



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 30
DBN (i.e. 01M001): 28Q030
Principal: JUDITH JAMES
Principal Email: JJAMES4@SCHOOLS.NYC.GOV
Superintendent: BEVERLY FFOLKES-BRYANT
Network Leader: MEGHAN KELLEY

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
JUDITH JAMES	*Principal or Designee	
ELLEN KLINGER	*UFT Chapter Leader or Designee	
THERESA CALLAHAN-HUNTER	*PA/PTA President or Designated Co-President	
THERESA HOLDER	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
CHRISTINA FERARI-ORTIZ	Member/ UFT	
CHARISSE ISIP	Member/ UFT	
DONNA JONES	Member/ PARENT	
FRANCINE CLARKE	Member/ PARENT	
JUDITH VENDRYES	Member/ PARENT	
DEBORAH SMITH HALL	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, all students will demonstrate growth in literacy as measured by an increase in reading levels as per the DRA assessment.

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.

Based on your 2012 – 2013 ELA test results, our average proficiency rating was 2.14. Only 9% of our grade 5 students met proficiency.

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. This year we are using a common core aligned reading program – Ready Gen in a 120 minute ELA block that spans reading, vocabulary work and writing. The Ready Gen program addresses the ELA Common Core instructional shifts
2. Due to the vast majority of our students scoring a level 1 in ELA (68 students), we have reconfigured our reading block to meet the needs of our low performing students by giving them access to complex text on their level. Students meet for 4 times a week in a guided reading group. With this strategy students are able to build confidence as independent readers.
3. We have purchased the Achieve 3000 online reading assessment and instructional programs for all our students. Achieve 3000 is being use to give our students experiences that will increase their lexile levels toward career and college readiness. Students will use ACHIEVE 3000 in their classrooms at various times during the day as well as once a week in the computer lab with their class. In addition, all students will be assigned additional articles for at-home use.
4. In our extended day program, our students are using the NY READY CCLS materials. These materials are aligned with the common core learning standards and provides further opportunities for our level one students to practice the content. Students who are not mandated to attend extended day are working independently in the books. Lessons are done with the entire class to review concepts.
5. Our Afterschool Academy is focused on providing ELA and Math support for our level 1 and 2 students. At this time students are given extra instruction in the prerequisite skills required to strengthen their understanding of the content presented during the days lessons. With the school success grant we are able to have a Saturday Academy to provide Test Prep as our students continue to prepare for the ELA assessment in April. Students will engage in test sophistication skills and content focus instruction to master the state test.

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

1. Teachers and administrators attend core curriculum literacy workshops, Network support for key teachers to attend various Literacy PD turnkey with grade
2. Use of smart boards to increase student engagement and incorporate technology into lessons through accessing the online support of ReadyGen.
3. Out of the classroom teacher set up and monitor implementation of ACHIEVE 3000
4. Teachers incorporate test prep content in everyday lessons
5. Hired teachers to provide afterschool instruction

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

1. Teachers meet weekly during Extended Day teacher meetings (Thurs. SBO) and during common planning periods to plan instruction
2. Weekly Evaluation of student progress through examining student work. Based on this evaluation of student work and needs, instruction is planned and the programs are evaluated to see which parts fit the academic needs of students and where there might be gaps.
3. Students are benchmarked using DRA in Sep, Jan and May to track progress. Unit assessments, student work products
4. Benchmark assignments on specific content taught in extended day
5. Students in extended day and Afterschool Academy are tracked for progress

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

1. In October, teacher grade level teams and administration examined the Item skills analysis for 2012 - 2013 to identify trends and patterns in student performance –school wide, class and individual to identify needs and strengths of students to formulate groupings on each level.
2. In September, targeted students were identified and benchmarks were set based on current levels. Initial groups were formed on class level and adjusted

throughout the year as necessary.

3. By January, interim benchmarks will be administered to determine students progress
4. By April, continue to assess students' progress.
5. By June, final Benchmarks to assess and identify the range of student increase of 1 – 2 reading levels.

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

1. Common planning periods are arranged to support teacher teams. Small reading groups and extended day sessions.
2. Model and co-teaching lessons by administration and identified teachers, Oct – June
3. Provide coverage for on-site PD provided by ACHIEVE 3000 personnel
4. Extended day through an SBO change from 371/2 minutes to 50 minutes for two days a week
5. Afterschool will be provided 2 days a week, 2 hours on Tuesdays and 3 hours on Wednesdays

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).

1. Parents as Learning Partners - Monthly we host Parents as Learning Partners, during which time parents come in and are seated in the classroom for an ELA lesson and are then involved in a debriefing session that provides ideas and materials to help their child at home. PALP sessions are on a variety of subjects.
2. Progress Reports to inform parents of their child's progress and goals.
3. Saturday Academy for Parents on ELA standards and shifts
4. Monthly Newsletters to parents to keep them informed of Literacy initiatives
5. Monthly Literacy activities to encourage parents to be involved

Budget and Resource Alignment

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

x	Tax Levy	x	Title IA	Title IIA	Title III	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 #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, all students will demonstrate growth in common core aligned math benchmark

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.

Based on your 2012 – 2013 Math test results, our average proficiency rating was 2.20. Only 14% of our grade 5 students met proficiency.

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.

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

1. This year we are using a common core aligned math program – Go Math.
2. Lessons focus on the go math lesson, problem solving strategies and math fluency. Students are also being grouped in math groups to strengthen their math fluency twice a week. The content of these groups are focused on strengthening their number sense skills to support the daily lessons. Differentiation of lessons and flexible grouping to address areas of need and spiraling of topics, Sep – June
3. Teachers working in weekly common planning sessions to identify effective strategies for students to complete rigorous tasks aligned with common core and NYS Learning standards
4. In our extended day program, our students are using the NY READY CCLS materials. These materials are aligned with the common core learning standards and provides further opportunities for our level one students to practice the content. Students who are not mandated to attend extended day are working

independently in the books. Lessons are done with the entire class to review concepts.

- Our Afterschool Academy is focused on providing Math intervention for our level 1 and 2 students. At this time students are given extra instruction in the prerequisite skills required to strengthen their understanding of the content presented during the day's lessons.

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

- Teachers and administrators attend core curriculum workshops,
- Network provide on-going PD and support for math lesson planning,
- Key teachers on each grade attend various Math PD and turnkey with grade
- Purchase extended day math materials
- Hire teachers to provide math instruction

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

- Teachers meet weekly during Extended Day teacher meetings (Thurs. SBO) and during common planning periods to unpack and plan program's implementation.
- Model and co-teaching lessons by administration, coach and identified teachers, Oct – June
- Weekly Evaluate student progress and to examine student work. Based on this evaluation of student work and needs, instruction is planned and the programs are evaluated to see which parts fit the academic needs of students and where there might be gaps. Students are benchmarked in Sep, Jan and May to track progress. Unit assessments, student work products
- Ready benchmark test will be administered in Jan and March to gauge progress
- Bi-weekly assessments on content within the major common core clusters

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

- In October, teacher grade level teams and administration examined the Item skills analysis for 2012 - 2013 to identify trends and patterns in student performance –school wide, class and individual to identify needs and strengths of students to formulate groupings on each level.
- In September, targeted students were identified and benchmarks were set based on current levels. Initial groups were formed on class level.
- By January, interim benchmarks will be administered to determine students progress
- By April, continue to administer teacher-made to assess students' progress.
- By June, final Benchmarks to assess to identify the range of student increase of 1 – 2 reading levels.

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

- 90 minute math block five times a week, Sep - June.
- Common planning periods are arranged to support teacher team.
- Providing coverage for teachers to attend various Math PD and turnkey with grade
- Use of extended day weekly sessions to look at student work and plan for future lessons
- Use of GoMath intervention materials to plan skill based lessons

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).

- Parents as Learning Partners - Monthly we host Parents as Learning Partners, during which time parents come in and are seated in the classroom for a math lesson and are then involved in a debriefing session that provides ideas and materials to help their child at home. PALP sessions are on a variety of subjects.
- Progress Reports to inform parents of their child's math progress and goals.
- Information about math instructional shifts and standards presented at Saturday Academy for Parents
- Monthly Newsletters to parents to keep them informed
- Monthly math activities to encourage parents to be involved

Budget and Resource Alignment

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

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

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all teachers will show improvement in their professional goals as evidenced by observations that demonstrate growth of at least 1 HEDI level on the Danielson rubric within the competency related to individual goals.

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.

As of July 1st, teachers are being assessed with a new evaluation system. Therefore, in order to improve student performance in all content areas it is essential that we improve teacher effectiveness and strengthen teacher practice.

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.

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

1. Utilizing a framework for teacher effectiveness, teachers will be provided with ongoing differentiated support to address the 22 components in the 4 Domains.
2. Complete self assessment in ARIS and identify 3 professional goals based on self assessment
3. Engage in critical conversations during frequent feedback conferences based on the Danielson rubric to identify effective elements
4. Engage in monthly professional development sessions focused on strategies and techniques to improve towards effectiveness

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

1. Resources that are being used to support this initiative are the administrative staff, network and outside resources
2. Teachers complete self assessment during admin period
3. Teachers meet with administrator and colleagues during common planning and teacher meetings
4. Teachers will receive actionable steps that they have to take to improve in selected domains and competencies which will require one and one feedback conferences with administration,

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

1. Teachers will receive frequent observations
2. Feedback conferences will include discussion of progress towards goal
3. Teachers identify effective practices as evidenced in observations
4. Teachers engage in self reflection to identify areas of improvement

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

1. During the summer, all except two teachers attended PD around teacher effectiveness
2. September teachers completed self assessment in ARIS and identified 3 professional goals
3. January mid point meeting to assess teachers' progress towards meeting goals
4. Monthly PD in Faculty conferences and extended day teacher meeting to help teachers understand the major components of effective teaching.

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

1. Provide coverage for staff to attend outside PD and meet with colleagues
2. Through SBO create an eight period day so that teachers will have an admin period
3. Provide coverage that creates common planning time
4. Provide opportunities in PD and feedback sessions for teachers to self reflect

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).

1. Curriculum Night and monthly activities to provide a forum for teachers to meet components in Domain 1 as well as encouraging parents to be involved

Budget and Resource Alignment

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

x	Tax Levy	x	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 #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.

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.

- 1. Strategies/activities that encompass the needs of identified subgroups**
 - 5.
- 2. Key personnel and other resources used to implement each strategy/activity**
 - 1.
- 3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**
 - 1.
- 4. Timeline for implementation and completion including start and end dates**
 - 1.
- 5. 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.

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

6.

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	<p>All students are receiving small group instruction on their reading level</p> <p>Mandated students attend extended day and work with NY Ready CC materials</p> <p>At-risk students receive additional services from support staff</p>	Small group	<p>during the school day</p> <p>after school</p> <p>during the school day</p>
Mathematics	<p>All students are receiving small group instruction on prerequisite math content</p> <p>Mandated students attend extended day and work with NY Ready</p>	Small group	Afterschool, during the school
Science	AIS science support is provided in class as part of differentiated grouping embedded in the reading program.	Small group	During school
Social Studies	AIS social studies support is provided in class as part of differentiated grouping embedded in the reading program.	Small group	During school
At-risk services (e.g. provided by the Guidance Counselor, School)	At risk counseling services for students on a one to one basis.	Small group	During school

<p>Psychologist, Social Worker, etc.)</p>	<p>Parent/teacher consultation during school hours. Parent/teacher referrals to outside agencies during school hours.</p> <p>At risk counseling services are provided by the School Psychologist as needed. In addition, special education placement testing is provided by the School Psychologist during school hours.</p> <p>Crisis Intervention Counseling and at risk counseling for General Education Students. Parent consults regarding Special Education Services, and Parent Counseling for crisis intervention services during school hours.</p> <p>Vision screening.</p> <p>Additional at-risk health-related support provided on an as needed basis.</p> <p>Additional support services are provided through Kidwise – a Safespace component</p>	<p>Individual</p> <p>Whole Class (As needed)</p>	
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- 6. All elements of the *All Title I Schools* section must be completed*.
- 6. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- 7. 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.
1.To ensure that current staff members become highly qualified, we provide ongoing differentiated PD based on staff needs as determined by surveys, observations, student data, and teacher data. Specific staff members attend outside PD and are provided with leadership opportunity of presenting to other staff members.

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).
To ensure that current staff members become highly qualified, we provide ongoing differentiated PD based on staff needs as determined by surveys, observations, student data, and teacher data.

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.).
Students in temporary housing receive basic and school supplies when needed. The school received a School Success Grant which is used to partially fund a teacher and our Saturday Academy.

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.).

Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.
Teachers were involved in PD to support in choosing multiple assessment measures. Teachers met to discuss and chose on the appropriate measure. Additionally, teaches collaborated on using NY Ready CCLS benchmark assessment.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

Parent Involvement Policy (PIP)

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 28	Borough Queens	School Number 030
School Name The Ruby S. Couche		

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 J. James	Assistant Principal
Coach	Coach
ESL Teacher N. Lobanova	Guidance Counselor R. Garden
Teacher/Subject Area D. Benardos, SETSS	Parent
Teacher/Subject Area Ortiz/Klinger, ICT	Parent Coordinator R. Collins
Related Service Provider	Other
Network Leader(Only if working with the LAP team) Meghan Kelley	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	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	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	1	Number of teachers who hold both a bilingual extension and ESL certification	1
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)	97	Total number of ELLs	4	ELLs as share of total student population (%)	4.12%
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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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
SELECT ONE						4								4
SELECT ONE														0
Total	0	0	0	0	0	4	0	0	0	0	0	0	0	4

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	4	Newcomers (ELLs receiving service 0-3 years)	2	ELL Students with Disabilities	2
SIFE	0	ELLs receiving service 4-6 years	2	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	2	0	0	2	0	2				4
Total	2	0	0	2	0	2	0	0	0	4

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

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

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)						1								1

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)														0
Advanced (A)						3								3
Total	0	0	0	0	0	4	0	0	0	0	0	0	0	4

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5	4				4
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									0
4									0
5	4								4
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	1		2		1				3
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.
DRA data from this year, indicates that ELL students need support in acquiring phonemic awareness, reading and oral expression skills.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
ELL students' scores in the four modalities of the NYSESLAT (listening, speaking, reading and writing) indicate a certain pattern across proficiency levels: reading and speaking scores are higher than listening and writing. Evaluation of state and local assessments in Math and Science tests indicate that students have difficulties in writing out explanations to describe the reasoning behind their answer choices.
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](#))
2013 NYSESLAT Modality Set analysis (RNMR) is not available as of (date of signatures on last page)
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?
Based on the results of the ELL Periodic Assessments, teachers plan their lessons with ELL students in mind: they use differentiation and scaffolding strategies, as well as flexible grouping to accommodate needs of every ELL student in their class.
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](#).)
ELL students who are at-risk or academically challenged get additional support through a research-based intervention services, a tiered RTI educational system that meets every student's educational needs. Based on the assessment data, ELLs get differentiated instruction at the Tier I. If they exhibit a need for more targeted academic support, they move to Tier II and Tier III accordingly. ELLs can get extra support in their room or, should they need a more intensive and targeted instruction, they can be placed in a separate setting.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The development of the spoken forms of language are essential for second language learners as a bridge to the more academic language associated with learning in school, and with the development of literacy. Thinking aloud, accountable talk, "exploratory talk", and collaborative work provide the conditions that foster second language development. A teacher plans contextual lessons that require ELLs to focus on the ways they express themselves, which in turn pushes them to produce more comprehensible, coherent, and grammatically correct language.
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.).
NYSESLAT/progress report/AYP for ELLs/ELA/Math state scores

Part IV: ELL Identification Process

Describe how you identify English Language Learners (ELLs) in your school. Answer the following:

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
At P.S.30 at the time of registration, the students and their families are given HLIS in their native language to identify what language the child speaks. An informal interview is conducted by a certified professional. Based on HLIS information and the informal oral interview the student is identified as LAB-R eligible. LAB-R determines English language proficiency as B (beginning), I (intermediate), or A (advanced). A Spanish LAB-R is given to the students whose native language is Spanish.
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.
Within the first 10 days of the child's enrollment, the student is identified as a potential ELL. To ensure that parents understand the three program choices offered in the NYC Department of Education, an orientation video with the description of the three programs is offered. Translated information in their native language is available. At such meeting parents are informed of the available resources, types of programs, and the personnel in the building who can be of assistance. The ELL teacher and the Assistant Principal are present at such meetings to answer parents' questions, to address their concerns, and to offer a "Guide for Parents of English Language Learners" in their native language with important reminders about ELL program selection and placement.
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 [\[see tool kit\]](#).)
Parent Survey and Program Selection forms are used for parent program choice at P.S. 30 and in the NYC Department of Education. Parents are requested to make a choice, sign the letter and to return it to school. In case the letter is not returned in a timely manner within a week, a staff member who speaks the student's native language is asked to call parents to once again remind them that the letter must be returned to school as soon as possible. If after all efforts the letter is still not returned to school, the student is placed in the ELL program by default.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. P.S.30 does not offer a bilingual program, therefore parents are informed of programs in the city, complete the parent Survey Form and then have discussion with school personnel as to availability of programs within district.
6. 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 ELL teacher cross-references the data using ARIS, RLER, RLAT and RMSR applications in the ATS system on a regular basis to make sure all ELL students receive ELL service as per their entitlement. In the spring all ELLs take NYSESLAT test to assess their proficiency.
7. 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 Survey and Program selection forms for the past few years, the main trend in program choice was determined to be a free-standing ELL program.

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])?
At P.S. 80 a push-in organizational model and a homogeneous program model are used.
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)?
Advanced students are entitled to 180 minutes of ELL a week, and beginners and intermediate - to 360 minutes a week which they receive on a regular basis. ELL students are strongly encouraged to participate in any related school activities and extracurricular activities that can be of any assistance to them. The ELL teacher works in collaboration with mainstream teachers.
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.
Students receive targeted instruction in the content areas: Math, Social Studies, and Science in connection to the themes and topics taught in the mainstream. To meet the demands of Common Core Learning Standards, teachers scaffold their instruction. Their strategies include but not limited to genre and author studies, standard based aims and cooperative lesson planning, thematic reading instruction and close collaboration and articulation between classroom teachers and instructional support personnel.
4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
n/a
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure ELL students' academic language development, students' prior knowledge is identified and activated during small group instruction. Students are actively involved in hand-on activities connected to their everyday lives. Interim assessment data and ongoing observations are analyzed and used for instructional shifts to ensure every student's language acquisition throughout the year.
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).

ELLs that are in school less than three years are taught based on their prior knowledge and cultural experiences by relating this

knowledge to academic learning in a new language and culture, and developing language awareness and critical literacy. At this point there are no SIFE students at P.S. 30. Long-term ELLs with higher proficiency levels are teamed with newcomers that need help. This buddy system and accountable talk discussions create a teaching/learning atmosphere from which each individual student can benefit and learn. Former ELLs continue to receive additional ballanced support in the mainstream. They continue to receive language support for another two years. Teachers insure that the students use a cueing system, and they become proficient in predicting unfamiliar words. These students are taught to be able to monitor and self-correct when reading becomes unclear and to be mentally engaged in text. They acquire skills to analyze word structure and meaning, to make educated guesses, and to become active participants in discussions, problem-solving skills, and analysis. They gradually reach the proficiency level of the general education students. Reading intervention is provided in each reading component: phonemic awareness, letter recognition, etc using ELL methodology and strategies. Both, whole class instruction and one-to-one intervention is provided to eliminate obstacles that ELL students face. To remediate difficulties in writing, student's prior knowledge is identified and activated during small group instruction.

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?

ELL-SWDs participate in balanced reading programs tailored to their needs. Read aloud and shared reading strategies, visual aids and prompts, as well as picture support are used to accommodate every ELL-SWD student's learning needs. Establishing routines in word study, teaching guided reading mini lessons, sequencing, predicting, scaffolding the writing process by using graphic organizers for better comprehension and to organize thoughts, modeling paragraph structure writing, etc. are some strategies that are utilized to ensure rigorous and comprehensive environment for ELL-SWDs.

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?

A tiered system of instructional support based on demonstrated needs of the student is tailored for every SWD student. Students with special needs receive all related services as per their IEP by a cooperatively working team of teachers. Instruction for ELL-SWDs is provided at the Tier 1 instructional level. If their scores indicate the need for more targeted and intensive support, they move to Tier 2 and Tier 3. As students' s assessment data indicates a significant progress, the extra support is removed.

Courses Taught in Languages Other than English ⓘ

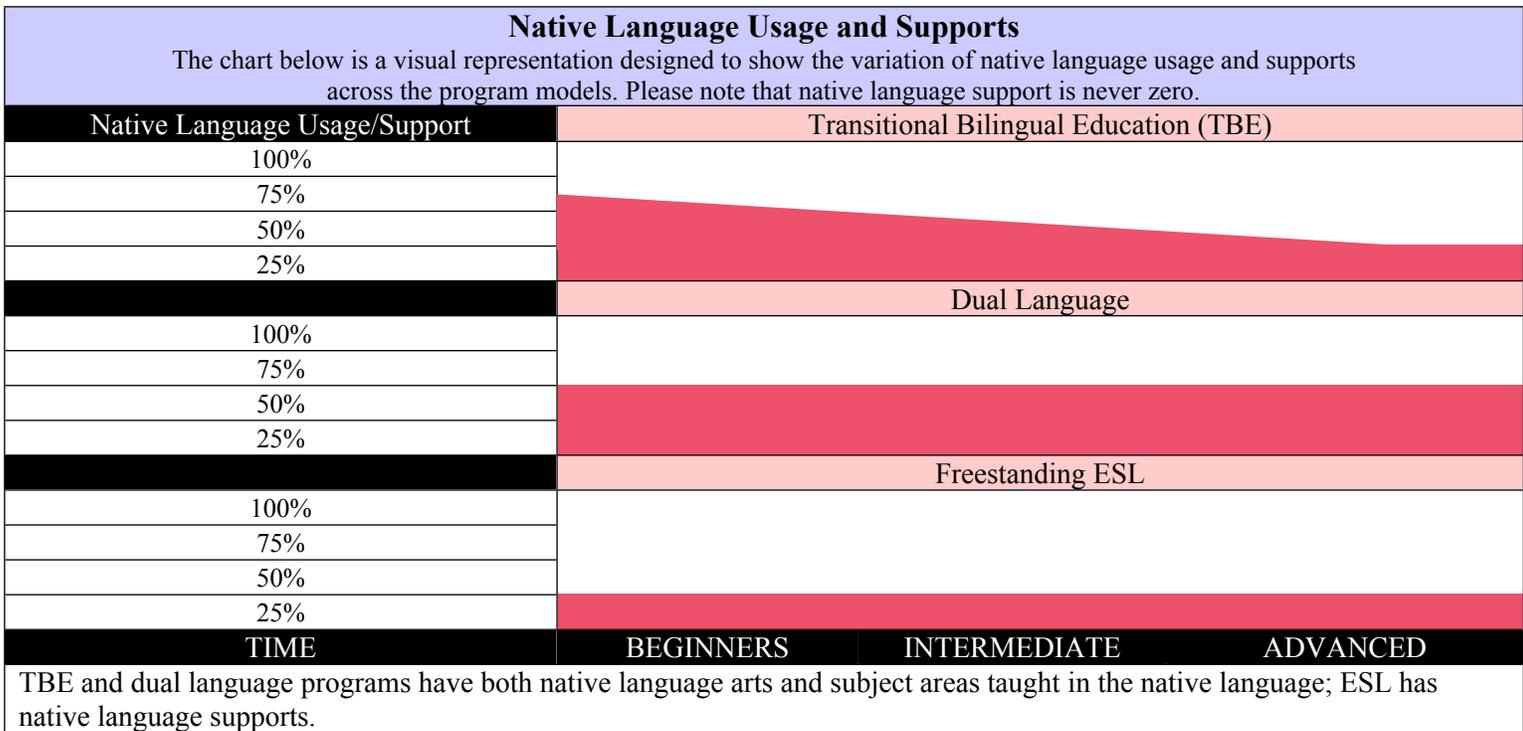
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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.
Additional instruction is provided in the classroom as well as in a separate setting by the RTI teachers team.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The current program is differentiated and tailored to meet every ELL student's diverse language needs.
11. What new programs or improvements will be considered for the upcoming school year?
n/a
12. What programs/services for ELLs will be discontinued and why?
RTI program will be continued as it proves to be comprehensive and effective.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
At this point P.S. 30 does not offer after school program.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
Ready Gen, Interactive ELL software ,
Step Up to Success On the NYS and Other Reading Tests, Step Up Publishing, NY
- Strategies to Achieve Reading Success, Curriculum Associates, Inc
 - Focus On Reading Strategies (leveled), Perfection Learning Corp.
 - Taking The High Road To Reading, Writing, and Listening, Phoenix Learning Resources, Inc.
 - Harcourt, ELL-Level Kit: Fictions and Nonfiction books
 - Exploring Nonfiction Kit Reading in the Content Areas: Math, Science, Social Studies. Levels 1, 2, 3.
 - Teacher Created Materials. Reading Kits, Levels q.5 – 1.9 and 2.5 – 2.9.
 - Holiday House, Biography Kit: Picture Book of... (Columbus, Lincoln, B. Franklin, etc)
- Rigby PM Plus Software leveled for each language proficiency level.
The Math and Literature Connection, levels A, B, C, D and E by The Language Source Option Publishing, Inc.
Interactive ELL websites
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
Making personal connection, building up on prior knowledge and culture ensure improvement of higher order critical thinking skills, understanding of contextual questions and help foster overall language acquisition..
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
Every student receives services on his/her reading level. ELL teacher in collaboration with the mainstream teachers create a comprehensive plan that allows every child to perform on his/her optimal level. SWD ELLs receive additional services as per their IEP.
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.
P.S. 30 does not offer programs before the beginning of the school year.
18. What language electives are offered to ELLs?
P.S. 30 only offers a freestanding ELL program. Parents are advised on other programs in the District and Region and the ways to accommodate their children's language needs.
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.

Professional Development is provided by school staff and the community learning support organization. Scaffolding and technology sessions, differentiation in the ELL classroom, ELL in the Social Studies and Math classrooms promote collaboration between content area and literacy teachers. Professional development is given through workshops offered by the CFN 207 network as well as the Central Educational Office at Tweed. This information is then shared with the teachers whose students are serviced by the ELL teacher.

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?

At P.S. 30 staff and the ESL department make sure that no parent of an ELL student is left behind or has little or no understanding of the procedures and events taking place at school since parent involvement is an indispensable part of their child's success. Parents participate in Open School events, PTA Meetings and workshops. In-house interpretation and translation services provide parents with instant access to information about their child's educational options. This makes parent involvement possible thus helping to increase parents' capacity to improve their child's achievements.

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.

n/a

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)
J. James	Principal		10/30/13
	Assistant Principal		
R. Collins	Parent Coordinator		10/30/13
N. Lobanova	ESL Teacher		10/30/13
	Parent		
	Teacher/Subject Area		10/30/13
E. Klinger	Teacher/Subject Area		10/30/13
	Coach		
	Coach		
R. Garden	Guidance Counselor		10/30/13
	Network Leader		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q030 School Name: P.S. 30

Cluster: 6 Network: CFN 613

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.

At the time of registration, the students and their families are given HLS in their native language to identify what language the child speaks. To ensure that parents understand their choices offered in the District, the orientation meeting is held within the first ten days of their child's enrollment. At such meetings based on HLS information and informal interview the data regarding the primary language spoken by the parent of each child enrolled in school and whether such parent needs language assistance to communicate with the school staff is collected and further applied in providing parents with all the information they need.

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.

At this point HLIS's indicate that there are seven ELLs at P.S. 30. The following languages are spoken by the ELLs' parents: Spanish, Arabic and Panjabi. These findings indicate that parents need all critical information pertaining to their child's education in their native language to provide their support and active involvement in their child's educational process. Language access is a key element in all parental communications. Parents are informed about translation and Interpretation services via the phone, fliers and posters placed at the front entrance. Translation services provide critical information for parents about their child's education, progress, concerns and other issues that bridge the school and the home of a student. They help support the No Child Left Behind (NCLB) requirement that schools communicate whenever feasible with parents in their home language. Translation services are provided to inform parents of upcoming events, school policy, and include translation of critical communications in the form of a letter, notice, flyer, consent form, translation of behavior code, and other essential documents that help parents understand how they can best assist their child to thrive and accomplish their short- and long term goals.

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.

Written translation services are provided in-house by school staff and parent volunteers. The following information is provided but not limited to ELL parents: entitlement to education, program selection and placement, standards and performance, conduct and discipline, safety and health, etc.

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

The school provides the oral interpretation services at parent orientation meetings, during parent-teacher conferences, over-the-phone teacher-parent conferences, and during routine parent's visits. Interpretation services are provided by the in-school professionals and paraprofessional staff who speak an ELL parent's native language and can bridge communication between parents and staff. In-house interpretation and translation services provide parents with instant access to information about their child's educational options, make parent involvement feasible thus helping to increase parents' capacity to improve their child's achievement. The following services are interpreted in-house:

- ELL Parent workshop
- Explanation of a child's academic progress/failure and needs for further improvement
- Open school events
- Information about needs for supplementary services
- Active involvement of ELL parents in school activities
- Student admission/discharges
- Counseling and telephone communication..

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>.

Parents are provided with the Parent Bill of Rights, The Family Guide and Translation and Interpretation Guides distributed in multiple languages by the DOE at the beginning of each school year. In-house multilingual posters provide limited English proficient individuals with instructions on where to obtain interpretation or translation services.