



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** PS 330  
**DBN (i.e. 01M001):** 24Q330  
**Principal:** LASHAWNNA HARRIS  
**Principal Email:** [LHARRIS9@SCHOOLS.NYC.GOV](mailto:LHARRIS9@SCHOOLS.NYC.GOV)  
**Superintendent:** MADELENE CHAN  
**Network Leader:** PETRINA PALAZZO

**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
LASHAWNNA HARRIS	*Principal or Designee	
CARRI TO	*UFT Chapter Leader or Designee	
MARIA URENA	*PA/PTA President or Designated Co-President	
JACQUELINE LEVEN	DC 37 Representative, if applicable	
	Student Representative ( <i>optional for elementary and middle schools; a minimum of two members required for high schools</i> )	
TYEISHIA ELLIS	CBO Representative, if applicable	
JELENA CHILTERN	Member/ UFT TEACHER	
REGINA LORENTZ	Member/ UFT TEACHER	
STEFANIA VELARIO	Member/ PARENT	
BENJAMIN RAMIREZ	Member/ PARENT	
JUAN GUZMAN	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

<b>X</b>	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
<b>X</b>	▪ 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)
<b>X</b>	<b>Academic Intervention Services (AIS)</b>
<b>X</b>	<b>Title I Plan (Only for schools receiving Title I funding)</b>
<b>X</b>	<b>Parent Involvement Policy (PIP)</b>

## 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.

To increase the **rigor** of classroom instruction in 100% of classrooms as evident in content, tasks, questioning and assessment

By June 2014, at least 70% of teachers will show growth of at least one performance level in Domain 3 (Communication, Engagement, Questioning, and Assessment) as measured by the Framework for Teaching

### **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 a result of our end of year 2012-2013 school year data, we identified a need to increase teachers' capacity to design and provide rigorous instruction to our students. As a new school in Year 4 it is important that we ensure that we are providing high quality instruction to our students. Our staff has grown from 14 teachers in year 1 to 29 in year 4. This year we have eleven (11) teachers that are new to our school. It is crucial that we have a common understanding of what effective instruction is and can implement best practices to provide our students with the best education possible. The results from our Quality Review in May 2013 indicated a need to increase the amount of rigorous tasks, discussion and engagement in our classrooms so that it is consistently evident.

### **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. Adopting new Core Curriculum in Literacy and Math
  - a. GoMath! K-3
  - b. Balanced Literacy Units Kindergarten
  - c. ReadyGen 1-2
  - d. Expeditionary Learning 3
2. Implementing ADVANCE: New Teacher Evaluation System
3. Instructional Rounds using Framework for Teaching
4. Instructional Support Team assigned to select teachers for cycles of support
5. Ongoing Book Studies
  - a. Teach Like a Champion
  - b. Never Work Harder than Your Students
6. Professional Development Series
  - a. Learning Targets
  - b. Designing Rigorous Tasks
  - c. Providing Appropriate Feedback
  - d. Differentiated Instruction/Engagement
  - e. Using Close Reads for Reading Comprehension
  - f. Integrating Technology into Classrooms (Teacher and Students)
7. Reinstate Grade Team Leaders and Include on IST
8. Weekly Common Planning
9. Inquiry Team/Case Consultancy
10. Norming expectations for excellence
11. Instructional Technology used throughout the day in ELA and Math

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

1. Principal, Assistant Principal, Instructional Coaches, Grade Team Leaders

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

1. Teacher observation results based on Framework for Teaching
2. Teacher reflection and follow up
3. Meaningful Student Work products with specific and actionable teacher feedback
4. Student performance levels on periodic assessments and NYS assessments

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

1. September 2013 through June 2014

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

1. Core curriculum resources; listed above
2. Advance/Framework for Teaching
3. Assistant Principal and Instructional Coaches
4. Grade Team Leaders
5. Professional resources; listed above
6. Each class will have at least 5 iPads and 2 desktop computers for use throughout the day. Students will have access to them throughout the day as well as online subscriptions for instruction and intervention.
7. Grade Team Leaders receive 2 additional preps per month to engage in the vertical discussions and planning at the bi-weekly grade team meetings.
8. Every teacher is programmed to have an additional prep each week to meet with their grade team to look at student work and plan

**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).

- Providing materials and training to help parents work with their children to improve their achievement level
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.
- Host the required Annual Title I Parent Meeting on or before January 1st of each school year to advise parents of the 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 118 and other applicable sections under the No Child Left Behind Act.
- Translate all critical school documents and provide interpretation during meetings and events, as needed
- Supporting and/or hosting family events and workshops in conjunction with the PTA as meets the needs of families as documented in the internal school surveys as well as the learning environment survey.
- Encouraging more parents to become trained volunteers

Attendance will be taken at each event through the use of sign in sheets. The SLT subcommittee that works on family engagement will analyze the data and present it to the SLT at monthly meetings to adjust and revise as necessary.

**Budget and Resource Alignment**

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

<b>x</b>	<b>Tax Levy</b>	<b>s</b>	<b>Title IA</b>	<b>Title IIA</b>	<b>x</b>	<b>Title III</b>	<b>Set Aside</b>	<b>x</b>	<b>Grants</b>
----------	-----------------	----------	-----------------	------------------	----------	------------------	------------------	----------	---------------

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

N/A

**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.

To increase the capacity of families to support students in preparing for **career and college readiness**

By June 2014, PS 330Q will conduct at least eight (8) workshops for families to increase their knowledge of the academic expectations of the CCLS and improve student outcomes.

## **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.

- Data from the 2010-2011 and 2012-2012 schools year shows that 100% of PS 330Q Family events were school sponsored. In the 2012-2013 school year, we collaborated and were able to do two joint events with the PTA. It is important that our families have ownership and input in the types of events that are hosted at the school so that the events meet their needs and they want to attend
- Our School Learning Environment Surveys from 2011-2012 and 2012-2013 indicated that parents would like to increase the level of engagement and communication between themselves and our school
- Through informal surveys families have also expressed a need for support from the school to help them better assist their children with academics

## **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. Family Workshop Series
  - a. Reading & Math
2. Progress Reports *January 2014*
3. Orientation and Curriculum Night
4. Saturday Enrichment and Intervention Academy
5. *School Success Initiative (NY Cares) Adult ESL class and Computer Literacy Classes*
6. Family Room with Resources (Books & Technology)
7. College & Career Day
8. Institute PS 330Q Honor Roll

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

1. Principal, Instructional Coaches, Parent Coordinator, Teacher Leaders, PTA members

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

1. An internal family survey and student performance on the EOY assessments versus the BOY assessments in Reading and Mathematics (K-3)
2. Decrease in OORS Reports
3. Increased family participation at academic events (Sign In Sheets)
4. Measurable increase in student performance of students that have parents/families that attend academic family workshops

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

1. September 2013 through June 2014

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

1. Teachers volunteer to plan and facilitate workshops for families that focus on academic support.
2. In between the report card cycles we provide families with progress reports so they are aware of the progress their children have made over the course of the year.
3. Teachers volunteer to facilitate Curriculum Night where they explain the academic expectations for the school and their class.
4. We've partnered with New York Cares to offer families ESL and Computer Literacy classes at the school for free.
5. Our Family Room is always occupied by PTA members and staff members that are available to help families complete forms, understand homework, etc.
6. Teachers are paid to facilitate intervention and enrichment programs for students that need additional support.

## **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).

- Providing materials and training to help parents work with their children to improve their achievement level
- Maintain a Parent Coordinator to serve as a liaison between the school and families. The Parent Coordinator 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.

- Host the required Annual Title I Parent Meeting on or before January 1st of each school year to advise parents of the 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 118 and other applicable sections under the No Child Left Behind Act.
- Translate all critical school documents and provide interpretation during meetings and events, as needed
- Supporting and/or hosting family events and workshops in conjunction with the PTA as meets the needs of families as documented in the internal school surveys as well as the learning environment survey.
- Encouraging more parents to become trained volunteers

Attendance will be taken at each event through the use of sign in sheets. The SLT subcommittee that works on family engagement will analyze the data and present it to the SLT at monthly meetings to adjust and revise as necessary.

**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.							
N/A							

**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.

To imbed a short list of goals and structures that allow the school community to utilize actionable and timely feedback to **improve teacher practice** and **narrow the achievement gap**.

**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.

Common school wide goals ensure that our resources are aligned to

**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. Share and publish list of annual goals *PS 330Q Strategic Plan*
2. Four Data Cycles
3. Create School Community Progress Report Document
4. Distribute Progress Reports For School Community to Measure Progress of Students Quarterly
5. Ongoing collection and review of Student Work by IST to monitor student progress and impact of initiatives
6. Program master schedule to include 6<sup>th</sup> prep for mandatory common planning and looking at student work
7. Expand IST to include Grade Leaders
8. Provide families with up to date information about what their children are learning and how they can help at home
9. Norm the feedback process for looking at student work
10. Norm the feedback process for teacher observations
11. Establish instructional rounds focus and schedule

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

1. Principal, Assistant Principal, Literacy Coach, Math Coach, Grade Team Leaders

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

1. Teachers observe teachers on a consistent basis and providing the Framework for Teaching
2. Professional growth (See Instructional Core)
3. 20%+ improvement from BOY assessment to EOY assessment in Math
4. 1+ years Reading Level growth from 1<sup>st</sup> Term (October) to Final (May/June) Term

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

1. September 2013-June 2014

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

1. Secure substitute teachers to cover for instructional rounds done by teacher teams
2. Provide Grade Team Leaders with additional coverage twice per month to engage in planning and adjustments

**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).

- Provide regular feedback to families about our progress toward achieving the school-wide goals
- Host the required Annual Title I Parent Meeting on or before January 1st of each school year to advise parents of the 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 118 and other applicable sections under the No Child Left Behind Act.
- Translate all critical school documents and provide interpretation during meetings and events, as needed
- Supporting and/or hosting family events and workshops in conjunction with the PTA as meets the needs of families as documented in the internal school surveys as well as the learning environment survey.
- Encouraging more parents to become trained volunteers
- Attendance will be taken at each event through the use of sign in sheets. The SLT subcommittee that works on family engagement will analyze the data and present it to the SLT at monthly meetings to adjust and revise as necessary.

**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	x	Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											
N/A											

**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.

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

- 1.

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

- 1.

<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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
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.

<b>A. Strategies/activities that encompass the needs of identified subgroups</b>
1.
<b>B. Key personnel and other resources used to implement each strategy/activity</b>
1.
<b>C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity</b>
1.
<b>D. Timeline for implementation and completion including start and end dates</b>
1.
<b>E. Describe programmatic details and resources that will be used to support each instructional strategy/activity</b>
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
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***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Fountas & Pinnell Leveled Literacy Intervention Raz-Kids and Learning A-Z Saturday Skills Building Academy	small groups, individual	During the school day After school Saturday
<b>Mathematics</b>	Saturday Skills Building Academy Small group guided math sessions	small group	Extended Day Saturday
<b>Science</b>	Small Group guided sessions	Small group	During the school day
<b>Social Studies</b>	Small Group guided sessions	Small group	During the school day
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	At risk counseling sessions provided by Guidance counselor and Social Worker	One to one and small group	During the school day

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

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

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

**Title I Status**

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

**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.
100% of our teachers are currently highly qualified
<ul style="list-style-type: none"> <li>• Professional development for staff members is directly tied to their strengths and growth areas and is aligned to a research based rubric "The Framework for Teaching"</li> <li>• Professional development opportunities are provided for staff in school and from outside organizations</li> <li>• Administrative staff attends hiring fairs to identify and recruit highly qualified classroom teachers</li> <li>• School leader collaborates with selected current school teachers to conduct group interviews of candidates</li> <li>• The school secretary will work closely with the Network HR coordinator to ensure that non-HQT meet all required documentation and assessment deadlines</li> <li>• Coaches are assigned to support struggling and un-qualified teachers</li> <li>• Funds are set-aside to be used to pay for necessary coursework for non-highly qualified teachers to become highly qualified</li> <li>• Spring visits to school for candidates</li> <li>• Brochures and Public Relations information distributed</li> <li>• Positive responses on the Learning Environment Survey</li> </ul>

**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).
We have ongoing job embedded professional development that is allows teachers to receive and give feedback on their implementation of the Common Core Learning Standards using Charlotte Danielson's Framework for Teaching as a common rubric.

**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 <b><i>the intent and purpose</i></b> programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
We utilize the above mentioned funds to provide students in need with appropriate resources to enhance their learning. This may come in the form of purchasing school supplies, providing tutoring, etc.

**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.).
This spring we will offer open house sessions with prospective families to share information about our school. We currently collaborate with neighboring pre-schools to provide information about our activities, host professional development sessions that are open to their staff. We also request information about students' likes and dislikes from their previous school setting to ensure that there is a smooth transition.

**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.
We have bi-weekly grade team leaders that provide input on curricula and assessment decisions. We meet in grade teams to

review assessments prior to administration to ensure that they appropriately measure the skills that we are assessing. We also meet to norm the scoring of assessments to ensure consistency of our ratings. We also have dedicated days throughout the school year where we come together to analyze student assessment data and plan our next steps for improving student performance.

**TA Schools Only**

**Use of Program Resources**

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

**TA Coordination with the Regular Program**

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

**Directions and Guidance for Developing and Updating the  
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

---

**Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> 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**

## PS 330Q SCHOOL / FAMILY COMPACT 2013-2014

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.

The school and educational program for all children agree:

<i>PS 330Q Agrees</i>	<i>The Parent/Guardian Agrees</i>
<p><i>Use high quality research based curriculum and instruction in an engaging learning environment and foster learning through the use of the best model and best teaching practices. Classrooms will have grade level functionally appropriate literacy, math, science, social studies, technology, arts and leadership education materials.</i></p> <p><i>Establish lines communication open between teachers and families</i></p> <p><i>Weekly Homework Sheets and Communication Logs</i></p> <p><i>Parent-teacher conferences at least twice annually at times where families are able to attend</i></p> <p><i>At least 4 events to celebrate students' work</i></p> <p><i>Reports to parents on their children's academic and social progress</i></p> <p><i>Reasonable access to staff and opportunities for observation of classroom activities.</i></p> <p><i>Keep families with timely information about <u>all</u> programs including: ESL instruction, Academic Intervention Services, enrichment activities, professional development, family literacy development and parent involvement.</i></p> <p><i>Provide performance profiles and individual student assessment for each child and other relevant individual information.</i></p> <p><i>Provide families with opportunities to learn more about curriculum through parent workshops, curricula open houses and newsletters.</i></p> <p><i>Have an annual meeting for Title I families to inform them of the program and their right to be involved.</i></p> <p><i>Have a flexible number of meetings at various times to meet the needs of families.</i></p> <p><i>Actively involve families in planning, reviewing and improving Title I programs and Parental Involvement Policies.</i></p> <p><i>Provide students and families with a Family Handbook that outlines school discipline policies.</i></p>	<p><i>To assist with his/her child with schoolwork in all subjects.</i></p> <p><i>To read for at least 15 to 30 minutes per day with and to students.</i></p> <p><i>To encourage students to read at home every night.</i></p> <p><i>To monitor his/her child's:</i></p> <ul style="list-style-type: none"> <li><i>• attendance at school</i></li> <li><i>• homework completion</i></li> <li><i>• amount of time spent reading</i></li> <li><i>• amount of time spent watching television</i></li> <li><i>• amount of time engaged in computer activities</i></li> <li><i>• social emotional well-being</i></li> </ul> <p><i>To support the school discipline code and BEST Values and encourage respectful behavior at all times.</i></p> <p><i>To send students to school on time and in a clean uniform daily, including on weekends and holidays.</i></p> <p><i>To share the responsibility for improved student achievement by supporting your child during family activities, fundraisers and by attending PTA meetings.</i></p> <p><i>To communicate with his/her child's teachers about their educational needs through parent meetings and the Behavior Log (if applicable).</i></p> <p><i>To actively participate in school improvement efforts, complete the annual Parent Survey and encourage other families to do so.</i></p> <p><i>To become involved in developing, implementing, evaluating, and revising the School / Family Compact.</i></p> <p><i>To participate in training provided on or off school grounds, on child reading practices, leadership development and teaching and learning strategies.</i></p>

---

---

Principal's Signature

Parent Signature

Date

(NOTE: The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

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 1<sup>st</sup> 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 with 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 promptly 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 <b>24</b>	Borough <b>Queens</b>	School Number <b>330</b>
School Name <b>PS 330</b>		

### 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 <b>LaShawna Harris</b>	Assistant Principal <b>Ronald James, Jr.</b>
Coach <b>Carri To</b>	Coach <b>Regina Lorentz</b>
ESL Teacher <b>Michelle Zytka-Morgan</b>	Guidance Counselor <b>Terry Audate (Social Worker)</b>
Teacher/Subject Area <b>type here</b>	Parent <b>type here</b>
Teacher/Subject Area <b>type here</b>	Parent Coordinator <b>type here</b>
Related Service Provider <b>type here</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### 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.	<b>2</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>1</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>382</b>	Total number of ELLs	<b>97</b>	ELLs as share of total student population (%)	<b>25.39%</b>
--	------------	----------------------	-----------	---	---------------

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0										0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0										0
<b>Freestanding ESL</b>														
Push-In	1	2	2	2										5
self-contained	4	0	0	0										4
<b>Total</b>	5	2	2	0	0	0	0	0	0	0	0	0	0	9

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	41	Newcomers (ELLs receiving service 0-3 years)	41	ELL Students with Disabilities	12
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	41	0	12							41
Total	41	0	12	0	0	0	0	0	0	41

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
<b>TOTAL</b>	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
<b>TOTAL</b>	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
<b>TOTAL</b>	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	15	5	17											37
Chinese			2											2
Russian														0
Bengali	1													1
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
<b>TOTAL</b>	17	5	19	0	0	0	0	0	0	0	0	0	0	41

## 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	1	1											4

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)	4	0	5											9
Advanced (A)	11	4	13											28
Total	17	5	19	0	0	0	0	0	0	0	0	0	0	41

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6									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									0
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.  
PS 330Q uses Fountas and Pinnell to assess the early literacy skills of our ELLs. The data provides us with insights about ELL students' letter and sound recognition, early literacy behaviors as well as their reading levels. In 3<sup>rd</sup> grade periodic assessments will be used to monitor and measure students' academic progress in math and reading. We also implement individualized math assessments in grade K through 2. The data provides us with insights about ELL students' number sense. The data allows us to create and differentiate lessons for our ELLs that best meet their literacy and math needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Spring 2013 NYSESLAT Data became available Summer 2013 for those students who entered grades one through three in 2013-2014. Overall, the results indicate that the students scored more successfully in listening and speaking than in reading and writing. Therefore, more rigorous instruction must be implemented in reading and writing. In order for the students to make progress, the teachers are encouraged to effectively integrate the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. All instructional decisions are data driven. The trend indicates that there is a substantial number of beginner and advance students as opposed to a minimal number of intermediate ELLs. Our goal is to minimize the number of beginners and help them progress to higher language levels. Similarly we are aiming to transition advanced students to a proficient level. LAB-R raw scores available for 2013 have revealed that our 35 beginner/intermediate students need language instruction in the 4 modalities of listening, speaking, reading, and writing with additional support in listening and speaking. Our 21 advanced level students will need more support in reading and writing skills.
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](#))  
According to Spring 2013 NYSESLAT results, there is a significant number of students who are at the beginner/advance level and lack strong reading and writing skills. The following interventions will be implemented: the use of technology, visuals, differentiated instruction and activities, ESL strategies/methodologies, small group work, guided reading, writing, and math centers as well as daily conferencing with students. As for the grade trends, current first graders either progressed one or two proficiency levels. Current second graders moved two levels. Among third graders a lot of students moved 2 levels and tested out. Nevertheless, a significant number of advanced students remained on the same level.
4. For each program, answer the following:
  - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
  - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
  - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. Please refer to question number 2 and 3.

b. The results of the ELL Periodic Assessments are used to design differentiated instruction and small group work. During obligatory inquiry meetings, grade meetings, and common prep periods both teachers and administration analyze student data and collaboratively create strategy lessons and activities to meet the students' needs in both programs.

c. The Periodic Assessments show us the areas of growth as well as the areas of concern of our ELL population. For example: reading levels, development of writing skills, math skills, and overall progress in content areas. The data reflect whether or not the students are meeting the Common Core State Standards. The Common Core State Standards rubrics are used to evaluate and track students' academic growth.
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](#).)  
During the grade team meetings, inquiry meetings and Data days, teachers work collaboratively to look at and understand data in order to provide the students with the best instructional practices. RTI framework is used to guide teachers in their instructional decisions and group students according to their strengths and weaknesses. Special attention is given to ELLs and SWD students that are grouped in Tiers as to receive the scaffolded, modified and differentiated instruction.
6. How do you make sure that a child's second language development is considered in instructional decisions?

Teachers are encouraged to engage students in age appropriate activities. The curriculum material and content are modified as to meet students' needs and are presented in a differentiated way so that students with different abilities are able to follow, engage and perform successfully. A variety of ESL strategies and activities are used to foster children's language development.

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.).

In 2012 the school introduced "Data days". Teachers gathered and looked at a variety of data accumulated throughout the school year. The results of data analysis directly affected the instructional decisions. ESL teachers specifically focused on ELLs' results and made instructional shifts accordingly. These Data days will continue throughout the current school year. In addition to Data days, On-going assessments 3 times yearly with Fountas and Pannell, will assess the early literacy skills of our ELLs throughout the school year. Based on these assessments, teachers will differentiate instruction that will meet the needs of our students. We anticipate the success of our ELL programs by the number of students that test out of the ELL program after taking the NYSESLAT 2013. We will track and compare the number of students that test out after year 3 and those who need additional ELL services after year 3. In the future when our students take the NYS ELA, math, science etc, we will also measure our success by their 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](#).)

PS 330Q opened in September 2010. This school year, 2013, the school comprises of 6 kindergarten classes, 3 first grade classes, 2 second grade classes, 5 third grade classes, and 2 self-contained special ed bridge classes. When parents registered their children, they completed the HLIS form in the process. Assistance was provided to parents by a trained pedagogue, a certified ESL teacher, while they filled out the form. The certified ESL teachers, Ms. Zytko-Morgan and Mrs. Chiltern, checked the HLIS forms for all incoming students. Eligible students were then administered the LAB-R within the first 10 days of the beginning of the school year (Day 1 from entering the school) by the ESL teachers and the ESL coordinator. Trained Spanish speaking teachers administered the Spanish LAB as needed based on the LAB-R raw score results. In collaboration with the school principal, Ms. Harris, the ESL teachers and the ESL coordinator, the entitled students were then placed in the program as per parental choice. Once the new school year begins, all new families who come directly to PS330Q are given a registration packet which includes the HLIS form in both English and Chinese or Spanish. An ESL teacher and another trained pedagogue, Ms. Vives, who are available at the time new families come to register, assist in completion of the HLIS. Informal oral interviews (in the native language as needed) are conducted collaboratively by the following school pedagogues: Ms. Zytko-Morgan, ESL teacher, and Mrs. Chiltern, ESL teacher. All formal initial assessments and placements continue to be made in collaboration with the principal and the ESL personnel. In the Spring of 2014, NYSESLAT will be administered to all eligible students as per the RLER and the current class lists (ROCL). All four components of the NYSESLAT (speaking, listening, reading, and writing) will be administered by the ESL teachers, Ms. Zytko-Morgan and Mrs. Chiltern. Both ESL teachers will administer the speaking component one-on-one to the students. The other three components, listening, speaking, and reading, will be administered by the ESL teachers. Students will be taking these parts in groups.
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 all LAB-R testing is completed (mid September), parents are invited to attend an orientation meeting about the three programs and services that are available to their child. These parent meetings are offered during the school day and the evening of entitled PS 330Q ELLs. At the meetings, the ESL teachers, Ms Zytko-Morgan and Mrs. Chiltern discuss the three program choices (TBE, Dual Language, and Freestanding ESL) and answer questions about the three program choices the parents may have. A teacher and/or a PTA parent, Maria , assists in translating these options and questions in Spanish. We have a small population of students who speak Chinese. A Chinese speaking paraprofessional, Mr. Balten, translates the information in Chinese. The parents are also given the ELL parent program brochure in both English and their native language. The parent video is shown in their language and parents are then asked to fill out the Parent Survey & Program Selection Form following the viewing of the video. These forms are collected at the end of the meeting. Throughout the school year, the ESL teachers conduct these parent meetings on a one-to-one basis at registration or in groups as needed. The program choice video is also shown at the time of registration and the program selection form is filled out by the parent & collected by the school personnel. This ensures the correct placement of new ELLs. At all of the meetings, we inform the parents that we currently do not have enough students to create a TBE class or Dual Language class between two contiguous grades. However if they choose such a program, their child's name will be put on a waiting list and that when we have enough students between two contiguous grades, a class will be formed. Once this occurs, they will be informed by letter when we have enough students to open one. This letter will indicate that there are enough students to open a TBE or Dual Language class and that their child will be placed in such class. If parents did not attend any of the above mentioned parent meetings, the school will follow up with a phone call that discusses the program selections. A parent brochure and the Program Selection Form are then sent home for approval and a parental signature. We ask that the form be returned as soon as possible. If the first form is not returned, we send a reminder. If it is still not returned, we follow the default program for ELLs as per CR Part 154, if space allows. Entitlement letters for the first time ELL entitled students, indicating program choice and placement, are sent home after the parent meetings are conducted. Copies of these letters are kept on file in the ELL binder. This procedure continues to be followed as new students register throughout the school year.

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

All entitlement letters both in English and their native language, are distributed by the ESL teachers, Ms. Zytko-Morgan and Mrs. Chiltern. They are given to the classroom teachers and are asked that they be sent home with the child at the end of the day. They are completed by filling in student name, OSIS, and ATS/room number. Before sending them home, they are photocopied back-to-back and copies are kept in an ELL binder along with other letters. Parent Survey and Program Selection Forms are collected at the end of the parent meetings, photocopied and are stored in the ELL binder also.

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. Students are placed as per parental program choice, if space allowed. Placement letters are completed, photocopied, and originals are distributed by the ESL teachers, Ms. Zytko-Morgan and Mrs. Chiltern, to the classroom teachers for students to take home. Copies are placed in the ELL binder. The same process goes for continued to be entitled letters. If parents had any further questions, they were encouraged to call or visit the school for clarification.
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.

ESL teachers are in charge of NYSESLAT preparation and administration of all four modalities. The first modality is speaking where ESL teachers do not test students they service. Students are tested one-on-one in private locations. The testing is ongoing throughout the duration of the NYSESLAT testing period. Listening, reading and writing modalities are administered in assigned classrooms in groups as a grade. Once the testing is over, the testing booklets and grids are kept in a locked closet.

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.  The trend for this year seems to be about 94%. Most of our parents chose ESL only. 4 parents selected TBE or the Dual Language program. Last year's trend was 100% ESL only. When informing parents about the TBE and Dual Language programs, however, they were informed that they can transfer their child to another school where they are currently available. If enough families make the selection for these programs, such classes will be created.

## 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])?
    - A. The organizational models are self-contained ESL (kindergarten) and Push-In/Pull-Out ESL (1, 2, and 3).
    - B. Our ESL self-contained classes are homogenous as per LAB-R. Push-In/Pull-Out students are serviced in both homogenous and heterogeneous groups (Beginner/Intermediate or Advanced) as per NYSESLAT Spring 2013 results in kindergarten through third grade.
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)?

As per CR Part 154, ELLs in the ESL Push-In program receive the mandated 360 minutes per week (mandated number of units of support) for beginner and intermediate levels and 180 minutes per week (mandated number of units of support) for advanced levels.

As per CR Part 154, ELLs in Spanish TBE receive instruction in the students' native language with intensive support in English. In the beginning levels of English language development, 60% of instructional time will take place in the students' native language and 40% in English. As the students develop fluency in English, instructional time in English increases (50/50 for intermediate levels and 75/25 for advanced levels). As per CR Part 154, NLA is taught 60-90 minutes daily for beginners, 45-60 minutes for intermediates, and 45 minutes for advanced students.
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

In both self-contained model and push-in/ pull-out models English is the only mode of instruction. Our instructional approach

relies on incorporating ESL methodologies, along with scaffolding instructional strategies.

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?  
Conferencing with students several times a week; exchanging information with classroom teachers and use of Data day results help us appropriately evaluate ELLs' progress.
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).

A. N/A

B. The ESL Push-In teachers work collaboratively with our literacy coach and classroom teachers with ELLs in their classrooms. All teachers make sure that lesson plans are aligned with Common Core State Standards. Both ESL teachers are members of the inquiry team which meets once a week to analyze and discuss students' data as to create academically rigorous instructions which will meet the needs of the ELLs. The ESL teachers differentiate and scaffold the monthly units of study in reading, writing, math, science, and social studies. For our newcomer students, we get to know the students better by knowing their learning styles and provide them with teaching activities that fit their needs. On Our Way to English, Foundations, a phonics program, Ready Gen, Expeditionary Learning are currently being used to support language development. Books from Mondo and Scholastic book companies are being utilized to enhance classroom libraries. Other programs used at our school to support ELLs in their various stages of language development are: using leveled literacy intervention through Fountas and Pinnell, Go Math, Science by Harcourt School Publishers, as well as Social Studies by Houghton Mifflin Harcourt. Two times a week ELLs also participate in our Extended Day Program which focuses on building reading, writing, word work and math skills as well as improving reading and writing strategies. During this program, students are engaged in small group work.

C. N/A

D. N/A

E. There is no program in place.

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?  
ELLs identified as having special needs receive additional differentiated instruction and ELL scaffolding techniques that are needed as per each student's IEP. As mentioned in question 6b, the same materials are used for ELL-SWDs, however are modified to their needs. Service providers maintain daily attendance by entering the students progress using SESIS. Providers follow the same curriculum as classroom teachers.

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?  
In order to met the needs of ELLs students, the ESL teachers are collaborating with classroom teachers. Students are engaged in guided reading, small group strategy lessons, and differentiated instruction. Teachers are meeting once a week and collaboratively plan lessons and strategy lessons making sure that students are engaged in academically rigorous instruction. Two days a week, students attend extended days where they are engaged in activities that target their areas of concern.

### 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:			

### 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

Social Studies:				
Math:				
Science:				

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

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

### Native Language Usage and Supports

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



100%			
75%			
50%			
25%			
<b>TIME</b>	<b>BEGINNERS</b>	<b>INTERMEDIATE</b>	<b>ADVANCED</b>
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

**B. Programming and Scheduling Information--Continued**

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- We currently have 6 kindergarten classes, 3 first grade classes, 2 second grade, 5 third grade classes and 2 self-contained special ed bridge classes. As an academic intervention program for ELLs, AIS teachers implement Fountas and Pinnell as a base line to collect data and create lessons accordingly. The school does not have any targeted intervention programs for math and the other content areas as of now. As for the instruction in the native language, we do not have any intervention program in math and other content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Ready Gen, Expeditionary Learning and On Our Way to English are new programs that will be implemented this school year. As we collect data, we will be able to evaluate the effectiveness of the programs and carry out instructional shifts.
11. What new programs or improvements will be considered for the upcoming school year?
- For the current school year, we are beginning with Ready Gen, Expeditionary Learning and On Our Way To English.
12. What programs/services for ELLs will be discontinued and why?
- This year we discontinued Teacher's College Reading and Writing Project as it did not meet the needs of our ELLs. Some aspects of the program were too challenging and the data indicated that the students were not making adequate gains. Everyday Math is being replaced with Go Math because Go Math is now the program used citywide.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs participate in our Extended Day Program which focuses on building reading, writing, word work and math skills. During this program, students are engaged in small group work. Our ELLs also participate in all physical education, art, and technology cluster activities throughout the day. All students at PS 330Q interact with one another during the scheduled lunch periods. All students participate in their classroom activities as well as scheduled classroom trips outside the building. During 2012/13 student were offered a Saturday program offering services in academic areas of weakness. In addition, ELLs were given additional instructional time by an F-status teacher using Title III Funds. Supplementary materials were purchased and used to enhance not only English language skills but also content area skills. Our plan is to have another F-status teacher come this school year and provide students with necessary services.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Please see 6 B. In addition, classroom teachers have access to a traveling computer cart that can be signed out for daily classroom use. The literacy coach has additional materials that all teachers can borrow for classroom instructional enhancement. SmartBoards are being utilized in every classroom in the current school year. Also, every class receives 10 iPads, Apple computers, Elmos. Books in the ESL classrooms are in English and are available for classroom teachers when needed. In our school we use big books in math and social studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Please see numbers 1 and 2 under Programming and Scheduling Information. In the ESL program, the native language is not used, however the ESL teachers support their learning by using visuals such as hands-on manipulatives, pictures and various charts/graphic organizers.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The AIS program supports and corresponds to ELLs' ages and grade levels. The AIS provider follows a pull-out program and engages students using grade appropriate materials and activities. She collaborates with teachers and analyzes the running record data in order to target student needs. Paste response to question here:
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.
- N/A
18. What language electives are offered to ELLs?
- N/A
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - 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.

1. Our PD plan for the ELL personnel, ESL teachers, common branch teachers, secretary and parent coordinator revolves around the on-going assessments of student needs that will help drive instruction for ELLs implementing ESL strategies and methodologies. PDs are offered through the DOE Professional Development Website. The entire staff is required to apply a month in advance to any of the PDs they find important and fill in the form with the rationale for the application. In addition, a PD calendar is included in the PS 330Q Staff Handbook.

2. ESL teachers either personally choose or are guided to attend PDs outside the building that are offered through the office of ELLs. These PDs are aligned to CCSS .

3. N/A

4. There are scheduled monthly faculty meetings, inquiry team work meetings as well as grade meetings where the needs of ELLs are discussed. There will be ongoing study groups for teachers throughout the year to help them build their knowledge and skills/strategies for teaching ELLs. Some of the opportunities will be in-house training done by the ESL personnel and literacy coach. Others will be provided by outside organizations. Meeting agendas and sign in sheets will be used to record attendance at professional development.

## 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?
  1. We are a school that welcomes all families. Our parent coordinator, Jessica Tirado, welcomes parents and facilitate any correspondence with all staff members. The vast majority of our families speak a language other than English. We have hosted Parent Association meetings, orientation meetings, a curriculum night and an Ethnic Heritage celebration. Further activities will be planned throughout the year based on need.
  2. We currently have a partnership with New York Cares and will be offering families ESL services on the weekend.
  3. All forms parents complete during registration, such as the HLIS, are in the native languages as well as English. The parent coordinator, Ms. Tirado, is in charge of making sure that parents complete all necessary information, communicating with families and making phone calls when needed and translating during parent meetings. Both parent coordinator and secretary are bilingual and are in charge of translating any documents or letters.
  4. All letters inviting parents are translated in their native language. All parent activities have been well attended so far this year. Translators are available at all of the above mentioned meetings. We are hoping that our high parent participation rate will continue throughout the year as more activities are planned.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS 330Q**

**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: **24Q330** School Name: **PS 330**

Cluster: **6** Network: **606**

**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.

As a school we utilize information that has been provided to use through the registration process as per the Home Language Identification Survey (HLIS). This information is available in ATS. Based on the this information we located translated versions of DOE documents to provide families that is specific to their preferred langage of communion.

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.

A large number of our families speak a language other than English, with Spanish being spoken the most. Based on family surveys we have determined that there are several families that would like to receive documents from the school in Spanish. We also introduced a school website to share information that can be translated into all of the languages spoken by our families. Translated versions of our family calendar and newsletter are made available.

## 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.

Several of our staff members, including our Parent Coordinator are biliterate. They frequently provide written translation. Letters and notices are often done by staff members. However, we utilize online and the DOE Translations Unit for languages that we are unable to translate at the school.

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

Oral interpretation will be provided by school based staff, parent volunteers, DOE Translations Unit (via phone) and outside contractors for meetings and whole school events, as appropriate.

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 will receive a copy of the Bill of Parent Rights and Responsibilities in their primary language when necessary. Translations for this document will be retrieved from <http://schools.nyc.gov/Parents/NewsInformation/BillofRights.html>. If we encounter a situation in which parents of more than 10% of the children at such school speak a primary language that is neither English nor a covered language, we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required pursuant to this section and shall post and provide such forms in accordance with Chancellor's regulations. We will also direct families to the Department's website where they can find information in each of the covered languages concerning the rights of parents in regards to translation services.

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

Part A: School Information	
Name of School: <u>PS 330Q</u>	DBN: <u>24Q330</u>
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: <u>Push In</u>
Total # of ELLs to be served:
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input 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: <u>3</u>
# of certified ESL/Bilingual teachers: <u>3</u>
# of content area teachers: <u>0</u>

## 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: The direct instruction supplemental program will provide additional small group support to our ELLs that struggle the most in reading. We will hire an F-Status teacher to provide services and will target our Second Grade students that have not met the benchmark reading level for Fall 2012/Winter 2013 and provide push-in support once per week (Thursday) for two 50 minute periods each to the classes with the greatest need (204 and 207). The push-in will take place during the opposite end of the schedule. For example the full-time ESL teacher pushes in for two morning periods so the F-Status teacher will push-in during the two afternoon periods and vice versa. All students receive the mandated ESL instruction as per CR-Part 154 in addition to this supplemental instruction.

Instruction will be provided in English by an ESL certified teacher. The teacher will utilize the Fountas & Pinnell Leveled Literacy Intervention (LLI) reading intervention program, which a research based program published by Heinemann. In addition, teachers will use Mondo Let's Talk About It program and instructional technology such as Raz-kids to provide increase opportunities for student to engage in listening and speaking activities.

## 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 teacher (F-Status) involved in the push-in program will be trained to use the LLI program and other instructional materials during site based professional development workshops that are focused on mastering reading intervention strategies facilitated by the makers of the programs throughout the winter and spring. The teacher will also participate in the TCRWP professional development day long sessions in Balanced Literacy (twice monthly from November 2012-June 2013). In addition, the teacher will participate in a professional development opportunity at PS 330Q that is facilitated by the Bureau of Education Research that focus on utilizing effective ESL strategies and differentiation to meet the needs of our ELLs. The teacher will focus his/her professional development time on improving the use of scaffolds and differentiation for ELLs their positive impact on student learning.

The teachers of ELLS at our school, Michelle Zytka-Morgan and Jelena Chiltern, will participate in multiple professional opportunities throughout the year.

**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: The families of many of our ELLs have expressed interest in learning English so they are better equipped to assist their children with school work. We would like to provide evening ESL support once per week on Thursdays for two hours to the families of our ELL students to assist them in learning English. The evening program will begin in January and run until late June. We are in the process off securing a certified ESL service provider to provide conversational English support as well as homework help assistance. When the dates and provider are secure we will send information to families via letters, calendars and the use of School Messenger telephone messages.

**Part E: Budget**

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

Allocation Amount: \$

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"> <li>• Per session</li> <li>• Per diem</li> </ul>		
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum development contracts.</li> </ul>		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		

**Part E: Budget**

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

Allocation Amount: \$

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Travel		
Other		
<b>TOTAL</b>		