 30 Mary White Ovington

School DBN: 20K030

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

| Name (PRINT) | Title | Signature | Date (mm/dd/yy) |
|----------------------------|---------------------------------|-----------|-----------------|
| Carol Heeraman | Principal | | 1/1/01 |
| Elizabeth Maley | Assistant Principal | | 1/1/01 |
| Donna Borgia-Moscatelo | Parent Coordinator | | 1/1/01 |
| Laura Kelly | ESL Teacher | | 1/1/01 |
| Roland Roberts | Parent | | 1/1/01 |
| Nadine Mastrogiacomio/Math | Teacher/Subject Area | | 1/1/01 |
| Sara Shin/ ELA | Teacher/Subject Area | | 1/1/01 |
| Calliope Athanasakos | Coach | | 1/1/01 |
| | Coach | | 1/1/01 |
| Ida Tam | Guidance Counselor | | 1/1/01 |
| Ellen Padva | Network Leader | | 1/1/01 |
| Mohamad Salama | Other <u>ESL/Arabic Teacher</u> | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |
| | Other | | 1/1/01 |

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 20K030 School Name: PS/IS 30 Mary White Ovington

Cluster: 535 Network: CEI-PEA

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.

We use the home language ATS report to provide us with the various languages spoken by our parents and students. Once that is determined all of the bag-packed notices and information sent home is translated in that language by our staff and/or translation site. Our new messenger system allows us to program messages in various languages so parents receive that phone communication in their spoken language. For walk-in visitors who require translation in another language, a staff member is used the majority of the time, if unavailable the translation services is usually called to assist visitors.

During the first days of school all students are given the "blue emergency contact cards" to complete and return. On the card we request "parent's preferred language of communication; written and oral. Ms. Romeo, PA secretary, inputs all the data into ATS and we use the ATS report RAPL (Adult Preferred language) to determine our parents' written and spoken language at home. This report is printed by class and all documents sent home to parents are in the preferred language indicated.

We monitor the accuracy of our blue cards having our school aides do a monthly cross-check with the ROCL and the RAPL, since we also have intermittent registration during the school year.

In addition, informal assessments in the classroom are also conducted to identify the language that is spoken at home. We send notices home to parents in English as well as in the second language based on ATS students' home languages data report. Our parent coordinator continues to provide outreach to our non-English speaking parents by gathering data to determine how to meet the needs of our non-English speaking parents. Members of the staff who speak another language also provides translation services for our parents and assist in translating written information as well. We also utilize the free translation or interpretation services provided by the DOE. Our members of the SLT and members of the PTA are also involved and provide translation of materials on information being sent home as well.

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

For about 50% of our total population translation services are required but more so orally than written. Because of the various language dialects, the written language does not always translate the appropriate meaning of what we are conveying to parents. There are families who have illiterate parents and so the written translations do not benefit these families and so the oral translations are beneficial either on the phone or when parents walk-in. These findings were reported to the school community during parent/teacher conferences, PTA meetings, and other school events, which is mostly facilitated Ms. Borgia (parent coordinator).

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.

The majority of the written documents that are sent home to parents come from NYCDOE offices and translated versions in many of the families' languages are provided by the DOE. When we are sending home documents from the school, the parent coordinator seeks the assistance of teachers and google docs to translate. When teacher-translated docs have proven to be best because of the various dialects and the translated versions are usually in Standard language. The timeliness of the docs can sometimes be an issue especially if the document is a last-minute document to be bag-packed home. When this situation arises the parent coordinator sometimes sends out emails as well with the translation when there is no time for a teacher to translate.

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.

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

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

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

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction:** activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
 - The Title III supplemental instructional services must be based on student need
 - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
 - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
 - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is “of sufficient intensity and duration to have a positive and lasting impact on the teachers’ performance in classrooms.”
 - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
 - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the [School Allocation Memo #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information

Name of School: Mary White Ovington IS 30

DBN: 20K030

This school is (check one): conceptually consolidated (skip part E below)

NOT conceptually consolidated (must complete part E below)

Part B: Direct Instruction Supplemental Program Information

The direct instruction component of the program will consist of (check all that apply):

Before school After school Saturday academy Other:

Total # of ELLs to be served: 49

Grades to be served by this program (check all that apply):

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

Total # of teachers in this program: 2

of certified ESL/Bilingual teachers: 1

of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

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

The funds will support the following programs:

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

Part B: Direct Instruction Supplemental Program Information

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

Part C: Professional Development

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

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

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

Part D: Parental Engagement Activities

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

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

Part D: Parental Engagement Activities

- how parents will be notified of these activities

Begin description here:

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

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

Part E: Budget

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

Allocation Amount: \$0

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

Part E: Budget

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

Allocation Amount: \$0

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