



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: RAFAEL HERNANDEZ/LANGSTON HUGHES SCHOOL
DBN (i.e. 01M001): 05M030
Principal: TERI STINSON
Principal Email: TSTINSO@SCHOOLS.NYC.GOV
Superintendent: GALE REEVES
Network Leader: KAREN AMES

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
Teri Stinson	*Principal or Designee	
Alvin Leon	*UFT Chapter Leader or Designee	
Keyandra Dreher	*PA/PTA President or Designated Co-President	
Melissa Ingram	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
N/A	CBO Representative, if applicable	
Brenda Shufelt	Member/ UFT	
Tonya Spry Thomas	Member/ UFT	
Maria Tierra	Member/ Parent	
Shameicka Phillip	Member/ Parent	
Jannie Bickley	Member/ Parent	
Stephanie Griffin	Member/ Parent	
Jannie Bickley	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	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ 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)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	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, teachers of grades K - 5, will improve the reading levels of students using benchmark assessments based on CCLS Reading Standards for Informational Text: Key Ideas and Details; Craft and Structure; Integration of Knowledge and Ideas; and Range of Reading and Level of Text Complexity by 25% overall.

Comprehensive Needs Assessment

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

The need for this goal was identified through analyzing the data from the item skills analysis after administering the Developmental Reading Assessment (D.R.A.) and Developmental Writing Assessment (D.W.A).

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

- Analyzing data from DRA and Spring State Exam items skills analysis
- Teachers create subgroups according to student's needs based on the data
- SMART goals were developed based on needs identified by item skills analysis for each student
- All pedagogues work with students during 37 1/2 minutes block; Great Leaps, Foundations and/or Skills Books
- Teachers and paraprofessionals are assigned to a teacher team group and meet weekly
- discuss trends and student work
- Create learning outcomes based on CCLS
- administration of pre and post assessments
- Grade level professional development
- Common planning periods to plan units of study and discuss best practices that aligns itself with the CCLS
- UFT teacher center conduct study groups as well as individual PD counseling session
- Lunch and Learns
- Afterschool Academic Program for grades K -5, Tuesdays - Thursdays
- Lunchtime Tutorial - lowest 1/3rd
- Word Study Fridays - Vocabulary Building
- AIS Reading Specialist - pull out program
- AIS Reading Recovery - Grade 1
- Foundations, grade Pre-K - 2
- Great Leaps K - 5, tutorial lowest 1/3rd, Tier 3 RTI
- Silent Sustained Reading, daily 30 minutes, grades 3 - 5

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

1. Classroom teachers, clusters, reading specialist, coaches, SETTS teacher, ESL Teachers and administrators

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity
1. Benchmark Assessment – Fall, Winter, Spring
D. Timeline for implementation and completion including start and end dates
1. Ongoing - September to June
E. Describe programmatic details and resources that will be used to support each instructional strategy/activity
1. Foundations, 30 minutes daily phonics program
2. Great Leaps, 37 ½ Minutes, 1-1 tutorial
3. Silent Sustained Reading, 30 minutes daily , grades 3 – 5
4. Increase of Silent Sustained Reading to 50 minutes daily, January 2014, grades 3 – 5
5. Vocabulary Fridays, period 7, small groups, all teachers
6. Inquiry Mondays. Teams meet at 2:20 p.m.
7. Lunch & Learning for Aris Learn to Support implementation and pedagogy of teachers
8. Lunchtime tutorials, January 2014 – April 2014 , academic support lowest 1/3 rd
9. Saturday Tutorial Institute, January 2013 – April 2013, academic support grades 3 – 5, test sophistication
10. ESL, per diem teacher. 2x week, lowest performers
11. AIS Literacy, pull out program, Tier 3 RTI

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).
<ul style="list-style-type: none"> - Parental Workshops in English Language Arts to inform parents of new initiatives - Family Reading Nights geared around bringing families into the school environment - Monthly Newsletters to inform parents of upcoming activities and events - Parents invited to student performances and Perfect Attendance assemblies - Open Access to the Library and Technology lab - A monthly school-sponsored adult Library Day - Parent Volunteers for field trips - Planning Meetings for Community Learning School

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.											
	Tax Levy	X	Title IA	X	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 #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, teachers of grades K – 5, will improve the math levels of students using benchmark assessments based on CCLS Math Domain (K.NBT, 1.NBT, 2.NBT, 3.NBT, 4.NBT and 5.NBT) – Numbers and Operations in Base Ten by 25% for grades K – 5 and 25% for grades 3 – 5 in Numbers and Operations in Base Ten - Fractions.

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.
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The need for this goal was identified through analyzing the data from the Math Predictors. Students' performance on the New York State Mathematics Assessment for the 2011 - 2012 school year.

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

- Analyzing data from Math Predictor, Go Math, Benchmarks and Spring State Exam items skills analysis
- Teachers create subgroups according to student's needs based on the data
- SMART goals were developed based on needs identified by item skills analysis for each student
- Assigned pedagogues work with students during 37 1/2 minutes block; Great Leaps, Foundations and/or Skills Books
- Teachers and paraprofessionals are assigned to a teacher team group and meet weekly
- discuss trends and student work
- Create learning outcomes based on CCLS
- administration of pre and post assessments
- AIS Math Teacher Tier 3 RTI
- Grade level professional development
- Common planning periods to plan units of study and discuss best practices that aligns itself with the CCLS
- UFT teacher center conduct study groups as well as individual PD counseling session
- Lunch and Learns
- Afterschool Academic Program for grades K -5, Tuesdays - Thursdays
- Lunchtime Tutorial - lowest 1/3rd

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

1. Classroom teachers, clusters, reading specialist, coaches, SETTS teacher, ESL Teachers and administrators

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

1. Benchmark Assessment – Fall, Winter, Spring

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

1. Ongoing - September to June

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

1. Inquiry Mondays. Teams meet at 2:20 p.m.
2. Lunch & Learning for Aris Learn to Support implementation and pedagogy of teachers
3. Lunchtime tutorials, January 2014 – April 2014 , academic support lowest 1/3rd
4. Saturday Tutorial Institute, January 2013 – April 2013, academic support grades 3 – 5, test sophistication
5. ESL, per diem teacher. 2x week, lowest performers
6. AIS Math, pull out program, Tier 3 RTI
7. Go Math Benchmarks, Pre and Post test

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).

- Parental Workshops in Mathematics to inform parents of new initiatives
- Family Nights geared toward math strategies to work with your child at home
- Monthly Newsletters to inform parents of upcoming activities and events

- Parents invited to student performances and Perfect Attendance assemblies
- Open Access to the Library and Technology lab
- A monthly school-sponsored adult Library Day
- Parent Volunteers for field trips
- Planning Meetings for Community Learning School
- Price Waterhouse Financial Literacy for Parents

Budget and Resource Alignment

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

Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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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, teachers through the Inquiry Teams, will strengthen teaching practices that encourage deeper thinking habits of mind (3b) by the students and evaluate strategies that support best practices in the classroom to provide cohesive as well as a consistent level of instruction across all grade levels as measured by 65% of teachers performing in the effective range of the Danielson Rubric.

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.

Current performance levels

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. Professional Development
2. Lunch and Learns
3. Aris Learns
4. Observations and Feedback

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

1. Teachers, coaches, administrators

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

1. Inquiry Team Records
2. Student Work
3. Advance

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

1. On-going September to June

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

1. Teacher Feedback
Weekly PD

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).

- Parental Workshops to inform parents of new initiatives
- Family Reading Nights geared around bringing families into the school environment
- Monthly Newsletters to inform parents of upcoming activities and events
- Parents invited to student performances and Perfect Attendance assemblies
- Open Access to the Library and Technology lab
- A monthly school-sponsored adult Library Day
- Parent Volunteers for field trips
- Planning Meetings for Community Learning School
- Pre-K Open House Days

Budget and Resource Alignment

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

	Tax Levy	X	Title IA	X	Title IIA	X	Title III	X	Set Aside	X	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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.

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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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.

N/A

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

Describe the research-based 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.

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

1.

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

1.

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

1.

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

1.

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).

Budget and Resource Alignment

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

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

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	Foundations Great Leaps Word Study Fridays Silent sustained reading Afterschool Program	Small group, one-to-one One-to- one Small groups Individual/ Independent Small groups	37 ½ Minutes, Tues - Thurs 37 ½ Minutes, Tues - Thurs 37 ½ Minutes, Tues – Thursday Mon – Fri, 8:15 a.m. – 8:45 a.m. Tues - Thurs
Mathematics	Tutorial Afterschool Program 37 ½ Minutes Mental Math	Pull out small group Small groups Small groups/ Whole class	During school Day Tues – Thursday 15 Minutes Daily
Science	Afterschool program 37.5 tutorial Sustained silent reading in content area	Small groups Small Groups Individual/ Independent	Tues – Thurs Tues – Thurs Daily 15 – 20 Minutes after lunch
Social Studies	Afterschool program 37.5 tutorial Sustained silent reading in content area	Small groups Small Groups Individual/ Independent	Tues – Thurs Tues – Thurs Daily 15 – 20 Minutes after lunch
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Lunchtime Clubs – Princess Club; Heroes Club and Chess Club Push-in classrooms Pull-out	Small groups	20 minutes during lunch periods, 4 & 5 Throughout the school year, daily

**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.
<ul style="list-style-type: none"> - Peer-to-peer professional development - On-going professional development by coaches, network (offsite) and administration - Professional book studies – book study Fridays - Technology support - Self reflection of pedagogue to examine support needed - Consistent feedback for support of best practices that support student learning and deepen student understanding - Coaching staff to support classroom teacher - Common planning periods built into teachers' program - Recommendations from staff members - Critical friends protocol to support best practices

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).
Network Professional Development in Content Area Weekly PD Lunch & Learns Aris Learn Lunch and Learns U.F.T. Professional Development Teacher Feedback from Administrators

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.).
Funds are used for Students in Temporary Housing to support needs such as clothing, book bags, fees for field trips, graduation fees and food for the families.

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.).
Creative Curriculum Foundations Parent Open Houses/Workshop Pre-K Social Worker Outreach

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.
Weekly grade level cohort meetings/Inquiry Teams (teacher teams)

TA Schools Only

Use of Program Resources

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

N/A

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 05	Borough Manhattan	School Number 030
School Name Langston Hughes-Rafael Hernandez School		

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 Ms. Teri Stinson	Assistant Principal Ms. Marisol Vazquez
Coach Ms. Russell	Coach
ESL Teacher Ms. Jessica Santos	Guidance Counselor Ms. Ivette Cordero
Teacher/Subject Area Ms. Fleming/Special Ed. ICT	Parent type here
Teacher/Subject Area Ms. Adonis/General Ed. ICT	Parent Coordinator Dorothy Spann
Related Service Provider type here	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.	2	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	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)	263	Total number of ELLs	40	ELLs as share of total student population (%)	15.21%
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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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	40	Newcomers (ELLs receiving service 0-3 years)	33	ELL Students with Disabilities	15
SIFE	1	ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	

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										0
Dual Language										0
ESL	33	1	15	7		2				40
Total	33	1	15	7	0	2	0	0	0	40

Number of ELLs who have an alternate placement paraprofessional:

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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	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
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):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	14	7	2	5								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1		1								4
TOTAL	4	4	16	8	2	6	0	0	0	0	0	0	0	40

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)	2		2	2		1								7

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)			10	2	1	2								15
Advanced (A)	2	4	4	4	1	3								18
Total	4	4	16	8	2	6	0	0	0	0	0	0	0	40

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	2				2
4	4	1	1		6
5					0
6					0
7					0
8					0
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	1		1						2
4	5		1						6
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2				4				6
8									0
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				
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.

P.S. 30 uses a variety of assessment tools to assess the early literacy skills of the ELLs in our school as well as the monolingual students. DRA is used to assess the reading levels the students are currently on in grades K-5. DRA/DWA is done in grades K-2 three times a year, the beginning, midyear and at the end in order to measure student progress. In grades 3-5 it is done twice a year, beginning of the school year and at the end. DRA/DWA is used to measure literacy levels. Teachers use the DRA/DWA results in order to group their students during the literacy block for reading and writing. Some use the strategy for placing students in groups who are on the same DRA/DWA level, other teachers like to group their students with some being on grade level or higher with students who are below grade level. Results obtained are also analyzed and are used to see what skills the students are the weakest in. The skills are listed and small groups are formed in order to address the skills that the students are struggling with. When students are re-assessed using the same assessments it is noted if there has been growth or if the student has remained stagnant.

Some teachers in P.S. 30 have targeted students as being non-readers. The teachers target these students and they are usually the students who have been held over, who have a current I.E.P. or who are new comer ELLs. These students are also assessed using the Woodcock Reading Mastery Test. This assessment gives more detailed information as to where the students are as readers. Once this assessment is completed the teacher targets these students for small group instruction in the areas they are the weakest in. There is also a reading assessment used for grades Kinder and first that is called the Reading Recovery program which works as a running record. Students are assessed using the running record format to see where the students are in the area of reading.

In the math area students are assessed school wide using math predictors. Students are given the math predictors to understand what level the individual students are on in the math area. All the ELLs are included in all the assessments that are held schoolwide with testing modifications that they are entitled to always in place.

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

When examining the four modalities of Listening, Speaking, Reading, and Writing the patterns that were revealed across the proficiency levels were as follows:

K: The ELLs in Kinder have not taken the NYSESLAT but are newcomers who have been tested using the LAB-R. As per the LAB-R, two of the four students obtained a beginning level of proficiency, and the other two obtained an advanced level.

1-2: In first grade there were four students who took the NYSESLAT last spring. All four of the students scored at the advanced level of proficiency. These students all remained in the advanced level from when they were tested on the LAB-R with the exception of one who went from a beginning level of proficiency to the advanced level. There were many students who took the NYSESLAT who are now in grade 2. Of the 16 students tested 2 obtained a beginning level of proficiency, 10 students obtained an intermediate level of proficiency, and 4 students obtained an advanced level of proficiency. 14 of the students tested went up at least one proficiency level on the NYSESLAT except the two who remained on the beginning level, although they went up from being a low beginner to a higher beginner.

3-4: In grade 3 there were six students who were tested with the NYSESLAT. Four of the six students obtained an advanced level of proficiency and two students obtained an intermediate level of proficiency. In grade 4 there were two students who were tested with the NYSESLAT, one student obtained an intermediate and the other an advanced level.

5-6: P.S. 30 only has grade 5. In grade five six students were tested with the NYSESLAT. One student who was a first year newcomer obtained a beginning level. Two obtained an intermediate level and the other three obtained an advanced level of proficiency.

There were a total of 7 students who reached proficiency (tested out) on the NYSESLAT. 1 student was in kinder, 5 were in second grade, and 1 was in third grade.

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](#))

N/A

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?

The results for the NYSESLAT of spring 2013 shows a pattern in which students went up at least one level of proficiency. There were 7 students who obtained a proficient exiting them out of the ESL program . The rest of the students went up a proficiency level. Each student with the exception of one, went up at least one proficiency level. There are no students who have taken state exam in their native language. P.S. 30 has not opted into the ELL periodic assessments.

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](#).)

P.S. 30M uses progress monitoring data to make educational decisions about changes that will take place in an ELLs goals, in their instruction, services as well as when a referral for special education is being considered. When the progress of an ELL is being monitored P.S. 30 takes into account the child's educational and language background. The data for the ELL that is being monitored is compared with levels demonstrated by peers that share the same culture, and experiential backgrounds who have received the same intervention. Data is also used to determine if the instructional core is ineffective as well as determining when it is necessary to adjust instruction for ELLs. The ELL is placed in different tiers as shown in the RTI framework for ELLs. If the student does not progress in Tier 1 instruction that they receive from their classroom teacher, they are then moved on to Tier II where they receive AIS small group instruction. Each Tier is allotted its own amount of time depending on the necessity of the ELL in the area of reading. The student is then placed in Tier III where they would receive more one to one intensive instruction if he/she does not show improvement in Tier II. If the students shows no improvement in Tier III the student is then referred to Special Education, after being placed in all the Tiers as well as evaluating the student in his/her native language. It is very important for P.S. 30 to understand where the student is in their L1 before planning any interventions that the student may need.

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

P.S. 30 understands that in order to meet an ELLs needs , it is important to understand their characteristics as learners and to understand their characteristics as language learners. The ESL teacher at P.S. 30M investigates all the ELLs that come into the school in terms of where the ELL is coming from, what exposure to English the ELL has had, the students degree of proficiency in English and in their native language, what opportunities the student has had to learn language, prior schooling experiences, whether the student is proficient in their native language. The ESL teacher and classroom teacher build upon the linguistic capabilities that the student bring to the classroom., for example a Spanish speaking child who is struggling with vocabulary but has a strength in vocabulary in his native language, Spanish, the teacher may use words in English that sound similar, or look similar, cognates in order to build vocabulary and reading comprehension.
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?

N/A

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

P.S. 30 evaluates the success of the Freestanding ESL program by looking at the annual progress report. The English Language Learners are a subcategory on the progress report. This past school year, the ELLs showed a 82% improvement on the state exams. P.S.30 also looks at subgroups when it comes to the DRA, and the ELLs being one of their subgroups are measured in terms of progress. This data is looked at three times a year, to see how much growth the ELLs show as per DRA/DWA as well as the school wide math assessments that are in place.

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](#).)

In order to ensure that English Language Learners are appropriately identified, P.S. 30M follows the following steps for initial identification of ELLs, this is done within the first ten days that the child was first admitted to the school:

When parents first come in to register, they are given a Home Language Survey (HLIS) to fill out. The person conducting the initial registration process is the school secretary. She has an agreement with the ESL teacher in which she notifies the ESL teacher at the time of registration. When the ESL teacher who is fully certified in ESL K-12, is notified, she sits with the parent and conducts an interview in which she asks the parents the questions on the HLIS form. The HLIS is provided in the parents first language to ensure a complete understanding of the questions being asked. If the parent needs help with understanding the written questions we have Spanish speaking interpreters on hand at the school at all times and for other languages when there is someone available. If a parent speaks a language that is not spoken by any faculty member within the school, the HLIS when available is printed out from the city website in the parents native language. When it is not available to school immediately contacts a translation agency that can provide these services.

After the registration process is completed and all the interviews are complete, the ESL teacher looks over all HLIS forms and determines which students are those that speak a language other than English as it is found on the HLIS forms. The ESL teacher enters the code according to the parents answers. These students are identified as students who are eligible for LAB-R testing. Before administering the LAB-R the ESL teacher makes sure the students are first time admits if they are coming in in any grade other than kindergarten. This is done to make sure that the students has never before taken the LAB-R and there arent any repeated exams.

Parents of the students who are eligible to take the LAB-R are notified via back packed letters. These letters are sent to inform the parents that their child has been identified as being a student who speaks a language other than English and that they will be taking the LAB-R exam to determine full eligibility for ESL services. The letters are sent in the parents native language as it was indicated on the HLIS form. Students take the LAB-R and the ESL teacher grades it as per the state guidelines in order to see if the child is eligible. Once the teacher grades the exam, hand scores are kept on file and parents are notified as to whether or not their child is entitled to receive bilingual services. If a child is deemed entitled as per LAB-R and their first language is Spanish they are also administered the Spanish LAB-R. When using NYSESLAT from the prior spring, ESL teacher looks at the results and determines which students have tested out and which will be continuing to receive ESL services.

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.

Once the initial screening and assessments (LAB-R) are completed, the ESL teacher begins notifying parents of the entitlement and nonentitlement. The ESL teacher sends out an initial letter that states that the child was tested using the LAB-R and that the child was found to be entitled to receive ESL services. Parents are then invited to attend an orientation so that they understand what their three choices are when considering what kind of program placement they would like their son or daughter to receive. This is done within the first ten days that they child was admitted to the NYC public school system, particularly P.S. 30. The trend here at P.S. 30 is that parents most of the time are unable to come into the selected date and time of orientation and these make an appointment with the ESL teacher at a time that is more convenient to them due to their work schedule. At the orientation or one to one meeting the fully certified ESL teacher describes the parents three choices for ELL services that the city offers. Parents are informed about what the transitional bilingual program looks like, as well as the dual language and freestanding ESL. Parents are also informed that at P.S. 30M the only program that is offered currently is the freestanding ESL program. P.S. 30M informs parents that if there were to be enough students (15) in two continuous grades they would open up a Bilingual program and at that time parents would be notified. If a parent insists that they want to place their child in a dual language or bilingual program they would have to then go to the placement office and ask for their child to be placed in a school within the district that offers their choice.

Parents are then ask to fill out the parent survey and are offered assistance by the ESL teacher. Those who prefer to bring it back after they make their decision are urged to do so within the next two days maximum from having had their orientation. If parents

still have questions they are always welcomed back and given more information at their request.

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 [\[see tool kit\]](#).)

Parents of the students who are eligible to take the LAB-R are notified via back packed letters. These letters are sent to inform the parents that their child has been identified as being a student who speaks a language other than English and that they will be taking the LAB-R exam to determine full eligibility for ESL services. The letters are sent in the parents native language as it was indicated on the HLIS form. Students take the LAB-R and the ESL teacher grades it as per the state guidelines in order to see if the child is eligible. Once the teacher grades the exam hand scores are kept on file and parents are notified as to whether or not their child is entitled to receive bilingual services.

When using NYSESLAT to evaluate students the ESL teacher looks at the NYSESLAT from the prior spring. Students who obtained a proficiency level score are notified and their parents as well. Parents receive a letter informing them that their child is no longer entitled to receive ESL services because they have obtained proficiency on the NYSESLAT. These letters are sent to parents in both English and their native language as provided by the state. Students who have not obtained proficiency on the NYSESLAT are informed of their progress as well as their parents. Parents are informed as to the score obtained and the proficiency level that the student is currently on. Parents are also informed that their child will continue to receive ESL services for the present school year.

All letters are sent in both English and in the parents native language as provided by the DOE website or paid to do by an outside translating agency.

Parents are asked to sign and return program selection forms. If the program selection form is not returned the ESL teacher starts to reach out to the parents by making phone calls and resending the letters. If the letters are still not returned then the ESL teacher services the child, although the default program for ELLs is transitional bilingual which is not offered at P.S. 30M.

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 ESL teacher at P.S. 30M holds a parent orientation and if not has one to one meetings with the parent/guardian. At the meeting the ESL teachers orientates the parents of his/her options when it comes to what programs are offered at P.S. 30M for ESL services. The ESL teacher is fluent in Spanish and for those parents whose first language is Spanish, they are spoken to in Spanish. For those parents who speak other languages personal who speaks the language in the building is asked to sit in the orientations or one to one meeting whenever possible. The parent is asked to choose what program they would like their child to be placed in. This is evidenced on the parent survey. When the parents chooses the program the ESL teacher informs parents that at P.S. 30M only a freestanding ESL program is offered. P.S. 30M informs parents that if there were to be enough students (15) in two continuous grades they would open up a Bilingual program and at that time parents would be notified. If a parent insists that they want to place their child in a dual language or bilingual program they would have to then go to the placement office and ask for their child to be placed in a school within the district that offers their choice.

Parents are then ask to fill out the parent survey and are offered assistance by the ESL teacher. Those who prefer to bring it back after they make their decision are urged to do so within the next two days maximum from having had their orientation. If parents still have questions they are always welcomed back and given more information at their request. For those parents who choose freestanding ESL, the ESL teacher places the student based on age in the grade they belong in.

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 NYSESLAT is administered every spring. The NYSESLAT is used to measure a students progress in language acquisition. The NYSESLAT shows if a student is progressing, stagnant or no longer needs ESL services. Every spring the ESL teacher runs the RLAT report via ATS to make sure there arent any students who are showing up that are entitled to take the NYSESLAT. The ESL teacher considers this report as well as her ESL caseload when planning the NYSESLAT administration schedule. A schedule is created within the time frame that is provided by NYS. The ESL teacher creates a checklist for each modality with all the ESL student names. Every time a modality is completed, the ESL teacher checks off the modality completed as well as monitors individual situations such as dates when students are absent, illnessess, etc. NYSESLAT Testing is done within a time frame. The ESL teacher decides on what days the speaking portion would be administered. The speaking portion is administered on a one to

one basis. The listening portion is administered by grade on days that have been assigned to that modality, the reading portion is administered by grade as well as the writing on days that have been selected for the specific modality. All sections of the NYSESLAT are kept in a secure locked area of the school. All safety procedures are followed and all testing is done by a NYS certified ESL teacher.

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.  After reviewing the Parent Surveys and Program Selections forms for the past few year, the trend has been that the parents have wanted that their child be placed in a freestanding ESL program. There have been some students (8 students) who came to P.S. 30M with IEPs and who were also to receive instruction in Spanish. The parents at that time, 2011-2013 had requested that their child be placed in a bilingual program because that was what was stated on the IEP. P.S. 30M did not have and still does not have a bilingual program in the school building. These parents did not want to move their child to another school and decided to leave them in P.S. 30M in the freestanding ESL program. There was one parent this current school year who requested that her daughter be placed in a bilingual program. Since P.S. 30M does not have a bilingual program, the placement office was called and there the parent was sent to a school within district 5 that offered the placement she was looking for.

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])?

P.S. 30 follows a push-in/pull-out ESL program. Students who are newcomers and who are at the beginning level of proficiency are pulled-out in order to fully address the individual needs of the students. The students who are at the intermediate and advanced level of proficiency receive ESL through push-in. This is done to ensure that not only the students are receiving the ESL service but are also not missing out on important content area instruction as well. While in ESL, groups are formed heterogeneously, but in the same grade. This type of grouping has been proven to be successful in the past, unless the teacher feels that even though a student is in a lower grade or upper grade they would fit better with a specific group that is focusing on a specific study area.

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)?

Classroom teachers follow a specific schedule and work collaboratively with the ESL teacher when it comes to ensuring that the ELLs receive their mandated minutes. Classroom teachers are oriented at the beginning of every school year when they have been identified as being teachers who have ELLs in their classroom. The orientation consists of what the students ELL mandated are as per CR Part 154. Teachers are informed that students who are at the beginning level of proficiency will receive 360 minutes, students who are at the intermediate level of proficiency will receive 360 minutes and those who are at the advanced level will receive 180 minutes of ESL. This orientation is done so that the classroom teacher understands the importance of an ELL receiving the ESL services they are entitled to. When the ESL teacher plans to push-in several periods a week, she works with the classroom teacher to make sure that what the teacher plans on teaching for that week addresses the needs of the ELLs as well as there planning the differentiated instruction taking place.

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.

P.S. 30M follows a curriculum map and pacing calendars in grades K-5 to ensure that the content areas of instruction are covered. These pacing calendars are generated around the current curriculum that is being following by P.S. 30 which is Core knowledge, for grades K-2, Expeditionary Learning for grades 3-5, and Go Math for the math curriculum. Teachers analyze data and create tiered groups in order to ensure that all lessons are differentiated. Teachers make sure to change groups when students show progression in the content areas. Classroom teachers also collaborate with the ESL teacher in order to ensure that the ELLs are receiving proper differentiation according to their individual needs. Teachers use strategies such as summarizing, questioning, realia, TPR, story mapping, mental imagery, prior knowledge, and graphic organizers in order to make content comprehensible. P.S. 30 also provides experiences for the ELLs through field trips that tie into lessons that are being taught.

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

This is not applicable to P.S. 30 because the school only has a freestanding ESL program, we do not have a bilingual program. When appropriate we have staff that provides native language support when the need arises and the students are provided with bilingual glossaries. They are taught to use the glossaries to use during their daily instructional needs and so when testing comes around. End of the year evaluations, state exams, when available exams are offered in the students native language.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are evaluated in P.S.30 in all four modalities throughout the year by the ESL teacher who creates benchmark assessments that include all four modalities. The ESL teacher uses the NYSESLAT and the Common Core Learning Standards to create a benchmark assessment that includes the modalities of listening, speaking, reading, and writing. The assessment is given at the beginning of the school year to assess where the students are when they first come in to the school in all four modalities. The assessment is then repeated mid-year and end of year. If students master a skill/modality that is found on the assessment, the ESL teacher focuses on the areas in which the student is still struggling in. Instruction to address these areas are done via push-in/pull-out.

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).

P.S. 30M currently has only 1 SIFE student. Our plan for the SIFE student is to provide them with the extra support they need in order to get them on grade level. Besides ESL, the school provides tutoring in the majority of all subject areas but especially focus on literacy and math during school hours and in an after school program Tuesday, Wednesdays and Thursdays. During school hours the Students are assessed using baseline assessments and benchmarks. The assessments are analyzed and skills that the student has proven to struggle with are taught. These students are assessed frequently in order to measure if there is any progress. If the student is not making any progress the plan is to include the student in our RTI prevention plan. The SIFE students will receive intensive one to one tutoring by an F status ESL teacher twice a week and progress will be measured on an ongoing basis. The SIFE students also participate in programs such as foundations in order to receive the skills necessary that would prepare them for reading as well as the great leaps program. Any intense that are offered schoolwide, the SIFES are included as well.

ELLs who have been in US schools less than three years will be serviced following an ESL pull-out model. These students will receive ESL classes during their mandated amount of time that is required as per their proficiency level on the LAB-R and NYSESLAT. These Students who are in testing grades will participate in AIS tutoring one period a day during school hours to address both math and literacy skills. These students are also offered a placement in the afterschool program that is offered Tuesday, Wednesdays, and Thursday. If parents agree, these students receive extra help in literacy and math. One of the two is focused on per day of the afterschool. They also receive help with their daily homework assignments since the school acknowledges that the parents of most ELLs are unable to assist with Homework due to language barriers. During the regular school day ELLs are assisted by their classroom teachers by providing them with differentiated instruction on the subject area being taught in class. Also the ESL teacher collaborates with the classroom teacher in order to address the student needs while conducting a pull-out. Both the ESL teacher and the classroom teacher will meet bi-weekly to discuss what they feel are the skills that should be taught while the child is being pull-out by the ESL teacher. Regular informal and formal assessments will be conducted in order to ensure and monitor student progress.

ESL students in years 4-6 and longterm ELLs special needs also have the opportunity to participate in programs that are given through out the school year. These students depending on their needs are placed in programs such as "Wilson" to help them get on grade level and to reach proficiency. This would also apply to our newcomers. Students who have special needs are able to participate in all of the programs mentioned above as well as whenever needed they are provided with a one to one para that speaks their native language for any difficulties they may have.

For our students who have reached proficiency on the NYSESLAT the ESL teacher and the classroom teacher may meet to discuss any of the difficulties that the student may be displaying now that they no longer receive ESL. The ESL teacher on a regular basis may also do a push-in to assist the child and speak to the child and help him or her with they are doing at the moment and to measure any additional needs. These students as per request by the ESL teacher are placed in the extended time session in order to assist these kids with help in literacy and math. The ESL teacher also ensures that these students also receive the testing modifications that they are entitled to as per NYS all ELLs who reached proficiency on the NYSESLAT are entitled to two additional years of the same testing modifications on all NYS assessments.

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?

P.S. 30M provides the ESL students with the opportunity to receive literacy through the arts. P.S. 30 hires outside certified ESL teachers who work with language and math skills through artistic class such as puppetry, quilt making, movement and cooking. P.S. 30 also participates in federally funded program titled, The ALLL program whose services are provided by LEAP a non-profit organization. This program allows a fully certified teaching artist and the classroom teacher to collaborate and plan meaningful lessons based on the student needs. This program includes fieldtrips that enhances learning through experiences as well as allows classroom teacher to participate in outside PD in which they learn about the latest literacy strategies that are research based and proven to learn. This program also allows for measuring student progress by assessing students literacy skills at the beginning and end of the school year. All classrooms have a leveled library area in which all students including ELLs have the opportunity to read books that are on their independent reading levels. Students have an assigned silent sustained reading

period during every morning. Students also have access to classroom libraries that are targeted for reading for pleasure. Students are allowed to borrow books weekly. Because all of the newcomers at P.S. 30 are Spanish speakers these students also have access to books that are in their native language. Teachers also have computers in their classrooms that are accessible to ELLs. The computers provide interactive phonetic and reading programs that allow ELLs to hear proper pronunciation of letters, letter sounds, as well as vocabulary words that the teacher has selected for the individual students. Classrooms also provides mini listening centers where the students have access to books on CD. Students independently listen to the books on the CD have an independent task that the teacher has selected and determined to be appropriate to the ELLs and SWDs needs. All of these materials and strategies are planned collaboratively between the students classroom teachers and the ESL teacher to ensure that the ELLs are receiving age and grade level appropriate activities that will better suit their needs.

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?

P.S. 30M includes their ELLs-SWDs in all of their schoolwide curricular and instructional decisions. ELLs-SWDs are taught using the same curriculum as their monolingual peers except with differentiation. Classroom teachers use flexible grouping while planning their lessons. Flexible grouping is done to include all students in the classroom including ELLs-SWDs so that the students may be grouped according to their needs. ELLs may be better at math and in that case they may be grouped with a group that is working at the same math level as they are as shown on the benchmark assessments. Flexible grouping is also used for ELLs who need extra support and they are grouped with students who are at a higher level and can assist the ELLs with work completion as well as gaining confidence when participating in class. When an ELL-SWD with disability is referred for an evaluation the student is discussed by the schools, FST team. There the students overall performance is discussed. If the students is thought to benefit from an actual evaluation, the student is evaluated by the school bilingual psychologist and when placement is being considered, the least restrictive environment is always the first choice considering the child is also in a second language acquisition process. The students are assessed three times a year, at the beginning, mid year and end of year to assess whether or not the student is achieving their IEP goals. If the IEP goals are being achieved then new goals are put in place for the student to strive to achieve. These students receive ESL services as they are mandated to receive by a fully liscenced ESL teacher.

Courses Taught in Languages Other than English ⓘ

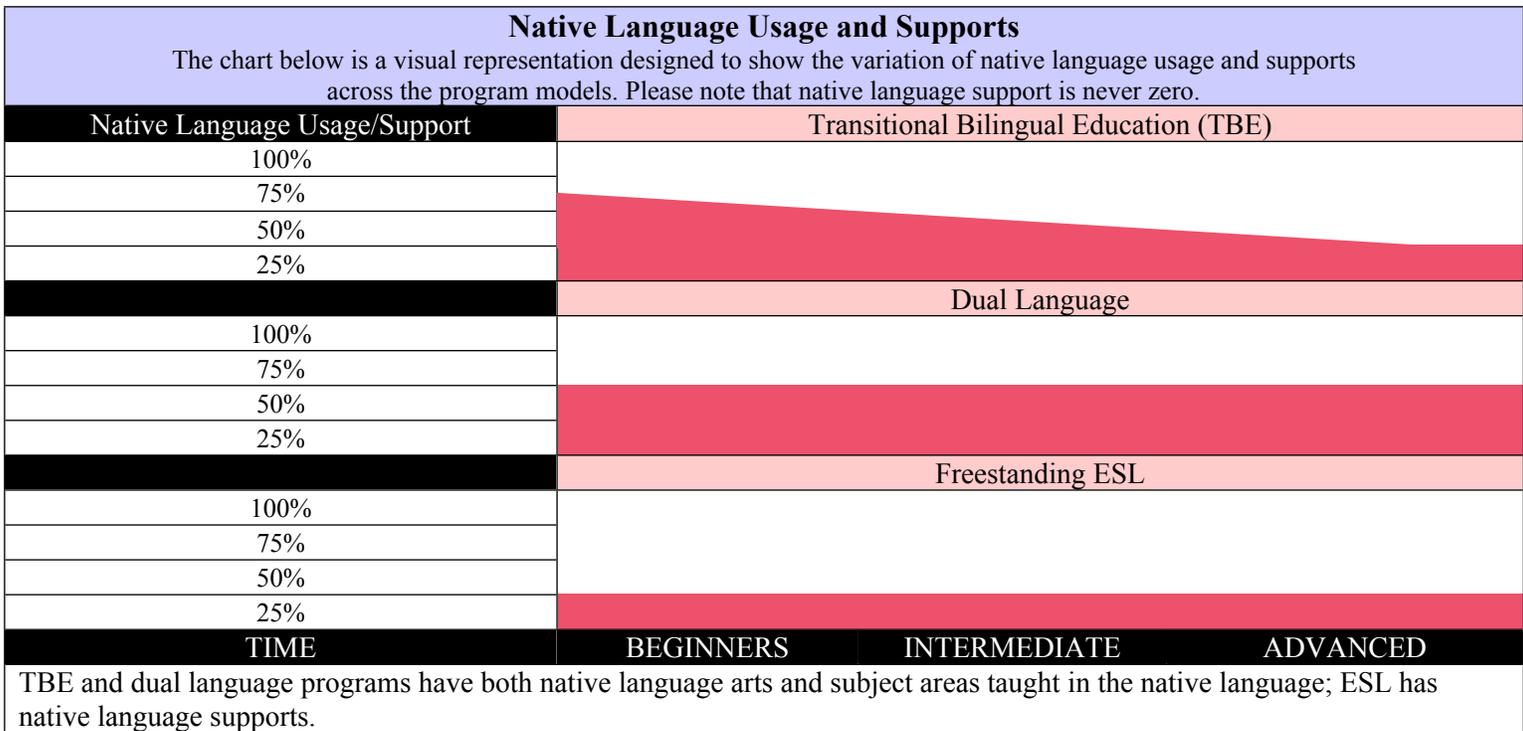
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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



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.

The entire teaching faculty at P.S. 30M maintains a data binder in which 7 students are targeted for English Language Arts and 7 students are targeted for Math. These students are considered to be the lowest 1/3 in each classroom. These students are chosen based on data taken from prior statewide math and ELA exams. For the lower grades K-2 the students are targeted based on DRA/DWA and math assessments held at the school wide such as math predictors and end of unit assessments. ELLs are included amongst these students. Once the students are targeted the teachers including the ESL teacher sets goals for each student. Based on those goals, skills are selected. Once those skills are in place these skills are taught on a weekly basis and are revised with time. Common assessments are held schoolwide in order to monitor student growth and to see what skills students are struggling with in order for those skills to be revisited if necessary. Targeted students are provided with one to one attention while conferencing they also receive AIS tutoring from certified teachers, who are trained in guided reading as well as with differentiating instruction.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

P.S. 30M follows a push-in/pull-out ESL model. The ESL teacher creates a schedule in which she pushes into the classes during literacy, social studies and math. The students she pulls out are pulled out during their prep period. This schedule is effective in meeting the needs of the ELLs and it has been proven in the data presented by the state from this past springs state exams. 88% of ELLs showed improvement on state exams. Last Spring 7 students tested out of the NYSESLAT and the rest with the exception of 1 showed improvement on the NYSESLAT by going up at least one proficiency level. Some went up two proficiency levels. P.S.30 will continue this same program because it shows to be beneficial to the ELLs in our school.

11. What new programs or improvements will be considered for the upcoming school year?

There have been some improvements this year when it comes to the scheduling and programming that all student including ELLs are able to participate in. Within in these new programs are the following: Students are now participating in P.E. class which allows for students to be exposed to activities that work with directionality, prepositions, vocabulary building, etc. There is a new incorporated violin program called OPUS 100 which teaches selected students how to play the violin. This teaches them discipline through the arts. Grades 3-5 are now departmentalized which allows students to prepare for middle school as well as be completely immersed in one subject two periods in the morning and two in the afternoon, whether its literacy or math. This allows allows students to be completely immersed in the area of study since they move from one class to another and each classroom is decorated and prepared around the one subject area only.

12. What programs/services for ELLs will be discontinued and why?

P.S. 30 currently does not have any programs/services that will be discontinued. Everything will remain as is.

13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.

All the ELLs in P.S. 30 are afforded equal access to all school programs. There is an afterschool program that takes place Tuesday, Wednesday, and Thursday, from 3:00pm-5:00pm and all the students who are permitted by their parents attend. During the afterschool students work on literacy and math skills. They also get support from their assigned teacher for the completion of homework. This is especially important for the ELLs whose parents do not speak English and can not assist their child at home with homework assignments.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

P.S. 30M students have access to a full computer lab with a computer teacher who is always present to assist with any questions or concerns. Classes are scheduled to attend the computer lab for weekly assessments, progress assessments, interactive computer classes, computer classes for basic typing skills and researching skills. There is also a complete library with computers as well. The library provides students with access to books of all genres, magazines on research, dictionaries, computers with interactive computer programs, and most importantly a full time librarian who plans daily lesson plans for selected classes who come to work with her. The library as well as most classrooms also has books in Spanish for those students whose first language is Spanish and would like to take books home to read with their parent/guardian. P.S. 30 also has a complete science lab which is occupied by a full time science teacher. Most classes are scheduled to visit the library weekly and while there participate in hands on science experiments.

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

Language is supported in the ESL program in P.S. 30 in many ways. Students receive push-in/pull-out services from a fully

certified ESL teacher. The ESL teacher is fully fluent in Spanish and most of the ELLs in P.S. 30's first language is Spanish. Teacher uses their native language for all the newcomers who are new to the school and just adjusting. There are book baskets with books that are in Spanish. Teachers who are fluent in French or Mandingo are used as support to those students whose first language is French and Mandingo.

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

P.S. 30 counts on many outside resources that ELLs benefit from. The LEAP program is a nonprofit organization which comes in weekly and provides language support by a fully certified ESL teacher who teaches literacy through the arts. P.S. 30 also counts on the support of the New York Public Library which works with students and parents in making sure they understand how to use the NY public library and how to check out books. This is done so that students who do not have access to books at home may go and read books and take some home for leisurely reading. P.S. 30 provides ELLs with the additional support of Foundations and Great Leaps both programs are used to developing reading skills especially in students who are in the lower grades and for ELLs who are newcomers.

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.

Before the ESL student officially begins the school year at P.S. 30M they are orientated along with their parents as to what the school codes are when it comes to the school uniform, the daily schedule, the after school program when available, and what extra curricular activities are offered at the school. Every new ELL that arrives to P.S. 30 participates in a welcoming group that is led by the school guidance counselor. The guidance counselor and the ESL welcome the new students by receiving the child on their first day and escorting the child to their class as well. The guidance counselor does a selected amount of weeks of participation in what they call the "Welcome group" The students are pulled during their lunch time and sit and have lunch with the guidance counselor and there discuss any concerns or hardships they are having as new students who are not only new to the public school system but who are also learning a new language.

18. What language electives are offered to ELLs?

The electives that are offered to ELLs are offered as a prep period. The electives are music, art, and P.E.

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)?

N/A

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.

The P.S. 30M staff has one to one consultation meetings with the ESL teacher when they have doubts or questions about ELL teaching strategies and how to differentiate for ELLs in their classrooms. Also the ESL teacher provides the faculty with mini workshops during common planning periods, lunch and learns and selected Mondays through out the school year. Since the ESL teacher follows the current core curriculum that has been selected for the school as an entry way of differentiating for the ELLs all the PD that is presented geared towards the ELLs is aligned to the Common Core standards. The ESL teacher attends most of the out of school PD that focuses on ESL related items, RTI, assessments, etc. and comes back to the school and teaches that faculty on the latest Professional development topics. Some of the topics for professional development are as follows:

1. How to use the NYSESLAT results for grouping and driving instruction
2. Stages of English language acquisition
3. How to plan differentiated instruction for the four levels of English literacy and five stages of language acquisition
4. How to differentiate a second language acquisition problem versus a learning disability
5. RTI for ELLs
6. Understanding the socio-cultural perspective and its implications for students with interrupted formal education

When students are transitioning from elementary school to middle school the guidance counselor in charge of the middle school applications follows a specific protocol to make sure that these students have an easy transition process. The guidance counselor collaborates with the ESL teacher in making sure that she has a list of names of students who are going to middle school who are entitled to bilingual services. When this is done she holds meetings for parents in which parents are orientated about the schools that are available to students within and outside the district. Parents of students who speak languages other than English are strongly encouraged to attend so that they may be orientated as to what middle schools offer bilingual services and what they should do if there is a school outside of the district that offers a type of bilingual service they are interested in. Students who are also 11 years of age or older have what is called an academic transitional plan in which it is stipulated what the kids should focus on in their new middle school as well as bilingual services and other related services they are entitled to.

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?

Parent orientation conferences are conducted for parents of newly enrolled ELLs to provide them with information about the ESL program that is offered at P.S. 30 and programs that are offered in other schools. Parents are given the opportunity to ask questions regarding these types of ESL services. Translators are available at the parent orientation. Informational materials also available for the parents. A parent conference is held each fall and spring to orient parents of ELLs regard program requirements, instructional standards, assessments and school expectations.

P.S. 30 partners with other agencies and community based organizations to provide workshops for the general parent population which includes ELL parents. These organizations include, Harlem hospital, The Boriquen Health Clinic, UFT, Con Edison, and Bank of America. These organizations preent workshops to parents on topics that parents have requestedthey would like to learn about. These topics are found through surveys that are sent home by the parent coordinator in order to figure out what it is parents would be interested in learning about so that there would be more parental participation. Some of these topics range between, Bed Bugs, Diabetes, How to Quit Smoking, Breast Cancer, etc. The follwing are topics that will be offered and they are organized by month:

October: Breast Cancer Awareness

November: Nutrition and Health

December: How to Quit Smoking

January: Getting a Better Understanding of your Child's IEP

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: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		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: **05M030** School Name: **P.S. 30M**

Cluster: Network: **406**

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.

Based on our demographics and ethnic data we have found that it is necessary that we identify our families in need of translation services via a vis utilization of the Home Language Survey, emergency cards and ATS. Our school also interviews all parents at the time of registration, and our ESL teacher meets with all new ELL students and Parents.

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.

The major findings of the schools written translation and interpretation needs show that most parents in the P.S. 30M school community speak Spanish as their first language. Other languages spoken amongst the parents are Mandingo and Arabic. Our findings have been reported to the school community via our parent coordinator, our PTA meetings, and backed-packed letters. These are all provided in the parents first language when translation services are available for those parents whose first language are Arabic and Mandingo. For the Spanish speaking parents there are interpreters in the building at all times who are part of the P.S. 30M staff.

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.

Language assistance services will be provided by in house school staff as well as parent volunteers. We presently have an ESL teacher and guidance counselors who translate all documents sent home to parents whose first language is Spanish. For the parents who speak Arabic and Mandingo we utilize the services provided by the DOE as well as free online translation services.

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.

At all the public meetings/workshops translation services are provided in house. P.S. 30M has many staff members who speak Spanish including the Assistant Principal. We at times invite local community members to translate for those parents who speak Mandingo and Arabic. Also for this current school year, P.S.30M was awarded a grant for purchasing translating headsets which will be used at the parent meetings as well as any afterschool activities in which parents will be participating in.

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

We have fulfilled section VII of Chancellors Regulations A-663 regarding parental notification through back-pack letters, our parent coordinator, our general PA meetings and posters displayed through out the P.S. 30M lobby.

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 or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School:	DBN: 05M030
Cluster Leader: Christopher Groll	Network Leader: Sandra Littrico
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input checked="" type="checkbox"/> Other: Push-in
Total # of ELLs to be served: 43 Grades to be served by this program (check all that apply): <input type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: # of certified ESL/Bilingual teachers: 2 # of content area teachers:

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: P.S. 30 has 43 English Language Learners (ELLs) who have been identified during the 2012-2013 school year. The students receive instruction in English from a fully certified ESL teacher as per CR Part 154 based on proficiency levels. P.S 30 is a K-5 school in which every grade has a specific number of ELLs. There are 6 students in kindergarten, 5 who are Spanish dominant and 1 who is French dominant. In first grade there are 14 students in which 12 are Spanish dominant, 1 is Arabic, and 1 is French. In grade 2 there are 9 students in which 8 are Spanish dominant and 1 speaks French. In grade 3 there are 8 in which 7 are Spanish dominant and 1 speaks Arabic. In grade 4 there are 4 students, in which 3 are Spanish dominant and 1 is French dominant. In grade five there are 2 students both whose speak first language is Spanish

Instruction is provided utilizing a push-in/pull-out model of instruction. In order to better meet the needs of the students they are placed in small groups based on their NYSESLAT results from last Spring, and based on their LAB-R proficiency levels for new admits. Teachers, including the ESL teacher will provide individualized instruction in Literacy through out the regular school day based on selected skills that students have shown to need extra help with.

With the Title III funds, P.S. 30 will be implementing supplemental support from an organization called "LEAP". P.S. 30 will be implementing the Active Learning Leads to Literacy Program (ALLL K-2), for grades 1 and 2 where there are 22 ELLs. The ALLL program is an initiative funded by the US Department of Education (USDOE), which uses drama, visual arts, music, creative movement, cooking, games, and storytelling to improve the literacy skills of young learners from kindergarten to second grade. ALLL has been recognized as a model for successful teaching by the USDOE and the leaders of the New York City Department of Education.

ALLL K-2's hands-on, multisensory, arts-based teaching strategies have been shown to help students improve their literacy skills. New York University's research shows that ALLL's K-2 students outperform their peers on 87% of the 23 literacy skills tested. In addition to helping students, LeAp provides workshops that show early childhood teachers how to use ALLL techniques in their classrooms. New York University's independent longitudinal study shows that ALLL has helped over 25,000 students become successful readers and proficient writers.

P.S. 30 will also be implementing the ALLL program for Grade 3 as well. The purpose of ALLL 3-5 is to develop and test hands-on, arts-based teaching strategies that increase both literacy and arts learning. ALLL 3-5 is embedded into direct literacy instruction and links to NYS social studies curriculum, thereby enhancing instruction in several academic areas. ALLL 3-5 is proving to enhance music, visual arts, dance, and drama instruction by classroom teachers as well as to increase student

Part B: Direct Instruction Supplemental Program Information

performance on NYS standardized literacy tests.

We feel that a literacy based program is best for our ELLs here at P.S. 30 because data from the 2011-2012 NYSESLAT as well as teacher observations show that many students are reaching proficiency on the Listening/Speaking portions of the NYSESLAT yet have stayed on the beginner level for reading and writing. The ALLL program will allow students to use their listening, speaking and visual learning skills to access reading and writing skills. Data shows that P.S. 30 has not met AMAO 2(reaching proficiency) for three years in a row. We believe that a more hands on, creative approach to curriculum enrichment will help students who are close to reaching proficiency yet have not been able to in the past years, achieve new levels of literacy inENIghs and push them towards proficiency.

At P.S. 30M the ALLL program will be held twice a week, Tuesdays and Thursdays for grades 1, 2 and 3 as a supplemental program by a fully certified ESL teacher. This program will begin in November 2012 and will last through June 2013. Each session is 45 minutes long during the class's regular daily schedule. The teacher who will be working with P.S. 30 is fully certified in ESL. The instruction is delivered using the workshop model with themes that revolve around the classes current area of study. The students present in the classes arent all ELLs but those who arent ELLs will benefit from this supplemental program because they are struggling readers and writers as well which is shown through their DRA data as well as their predictor exams. Those who arent struggling readers and writers will have the skills being learned in class reinforced. Before the teaching takes place the LEAP teaching artist has a meeting with the classroom teacher and ESL teacher in order to plan based on the student needs as well as what is planned on the curriculum map. The ALLL program takes into consideration each individual students reading levels and any useful data that is provided in order to ensure that each student receives what is needed and what they are entitled to. Besides the initial meeting, there are monthly meetings held for planning purposes between the classroom teacher, ESL teacher and the LEAP teaching artist. The ELL strategies that are being implemented within this supplemental program are strategies such as; TPR, realia, cooperative learning, roleplaying, scaffolding, word banks, visuals, notetaking, etc. The ELLs at P.S. 30 receive their full amount of minutes they are entitled to weekly from the P.S. 30M ESL teacher as well as an F status ESL certified teacher present at P.S. 30M two days per week as per Part 154 as extra support. The supplemental program that LEAP will be providing will be above and beyond what is required as per Part 154.

With Title III funds P.S. 30 will provide direct instruction by an ESL certified teacher, two days per week, Tuesdays and Thursdays starting in November 2012 and ending in March 2013. This direct instruction will be specifically to address the needs of SIFEs (Students with interrupted formal education) as well as ELLs who are in their second second year who are no longer exempt from state exams and need extra support. Each student will receive additional support based on their level of proficiency. Each student will be seen in 45 minute blocks, some maybe more depending on the necessity and the requirement as PART 154 stipulates. The services by the F status ESL certified ESL teacher will take place during literacy and math blocks via the push in model. The F status ESL certified teacher will collaborate with the classroom teacher in looking at curriculum maps and planning based on the skills that the ELLs will be learning in their monolingual classrooms. P.S.30 finds it necessary to enhance the reading and writing skills of our ELL students in grades K-5 in order to better prepare them for state exams for those students who are in testing grades, and to meet grade standards for those that

Part B: Direct Instruction Supplemental Program Information

are in the lower grades. Because of this the F status ESL certified teacher will implement ESL teaching strategies such as; interactive learning, content area learning that will increase academic language, scaffolding lessons, flexible grouping, actively participating ELLs in ongoing classroom conversations, including ELLs in all classroom activities, use of graphic organizers and tiered activities that are suitable to the needs of the ELLs, modeling, etc.

P.S. 30 routinely looks at and analyzes updated data on each student and classes in general. Using this data, lessons are planned for considering the skills we feel the ELLs and monolingual students struggle with the most, not only in all four modalities of reading, writing, listening and speaking, but in all content areas as well. P.S. 30 has found that focusing on common skills per week per grade has had a positive impact on student learning and progress. The skills taught will be in conjunction to the skills that the students are being taught during the regular school day in both literacy and math by the ESL certified teachers.

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 ESL teacher at P.S. 30 will attend monthly network professional development. Because there are various workshops held monthly, the ESL teacher will choose one appropriate to her population and/or her responsibilities and will attend the one of choice with approval of the school principal.

During the course of the Title III program, the classroom teachers will participate in professional development during professional development days, grade level meetings, and lunch and learn sessions. For these classroom teachers there will be 3 professional development sessions each of which will last 2 hours. The person who will be providing the staff development is Ms. Santos, the schools fully certified ESL teacher. The topics that will be covered are as follows;

How to identify an ELL, what signs to look for in your classroom, How to read NYSESLAT scores and group students, Is it a learning disability or second language acquisition? Signs and characteristics of a learning disability and second language learning, Lesson planning for ELLs, Differentiating instruction for ELLs and Testing modifications for ELLs, what are their rights during statewide testing?

These professional development workshops will be held monlty during the school year, during

Part C: Professional Development

professional development days, monthly grade level meetings and during Lunch and Learn sessions.

Teachers will also be able get individual staff development as per individual needs vis a vis, the literacy coach, funded by Tax Levy FSF. The success of the PD sessions provided will be assessed by on going teacher assessment, and observation of teacher work in classrooms as well as student progress.

The rationale for selecting the topics mentioned above for professional development is that, " language acquisition develops slowly and when conditions are perfect. The best are those that are provided in low anxiety situations, which contain messages that students really want to hear. These methods do not force the second language on the student, if not it allows students to produce when they are reading". (Krashen, 1981) Teachers will be given the tools and teaching strategies to understand the second language acquisition process and the teaching tools that are needed to make the second language learning process a successful and pleasant one for our students.

Part D: Parental Engagement Activities

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

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

Begin description here: At the beginning of the 2012-2013 school year a needs assessment was prepared for distribution to all the parents that are a part of the P.S. 30M community (not only to the parents of students who are English Language Learners). These needs assessments were sent home in the home language that the parent have provided the school with. All letters that are sent home to parents are sent in English with a Spanish translation at all times for those parents whose first language is Spanish. If the need arose that there were a parent who spoke another language not available at the school for written translation, and oral translation is provided. P.S. 30 will be working collaboratively with Harlem Hospital as well as the YMCA. These two organizations will be providing parents with English as a second language classes as well as computer classes. These classes will be offered to all parents including the parents of the ELLs in the building. The workshops are planned monthly and by topic based on the needs assessments of the parents. The following is what has been planned October through January for all parents including the parents of English Language Learners:

October: Breast Cancer Awareness

Part D: Parental Engagement Activities

Aris Training (Teaching parents how to log on and read their child's information)

ESL strategies that can be used at home to help parents with homework.

November: Nutrition and Health

Literacy games for parents of children who are learning a second language

December: How to quit smoking

Math strategies that can be used at home for parents of children who are learning a second language.

January: Getting a better understanding of your child's I.E.P.

The parental workshops mentioned above are some of the many workshops that will be offered monthly by the staff of P.S. 30, besides the weekly workshops that will be presented once a week by Harlem Hospital.

Teachers such as the ESL teacher and the coaches are invited to present these workshops. These workshops are approximately an hour to an hour and a half long. There is always a Spanish interpreter present for the parents who speak Spanish and when necessary and as per a parents request other language interpreters are present as well, although it has been rarely requested. Parental attendance at these meetings have been proven to be best during the morning hours. Therefore we expect that the bulk of the parents that will participate will be during the morning which is when these workshops are offered.

The rationale for selecting these workshops for parents is that, "motivation, self-confidence, and anxiety all affect language acquisition and learning". (Krashen, 1981) We as educators recognize that a child's first educator is the parent, and with the right strategies and tools they can help their child feel confident and motivated in wanting to learn. We feel that there has to be a connection between the home and the school for an optimal learning experience.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <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	11200.00	