



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014

COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

School Name: P.S. 30

DBN (i.e. 01M001): 31R030

Principal: ALAN IHNE

Principal Email: AIHNE@SCHOOLS.NYC.GOV

Superintendent: JESSICA JENKINS

Network Leader: QADIR DIXON

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
Alan Ihne	*Principal or Designee	
Lori Ortega	*UFT Chapter Leader or Designee	
Vera Miceli	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Angela O’Toole	Member/ Teacher	
Nicole Terranova	Member/ Teacher	
Alexis Barravecchia	Member/ Parent	
Jackie Woodbury	Member/ Parent	
Nancy Ficken	Member/ Parent	
Mary Ellen Rooney	Member/ Parent	
Joseph Napolitano	Member/ Assistant Principal/CSA	
	Member/	

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

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

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

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

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

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- Use quantitative and/or qualitative data in providing the rationale for each goal.
- Cite sources that contributed to the rationale such as the Progress Report, Quality Review, School Survey, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

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

CEP Checklist

All Schools

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

Goal and Action Plan #1

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

Annual Goal #1

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

By June 2014, out of 71 students who received a level 1 on the New York State ELA exam in grades three and four last year, 35 (50 %) of students in grades 4 and 5 will increase one performance level on the NYS ELA exam.

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.

After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not show an increase in performance on the NYS ELA exam. As a result we have made progress for our grade 4 and 5 students in ELA a priority goal for the school year.

Instructional Strategies/Activities

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

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

1. Professional development will be systematically implemented on a weekly basis in conjunction with our CFN on the following topics: CCLS, looking at and assessing student work, tuning protocols, the new Advance evaluation system, Questioning and discussion techniques and Socratic inquiry.
2. Our prep schedule was created to include a departmentalized fifth grade, in order to provide expert instruction in each subject.
3. We have also created 9 AIS periods for our Science cluster who is also a certified reading teacher
4. RTI implementation plan
5. Weekly meetings with RTI team to assess and implement strategies for struggling students
6. We have also built in extra periods for teachers to work on curriculum mapping for their respective grades.

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

1. Network Specialist, teachers
2. Fifth grade teachers
3. Science Cluster, SETTS teacher
4. IEP teacher
5. Science Cluster, SETTS teacher, IEP teacher
6. Classroom Teachers

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

1. Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-2 and 3-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-2 and reading to learn in grades 3-5.
2. One to one feedback meetings with teachers
3. Weekly meetings with AIS providers.
4. Weekly meetings with RTI team
5. Weekly meetings with RTI team
6. Monitoring progress using the ATLAS curriculum mapping software

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

1. September 2013- October 2013 administer and score

2. November 2013- December 2013: analyze baseline assessments
3. December 2013-May 2014: monitoring progress of students – on demand genre writing pieces
4. October, 2013, February, 2014, May 2014 Scantron Performance Series
5. April- June 2014: Administer and Analyze MOSL Assessments

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

In order to meet our goal we have created a professional development plan. Our school used a school based option to designate Wednesday afternoons as professional development day for teachers. We have split our professional development up throughout the year. We are providing our teachers with professional development on the new teacher evaluation system, and we will be doing a book study on improving questioning and discussion in the classrooms utilizing the book “Developing More Curious Minds” by John Barell. The teachers will be reading the chapters and then using the cycle of inquiry to look at student work and create action plans. Administration is monitoring Data binders on a monthly basis in order to ensure that the teachers are utilizing SRI protocols and developing workable action plans when looking at student work. All grades also have two common preparation periods a week to meet and discuss student progress and discuss strategies that are working for them.

During our extended day program we have two teachers in classrooms and they are working with the students in the areas that they are struggling in. We have also built in extra preparation periods for some of our teachers so that they can update their curriculum maps to further align instruction with the citywide instructional expectations and the common core standards. We have also initiated an inter-visitation program where teachers are going into other classrooms and taking low inference notes to help them develop better strategies for working with their students. The teachers are given time to debrief with the teacher that they visited.

We noticed that our students struggled on the NYS ELA exam and have instituted the Socratic inquiry method into our classrooms in grades three to five. We have also introduced Simple Solutions, a grammar and mechanics program as a supplement to fill the gaps in student writing. Teachers are using the Junior Great Books program for writing responses to literature and also utilizing paired passages so that the students can compare and contrast in their writing. Administration is monitoring the progress of students on their baseline and on demand writing pieces after each genre to further inform instruction.

Teachers and administration are monitoring progress of the students on a periodic basis using the Scantron performance series three times a year in October, February, and May. We are providing Academic Intervention services to students who scored a level one on their ELA exam weekly. Our A.I.S. providers are using the leveled literacy program and RAZ kids to assist students in meeting their goals.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school
2. Jewish Community Center hosts parent workshops in our school to teach parents English.
3. PTA meetings include guest speakers who are experts in special education, including autism
4. Parent Coordinator will train parents on how to use the ARIS parent link
5. Parent Coordinator will hold Parent workshops on the CCLS
6. The school has created and distributed a parent handbook.
7. Parents are invited into the school to see their child’s performance in weekly plays
8. Student of the month is given students and parents are invited to our award ceremony
9. Global Connect goes out to all parents to keep them informed of activities in the building.
10. Regularly scheduled parent networking meetings
11. Library volunteers
12. Learning leaders will do book talks and help teachers in classrooms
13. Participation in National take your parents to lunch day in October

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.										
x	Tax Levy		Title IA		Title IIA		Title III		Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.										
We received \$4,828 for student support in ELA and Math (see SAM 72)										

Goal and Action Plan #2

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

Annual Goal #2

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.
 By June 2014, out of 47 students who received a level 1 on the New York State Math exam in grades three and four last year, 23 (50 %) of students in grades 4 and 5 will increase one performance level on the NYS Math exam.

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.
 After conducting an analysis of student performance on state assessments, it was determined that the majority of students did not show an increase in performance on the NYS Math exam. As a result we have made progress for our grade 4 and 5 students in Math a priority goal for the school year.

Instructional Strategies/Activities

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

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

1. To implement with fidelity our Envision Math program
2. Our prep schedule was created to include a departmentalized fifth grade, in order to provide expert instruction in each subject.
3. Math cluster is utilized as a coach one day a week to work with teachers Weekly meetings with Math coaches and administration
4. Math B for K-5

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

1. Classroom Teachers/Math coach
2. Math cluster/coach
3. Fifth grade math teachers
4. Classroom teachers/Math coach

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

1. Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-2 and 3-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-2 and reading to learn in grades 3-5.
2. One to one feedback meetings with teachers
3. Weekly meetings with Math coaches and administration
4. Weekly meetings with Math coach and administration

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

1. September 2013- October 2013 administer and score baseline assessments
2. November 2013- December 2013: analyze baseline assessments
3. October, 2013, February, 2014, May 2014 Scantron Performance Series
4. April- June 2014: Administer and Analyze MOSL Assessments

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

In order to meet our goal we have created a professional development plan. Our school used a school based option to designate Wednesday afternoons as professional development day for teachers. We have split our professional development up throughout the year. We are providing our teachers with professional development on the

new teacher evaluation system, and we will be doing a book study on improving questioning and discussion in the classrooms utilizing the book “Developing More Curious Minds” by John Barell. The teachers will be reading the chapters and then using the cycle of inquiry to look at student work and create action plans. Administration is monitoring Data binders on a monthly basis in order to ensure that the teachers are utilizing SRI protocols and developing workable action plans when looking at student work. All grades also have two common preparation periods a week to meet and discuss student progress and discuss strategies that are working for them.

During our extended day program we have two teachers in classrooms and they are working with the students in the areas that they are struggling in. We have also built in extra preparation periods for some of our teachers so that they can update their curriculum maps to further align instruction with the citywide instructional expectations and the common core standards. We have also initiated an inter-visitation program where teachers are going into other classrooms and taking low inference notes to help them develop better strategies for working with their students. The teachers are given time to debrief with the teacher that they visited.

We are using the Envision Math program from Pearson in our school. In addition to math instruction in the classroom our teachers are “dropping” each lesson and the unit tests into the students mailboxes. This allows the students and their parents to go over work at home. We have also posted helpful links for math instruction on our website for parents to use with their children.

Our math cluster is being used as a math coach on Mondays to meet with teachers and develop strategies to implement the Envision math program with fidelity. Administration meets with the coach on a weekly basis in order to review areas of need and strategize ways to improve instruction. We have also conducted math professional development on September 3 and November 5th to work with teachers in areas they have identified as a need.

Teachers and administration are monitoring progress of the students on a periodic basis using the Scantron performance series three times a year in October, February, and May. In addition, in February we will be running an interim assessment in math school wide that our school created from the benchmark assessments in the Envision program. This is being done to provide the students with questions that are similar to what they will see on the State exams.

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP).

1. We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school
2. Jewish Community Center hosts parent workshops in our school to teach parents English.
3. PTA meetings include guest speakers who are experts in special education, including autism
4. Parent Coordinator will train parents on how to use the ARIS parent link
5. Parent Coordinator will hold Parent workshops on the CCLS
6. The school has created and distributed a parent handbook.
7. Parents are invited into the school to see their child’s performance in weekly plays
8. Student of the month is given students and parents are invited to our award ceremony
9. Global Connect goes out to all parents to keep them informed of activities in the building.
10. Regularly scheduled parent networking meetings
11. Library volunteers
12. Learning leaders will do book talks and help teachers in classrooms
13. Participation in National take your parents to lunch day in October

Budget and Resource Alignment

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

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

We received \$4,828 for student support in ELA and Math (see SAM 72)

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, out of 12 SWD students who received a level 1 on the NYS ELA exam in grade 3 and 4, 6 (50% of students in grades 4 and 5 will increase one performance level on the NYS ELA exam.

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.

1. After conducting an analysis of student performance data on state assessments, it was determined that our SWD students did not show growth on the English Language Arts Assessment. As a result, we have made progress for our SWD students a priority goal for the school year.

Instructional Strategies/Activities

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

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

1. Professional development will be systematically implemented on a weekly basis in conjunction with our CFN on the following topics: CCLS, looking at and assessing student work, tuning protocols, the new Advance evaluation system, Questioning and discussion techniques and Socratic inquiry.
2. We have also created 9 AIS periods for our Science cluster who is also a certified reading teacher
3. RTI implementation plan
4. Weekly meetings with RTI team to assess and implement strategies for struggling students
5. Managing Difficult Behavior professional development provided by the CFN and Ramapo

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

1. Network Specialist, teachers
2. Science Cluster, SETTS teacher
3. IEP teacher
4. Science Cluster, SETTS teacher, IEP teacher
5. Classroom Teachers

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

1. Our school voted for a School Based Option (SBO) for data Wednesday's. During that time we have differentiated professional development with teachers broken up by K-2 and 3-5 and administration where we discuss student work and focus on the school's goals of learning to read in K-2 and reading to learn in grades 3-5.
2. Weekly meetings with AIS providers.
3. Weekly meetings with RTI team
4. Weekly meetings with RTI team
5. In class observations by Ramapo staff and debrief with teachers

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

1. September 2013- October 2013 administer and score
2. November 2013- December 2013: analyze baseline assessments
3. November 2013-May 2014: monitoring progress of students – on demand genre writing pieces
4. October, 2013, February, 2014, May 2014 Scantron Performance Series
5. April- June 2014: Administer and Analyze MOSL Assessments.

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

In order to meet our goal we have created a professional development plan. Our school used a school based option to designate Wednesday afternoons as professional development day for teachers. We have split our professional development up throughout the year. We are providing our teachers with professional development on the new teacher evaluation system, and we will be doing a book study on improving questioning and discussion in the classrooms utilizing the book "Developing More Curious Minds" by John Barell. The teachers will be reading the chapters and then using the cycle of inquiry to look at student work and create action plans. Administration is monitoring Data binders on a monthly basis in order to ensure that the teachers are utilizing SRI protocols and developing workable action plans when looking at student work. All grades also have two common preparation periods a week to meet and discuss student progress and discuss strategies that are working for them.

During our extended day program we have two teachers in classrooms and they are working with the students in the areas that they are struggling in. We have also built in extra preparation periods for some of our teachers so that they can update their curriculum maps to further align instruction with the citywide instructional expectations and the common core standards. We have also initiated an inter-visitation program where teachers are going into other classrooms and taking low inference notes to help them develop better strategies for working with their students. The teachers are given time to debrief with the teacher that they visited.

We noticed that our students struggled on the NYS ELA exam and have instituted the Socratic inquiry method into our classrooms in grades three to five. We have also introduced Simple Solutions, a grammar and mechanics program as a supplement to fill the gaps in student writing. Teachers are using the Junior Great Books program for writing responses to literature and also utilizing paired passages so that the students can compare and contrast in their writing. Administration is monitoring the progress of students on their baseline and on demand writing pieces after each genre to further inform instruction.

Teachers and administration are monitoring progress of the students on a periodic basis using the Scantron performance series three times a year in October, February, and May. We are providing Academic Intervention services to students who scored a level one on their ELA exam weekly. Our A.I.S. providers are using the leveled literacy program and RAZ kids to assist students in meeting their goals.

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).

- We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school
- 2. Jewish Community Center hosts parent workshops in our school to teach parents English.
- 3. PTA meetings include guest speakers who are experts in special education, including autism
- 4. Parent Coordinator will train parents on how to use the ARIS parent link
- 5. Parent Coordinator will hold Parent workshops on the CCLS
- 6. The school has created and distributed a parent handbook.
- 7. Parents are invited into the school to see their child's performance in weekly plays
- 8. Student of the month is given students and parents are invited to our award ceremony
- 9. Global Connect goes out to all parents to keep them informed of activities in the building.
- 10. Regularly scheduled parent networking meetings
- 11. Library volunteers
- 12. Learning leaders will do book talks and help teachers in classrooms
- 13. Participation in National take your parents to lunch day in October

Budget and Resource Alignment

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

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

We received \$4,828 for student support in ELA and Math (see SAM 72)

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

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Goal and Action Plan #5

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

Annual Goal #5

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

Comprehensive Needs Assessment

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

Instructional Strategies/Activities

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

- A. Strategies/activities that encompass the needs of identified subgroups**
- 1.
- B. Key personnel and other resources used to implement each strategy/activity**

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

Strategies to Increase Parental Involvement
 All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

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

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

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Leveled Literacy Intervention, Wilson, RAZ Kids, Orton Gillingham, and guided reading groups help to reinforce decoding, comprehension, writing and speaking skills.	Teachers work with small groups of two to five students with similar needs. Parent Learning Leaders work with students 1:1. Paras work one on one with students in tier 3 RTI	Academic Intervention Services for ELA are provided during and after the school day.
Mathematics	Versatiles are used with students to improve targeted computation deficiencies. Components of the Pearson Math program are used to focus on multi-step word problems.	Teachers work with students, who have been targeted by their classroom teachers, in small groups of three to five students. Paras work one to one with tier 3 students.	Classroom teachers work with at-risk students after the school day as part of our extended day program.
Science	Non-fiction science themed books are used during guided reading lessons to improve literacy, content vocabulary and comprehension of the science curriculum.	Hands-on Fridays and a science lab, where students work in small groups, have been set up to improve literacy, content vocabulary and comprehension of the science curriculum.	Classroom and science teachers work with at-risk students, as needed, during and after the school day.
Social Studies	Teachers enrich our Social Studies curriculum to increase student achievement for those at-risk of not meeting the standards by focusing on building vocabulary, writing and comprehension within the content area.	Teachers work with students in small groups	Teachers envelope Social Studies in the ELA block during the school day to help those students in need.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services include peer mediation, crisis intervention, parent conferences and referrals for other services within or outside the school community.	Counseling/intervention sessions can be conducted in a group or 1:1 setting.	Throughout the school day, as need, PS 30's guidance counselor, social worker and school psychologist work with students and parents who require intervention.

**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 *TAS 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.			
	School Wide Program (SWP)	Targeted Assistance (TA) Schools	X Non-Title I

All Title I Schools

Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.

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).

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 ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, 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.).

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.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

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

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

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

Parent Involvement Policy (PIP) Template

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

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;

- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
MAY BE LAST YEARS BUT MUST BE UPDATED

Our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

Provide high quality curriculum and instruction consistent with State Standards to enable participating children to meet the State's Standards and Assessments by:

- using academic learning time efficiently;
- respecting cultural, racial and ethnic differences;
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering high quality instruction in all content areas;
- providing instruction by highly qualified teachers and when this does not occur, notifying parents as required by the No Child Left Behind (NCLB) Act;

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

- ensuring that staff will have access to interpretation services in order to effectively communicate with limited English speaking parents;
- notifying parents of the procedures to arrange an appointment with their child's teacher or other school staff member;
- arranging opportunities for parents to receive training to volunteer and participate in their child's class, and to observe classroom activities;
- planning activities for parents during the school year, e.g., Parent-Teacher Conferences;

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;

- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the .

Part I: School ELL Profile

A. School Information

District 31	Borough Staten Island	School Number 030
School Name Westerleigh		

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 Alan Ihne	Assistant Principal Joseph Napolitano
Coach	Coach
ESL Teacher Kisha Ramsey	Guidance Counselor Jennifer Reich
Teacher/Subject Area Claire Mitchell (Science)	Parent Noeima Neri
Teacher/Subject Area Melissa D'Antonio (SETTS)	Parent Coordinator Kathie Stefanski
Related Service Provider Karen Corbo (Speech Provider)	Other Jolynn Owens (IEP Teacher)
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	806	Total number of ELLs	34	ELLs as share of total student population (%)	4.22%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Push-In	9	7	6	3	3	6								34
Push-In														0
Total	9	7	6	3	3	6	0	34						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	3	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	24			8			2			34
Total	24	0	0	8	0	0	2	0	0	34

Number of ELLs who have an alternate placement paraprofessional: 2

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

*EP=English proficient student

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

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ___	Asian: ___	Hispanic/Latino:
Native American: ___	White (Non-Hispanic/Latino): ___	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	5	4	2	2	5								24
Chinese				1										1
Russian														0
Bengali														0
Urdu	2													2
Arabic	2	1	2	1	1									7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	6	6	4	3	5	0	0	0	0	0	0	0	34

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)	4	2	0	1	2	2	0	0	0	0	0	0	0	11

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)	0	2	0	0	0	2	0	0	0	0	0	0	0	4
Advanced (A)	4	5	5	2	1	2	0	0	0	0	0	0	0	19
Total	8	9	5	3	3	6	0	0	0	0	0	0	0	34

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (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.
 1. Several formal and informal assessments are used to evaluate the literacy skills of student's in grades K-5. TCWRP or Teachers College Writing and Reading Program assessment are administered monthly in order to assess student's progress in literacy. Our ELL students in grades 3-5 have higher mathematics scores than ELA scores. This trend is seen across the grades as there are more students scoring at a level 3 in mathematics than in ELA. This evidence supports the notion that our ELL's in the higher grades need to greatly improve their literacy skills, and as a school community of learners must continue to analyze data in order to identify and target their weaknesses. The ESL coordinator along with the classroom teachers will be desegregating data that emerges from predictive assessments in order to achieve this goal. These assessments, paired with teacher observations provide insight about students understanding of basic literacy concepts and stages of literacy development. For Early childhood assessment we have begun using CPAA (Children's Progress Academic Assessment). CPAA ia a computer based early childhood assessment where questions are adjusted automatically to offer an appropriate level for challenge for the students. Student performance is compared to specific learning objectives where incorrect responses are follwed by verbal and or visual scaffolding. A spanish version is also in place for students whose native language is Spanish. CPAA reports are available right away and has been viewed by both the ESL teacher and the classroom teacher to drive instruction. From the most recent data disaggregated, both the ESL teacher and classroom teachers was able to use the data to group students properly and differentiate instruction.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

There is evidence that suggests that the ELL's are gaining English proficiency as they continue to move up in grades and the number of beginners progressively decreases and conversely the advance student's levels increases. This is also evident in the NYSESLAT data that there are 5 beginners in 1st grade and only 1 returning ELL in 5th grade. Most intermediate students are in the 2nd and 3rd grade further supporting the notion that students who begin ESL in Kindergarten and 1st grade normally gain proficiency yearly. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a larger percentage of our students across grades score proficient in listening and speaking. It takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication).
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](#))
 3. Patterns across the NYSESLAT modalities are used to tailor instruction to meet students' needs. This information is shared with classroom teachers, special education teachers and related service providers in order to plan and perform instruction in all content area and special education classes as well as extended day, and after school programs. The data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice. More importantly, the ESL teacher along with the classroom teacher analyzes the information yielded from the NYSESLAT and is used in order to pinpoint specific English language strengths and weaknesses the ELL's may have. When planning to differentiate instruction for these students, desegregated NYSESLAT results assist teachers in deciding which skills the individual ELL's most need to work and individual activities are planned accordingly. For instance, if NYSESLAT scores for a child are much weaker in the area of reading in writing rather than speaking and listening, supplemental literacy will be planned for that particular student. If a child has not achieved profriency on the listening and speaking portion of the NYSESLAT, then the ESL and classroom teacher provide supplemental opportunities for that student to practice English speaking and listening, and they may need instruction and social??. Basic English communication skills.
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?

After examining the periodic assessment results we found that many children who perform at level 2 in math, science and ELA are weak when it comes to reading texts at their instructional grade levels. Each year these students are exposed to different texts in a variety of genres in the math, science and ELA state exams. These texts are all specifically designed to be appropriate for the grade level of the children taking the test. However, the NYSESLAT uses the same instructional text for grades 2, 3, and 4. We find that this difference in testing methodology creates a discrepancy in students' observed performance levels between the results of the NYSESLAT and state exams. It is possible, therefore, for students to be assessed as proficient or advanced according to NYSESLAT results, yet do poorly on

other state exams.

Teachers analyze the results of the NYSESLAT periodic assessments to set educational goals and to drive instruction. We also use the information to group together students who have similar areas of weakness so that we can streamline our instructional goals and methods and provide differentiated intervention where it is most needed.

We are learning that the ELL students can have greater success by using a computer-based program which requires them to read a passage at their level and respond using multiple choice questions or by writing. We find that this program better prepares students for the types of questions they will encounter on state tests. New students are given math and science assessments in their native languages if such tests are available. This helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused by language barriers.

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](#).)

Our school obtains data from the following sources to help determine which students are eligible/chosen for RTI...

-PPT Meetings are held Bi-monthly

-Students are targeted by the teachers for Tier I using CKLA assessments as well as informal teacher made assessments

-Cases are presented at the meeting

-Case manager is assigned

-RTI is initiated in classroom 4-6 weeks

-Student at Tier 2 (Tier 2 is determined after student shows no progress, and then provided with a literacy expert who then works with a group of 3-5 students, 2-4 times per week) receives "leveled" Fontus and Pinnell" benchmark assessments to drive individual instruction.

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

Both Reading A-Z and Novel New York have daily routines built in to the instructional layout designed to increase student conversation and interaction. These routines help teachers monitor student progress and understanding of task or questions, then adjust student outcomes accordingly. Each program has differentiated materials which the teacher can use to assist students with additional needs.

ELLs with disabilities whose IEP recommends ESL or bilingual instruction, continue to receive their mandated hours of ESL Pull out program. They are also involved in our computer based program Ed Performance, which teaches students on a one to one basis, at their level ensuring that they reach or exceed grade level within a prescribed amount of sessions. They also receive small group, targeted instruction in Math and ELA. They are also pulled for resource room whose focus is individualized attention to meet their specific needs. Teachers of ELL's-SWD's use instructional strategies such as small group guided reading, leveled libraries, visuals and listening centers as additional support to our ELL's with IEP.

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?

Paste response to questions here:

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

At P.S 30, programs are evaluated and measured by having open communication throughout the year. Questionnaires are sent out several times during the school year to all teachers to provide opportunities to voice their concerns as well as address any programs weaknesses or strenghts. Program implemtaion and effectiveness plays a very vital part in determining if we continue to use the program in the near future.

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](#).)
Here at P.S 30 possible ELL'S (English Language learners) are identified through several steps according to DOE procedure. We adhere to all regulations in identifying, assessing and placements of our ELL's into an appropriate program. Each new student entering the system is given the Home Language Survey; which is readily available in the main office. The survey is in the primary languages other than English that are popular within the community, ie, Spanish, Arabic, Chinese and Urdu. A report titled the RLER is ran in order to determine eligibilty for both the LAB-R and the NYSESLAT. Several protocols have been established by the administration in conjunction with the ESL teacher/coordinator in order to insure that all Ell's are identified as soon as they are registered. The certified ESL teacher reviews all HLIS and conducts an informal interview with the child to determine the dominant language. Students who have qualifying HLIS forms and who, as determined through the informal interview, speaks another language other than English are given the formal initial assessment known as the LAB-R. The Lab-R is then promptly hand scored and the ESL teacher/coordinator determines eligibility into a bilingual program based on the most current cut off scores provided. Those students who speak Spanish are also given the Spanish Lab-R which is also administered by the licensed ESL teacher. The Spanish LAB-R is only adminstered to Spanish speaking students who tested below the LAB-R cut-scores. The students who score within the prescribed range are accepted as ELL's, at the beginner, intermediate or advanced level. Those students who achieve a proficient score on the LAB-R do not receive ESL services. All new students are identified through this process well within the legal timeframe of the first ten days after they are admitted into the New York City school system. The ESL teacher is available upon request to perform the following duties when needed:
 - Inform families about the assessment and placement process for prospective ELL's
 - Arrange translators if needed so that families are well informed about the process their child will undergo to determine if he/she is an ELL.
 - Conduct interview with parents/guardians to confirm Home Language.
 - Staff members who are comprised of both pedagogues and paraprofessionals are called upon request in order to translate for families during registration.In the spring of each year all ELL's are given the NYSESLAT (New York State English as a Second Language Achievement Test). Students are tested in grade level groups for all components of the test except the speaking component. For the latter test, students are tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher, other classroom teachers and literacy coach provide assistance administering the NYSESLAT after they are trained. These teachers also evaluate the writing portion of the NYSESLAT following the procedure and rubrics given by Pearson testing company. In addition, the ESL teacher/coordinator is the lead scorer and attends the district training then turnkey information to all appropriate school personnel.
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.
 2. In September, during the schools largest influx of new registrants, several Parent Orientation sessions are offered and throughout the course of the year or as needed. The orientation sessions are conducted in both morning and evening sessions and scheduled in accordance to parents' availability. In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during our Parent Orientation sessions. Parents receive the program pamphlet and watch the video in their native language where applicable. Each orientation is conducted within the ten days of a students' initial enrollment. Prior to the meeting, HLIS forms are reviewed to determine what language the documents need to be in and to secure translations and interpreters well in advanced. During the orientation meeting, parents view a DVD provided by the DOE that explains the different types of ELL programs available. The ESL teacher along with the Parent Coordinator discusses the options available in the school, and also discusses the importance of returning the Program Selection form. The parents are given the opportunity to complete the form at the meeting, and are given brochures, pamphlets in their native language about resources in the community. Because the DVD offers an array of languages to select from there is rarely a time where a parent does not have the opportunity to view the information in a language they do not understand. However, if this should occur, every effort is made to have a translator available. The ESL teacher and Parent Coordinator answer all questions parents may have at the meeting then review the all parent selections. When parents are unable to attend the orientation meetings, the ESL teacher arranges a private meeting to discuss their options and to select a bilingual program for their child. In order to ensure that parents understand all three program choices, the

three models are explained in detail during our Parent Orientation sessions to discuss their options and to select one of the three program choices for their child.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

Parent entitlement and non-entitlement letters are mailed out in both English and the respective family's home language during the beginning weeks of school, as eligibility is determined or within ten days of a new student's enrollment. Parent selection and parent selection forms are collected from those parents who attend the parent orientation sessions. All of which take place during the first ten days of entering P.S 30. The ESL teacher makes every effort to disseminate information to the parents in order to make certain that they are well informed of all bilingual programs available and allowing them to make the best choice for their child. In the event that a parent does not respond to the initial outreach, they are then contacted on a weekly basis, by phone and resending the information home until they are able to make an appointment for an orientation and complete the Program Selection forms along with the Surveys. Each outreach attempts are documented and all letters that are sent to parents are copied and filed. All letters/documents copies are maintained in a binder kept in the ESL coordinator's room to assure proper maintenance of all records.

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.

After parents are made aware of all programs that are available to them and they have selected their program choice, the forms are then reviewed to ensure that we are meeting the parents request for their program choice. The following ATS reports RLER and the RLAT are ran to ensure all students eligible for testing are tested. All students who are entitled receive entitlement letters and those who are not entitled receive non-entitlement letters All entitlement, non-entitlement letters, continued entitlement letters, Parent Survey, Parent Selection Forms are placed in students cumulative folders and copies are filed with ESL Coordinator in a binder. Due to overwhelming parental preference and the low number of students who speak a language other than English on each grade, P.S 30 offers a free standing ESL program, and currently does not offer any other type of bilingual programs. Though the parents seldom choose another option besides Freestanding ESL, the ESL teacher will inform parents that in the event that there are enough students on a particular grade level to support a bilingual program of their choice and enough parent requests, we will oblige. ESL Coordinator updates the ELPC screen in ATS as needed within the first 20 days of student arrival. At the present moment if their program choice is not available at our school, they can request a transfer to a school that offers their program choice and we will assist with locating a school in the district that can meet their request. In the interim, students who are not placed in their program choice are welcomed to remain into our present ESL program until their program choice is available.

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.

In the spring of each year all ELL's are given the NYSESLAT (New York State English as a Second Language Achievement Test). Students are tested in grade level groups for all components of the test except the speaking component. For the latter test, students are tested individually by a teacher who is not actively working with those students. All tests are administered according to official testing guidelines. IN ATS the RLER report is ran to assure all eligible students In addition to the certified ESL teacher, other classroom teachers and provide assistance administering the NYSESLAT after they are trained. These teachers also evaluate the writing portion of the NYSESLAT ake the NYSESLAT following the procedures and rubric provided by Pearson.

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 overwhelming trend in parent selections is the Freestanding ESL program. The program model in our school is aligned with the parent request. During the past several years 94% of the Parent Selection forms have reflected a parental choice of Freestanding ESL as their program selection preference. Should a parent request another type of bilingual program, every effort is made to assist them with transferring their child to a different school that offers the bilingual program of choice. Parents are also informed that ESL is not considered an opt-in option unlike bilingual programs. Periodically, these forms along with the number of children on each grade who speak the same language are reviewed by the ESL teacher/coordinator along with administration to ensure that we are offering the first choice of the parent and we are adhering to the CR Part 154 guidelines that states clearly we must offer bilingual programs based on parental preference.

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) Research supports a push-in model; therefore, P.S 30 has implemented a collaborative teaching program model that has been in place for the past two years. The push-in model employs a collaborative effort between the ESL and the classroom teachers. ESL methodologies are used across the curriculum to support all ELL's during the push-in model. The ESL teacher applies ESL teaching strategies within the ELL's classroom environment, adhering to the identical curriculum and standards that are being taught to all students. In order to differentiate instruction and meet the needs of low level English oral language skills, beginning and new entrants are pulled out briefly during the lesson to target the social aspects of English allowing them to develop basic oral language skills. Once ELL's mastered sufficient English to follow basic directions and are more comfortable in the classroom, they are served solely through the push in/collaborative teaching model.
 - B) As a push-in model, all students are grouped on grade level; however, a classroom on a given grade may have a newcomer who is at the beginning level and those students who are at an intermediate or advanced level. The aforementioned grouping will allow will increase proficiency in this mixed grade level due to the nature of the push-in model. If this is the case, a small group of newcomers will be pulled out during the initial lesson to support oral language, and then returned back to class with the ESL teacher as support. Differentiation of instruction is based on an individual basis of the ELL's and is an ongoing effort on the part of the ELL teacher and the classroom/content specialty teacher.
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)?

The ESL push-in schedule is designed to ensure that all students receive the mandated number of ESL units as per their proficiency level with both ESL/ELA content based area daily instructions. The certified common branch teacher and an ESL certified teacher work closely together to target ELL's who may need additional support and recommend for extended day and afterschool programs. Since we have a small number of ELL's here at P.S 30, it is common that ELL's receive more mandated minutes than required. Advanced students receive a two block periods of 100 minutes per week, a total of 200 minutes. Beginner and intermediate students receive six 50 minute periods weekly, as well as one 100 minute block, a total of 400 minutes of ESL instruction weekly. Our beginner and intermediate students in the 4th grade receive additional assistance from our Science cluster for additional content area instruction, who also holds a reading license to assure they are readily prepared to take the Science exam.

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.

All ESL classes are taught in English in order to convey concepts, especially abstract rather than concrete concepts, a variety of ESL strategies are applied to content are lessons to enable ELL's to make content more understandable. High performance expectations are always expected of our ESL students so grade level material will always be used for instruction in conjunction with ESL Methodologies. Some of these techniques include but are not limited to:

- Realia
- TPR (Total Physical Response)
- Scaffolding
- Cooperative Learning Activities
- Sheltered English
- Learning through artistic expression (music, art, drama)
- Multimodality learning experiences (offering visual, tactile, and kinesthetic activities to allow for multiply opportunities for conceptualization)
- Offering real life experiences that connect to the curriculum (trips, guest speakers, and performances)
- RIGOR, a researched based program based on teaching content vocabulary to ELL's.

While the primary language of instruction is in English, P.S 30 has made bilingual dictionaries available in all classrooms in the primary language of their ELL's (Spanish, Arabic, Chinese and Urdu). In addition, in our effort to support Native Language

Literacy, Spanish and Dual Language libraries have been placed into the classrooms on each grade level. Lastly, The ESL teacher collaborates with the classroom and content area teacher in order to employ CALLA (Cognitive Academic Language Learning Approach) techniques to modify how materials are presented to the ELL's in order to make it more accessible for them.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
At the beginning of the school year all Spanish students was administered the Spanish LAB to determine their Native Language proficiency and therefore provided support by Spanish speaking paraprofessionals.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
ELL students are assessed several times throughout the year using teacher created assessments in all four modalities. Also twice a year the ELLs are assessed using the NYSESLAT periodic assessments , performance assessments and teacher made assessments to evaluate students in all four modalities throughout the year.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Several programs and instructional strategies have been established to meet the unique needs and multifaceted challenges of SIFE students. In order to facilitate a program that simultaneously teaches these students social and academic English skills, ESL instruction focuses on both English for basic communication, English literacy skills, as well as the introduction of grade appropriate content concepts and specific vocabulary that is necessary to access this curriculum. Specific programs are utilized by the ESL and classroom teachers to order to support the aforementioned goals for SIFE students include Simple Sloutions for 3rd and 4th grade newcomers as well as the researched based literacy program RIGOR. TPR, CALLA, as well as multimodality teaching are approaches used to teaching these students. Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom. Spanish ELL's are evaluated through the Spanish LAB-R and have the option of taking their state exams in Spanish. Translators are hired for state test for other ELL's who speak additional languages.

b. Because the newcomer category is quite broad children who are undergoing 0-3 years of service the strategies used to teach students vary depending on English proficiency levels, grade level, performances on both formal and informal assessments. For new entrants that may have low oral language proficiency skills, the following provisions are set in place for them to acquire English:

-ESL lesson are given by the ESL teacher, allowing them the opportunity to learn social aspects of the language that they may not have the opportunity to learn from their classroom environment. English in my Pocket and On Our Way to English Newcomers kit are mainly used for these lessons.

-ESL teacher consults and collaborates with the classroom teacher in order to make content area lesson more accessible to the student through visual and tactile cues and activities, ie: TPR, using photos or pictures, graphic organizers.

Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom. For students who are newcomers, yet are proficient in speaking and understanding English, yet struggle with English Literacy and writing, the following programs are used and strategies implemented on their behalf:

-Junior Great Books, a program used for grades 3-5. The program is used by both the classroom teachers and the ESL teacher in order to provide basic literacy instruction while teaching grade appropriate content area lessons.

- Core Knowledge and reading rescue is used by the classroom teacher and reinforced by the ESL teacher to improve phonemic awareness as needed.

c. For ELL's receiving service between 4-6 years of service, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student and formulate a plan. Instruction is then centered around the areas of concentration. Discovery Education and Novel New York are technology based literacy programs used for all grades which allows the ESL teacher and classroom teacher to differentiate instruction and use data to drive instruction for all ELL students. Extra opportunities for guided reading and writing are offered to ELL's by the ESL teacher, during the literacy block. Once an ELL is entering their second or third year of service and little progress is being made, they can then begin to receive AIS services as well as SETTTS, for additional support. Enrichment activities that incorporate the arts are part of the ESL program as well.. These students are also encouraged to attend afterschool programs to receive more focused instruction and small group instruction. In general, reading and writing provide the most difficulty for this age group of ELL's. In ESL and all across all classes in the upper grades teachers are focusing this year on developing writing skills by engaging students in activities that develop writing stamina and practice in a variety of genres. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA test, but also for authentic writing task they will face in High School and College. The school also uses Great Books, a reading program that allows children to

develop reading, writing, oral communication, and critical thinking skills needed to become good readers.

d. To support out long term ELL's a tiered intervention plan has been established by the Pupil Personnel Team for the ELL's who are on their 4th year of service or more. This plan is as follows:-the ESL teacher differentiates instruction based on feedback from teachers and service providers (where applicable), formal and informal assessments are used to create lessons based on their individual/group needs. These lessons are generally centered around literacy and or writing, and follow the main tenants of balanced literacy (read aloud, guided reading, and shared reading).

- Tier two interventions are generally offered to ELL's who have been serviced for four years or more include AIS services and are at risk SETTS, during leveled literacy intervention, as well as RAZ-Kids that are implemented to support the students in their effort to master content area instruction.

-Tier one intervention is when the ESL teacher consults and collaborates with the classroom teachers in order to create a climate which the ELL's can better access the curriculum. Together, they plan for ELL's to learn new concepts through multimodality activities, collaborative learning exercises and through experimental opportunities (trips, art, and guest speakers)

e. All ELL's who have tested out will still receive testing accomadations for the next 2 years as former ELL's.

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?

Teachers of ELL's-SWD, use instructional strategies such as small group guided reading, visuals, leveled libraries, listening centers as additional support to our ELL's with IEP's. The ESL teacher devises and indiudual plan based on assessments, the students IEP goals as well as feedback from the special education teacher and any other service providers they may have. As many of the special needs ELL's have a language or speech disorder and receive speech and language services, the ESL teacher and the speech teacher often collaboratively plan for effective language goals. Programs that support the following initiative include"

- Earobics (technology based program based on addressing phonemic patterns in language
- On Our Way To English
- RIGOR (Reading Interventions Goals for Older Readers)
- Full Arts Department which include Music, Performing Arts, and Physical Education
- Visual, tactile, and kinesthetic activities to convey conceptual meaning
- Academic vocabulary and enrichment through RIGOR strategies set forth by CALLA strategies.
- Extra cooperative learning opportunities.

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 accordance with a Shared Path to Success, P.S 30 understands that every student including ELLS's is a member of the general education population. We look carefully at the accomadations, not modifications. While some ESL students may require that we implement Flexible Programming for that student, an IEP ELL student may receive more than one type of service though mutiple programs, ie: ICT, S.E.T.T.S.S, and Self contained. Some students can be flexibly programmed either part time or full time.

Courses Taught in Languages Other than English ⓘ

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			

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

Science:				

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

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

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

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

Native Language Usage and Supports

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



TIME	BEGINNERS	INTERMEDIATE	ADVANCED
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.
- For ELA, Math and other content areas, ELL's are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTS teacher participate in professional development and confer with the ESL teacher to ensure alignment between methodologies used in both classrooms to create consistency for SIFE, Special Education, and Long Term ELL's. Targeted interventions that have been implemented to better serve ELL students include, but are not limited to:
- On Our Way to English- newcomer kits (grades 3-5)
 - English in Your Pocket- newcomer kits (grades k-2)
 - RAZ-Kids-technology based program targeted for grades k-5 and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELL's who scores are advanced, intermediate proficiency levels on the NYSESLAT.
 - RIGOR is used for those students in 3rd-5th grade who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELL's with more than four years of service as well as special education ELL's are targeted for this program.
 - Leveled Literacy Intervention is offered to ELL's who speak English yet struggle with academic language and literacy skills.
 - At-Risk SETTS, offers differentiated instruction based on grade and ability level in Math and Reading.
- The aforementioned services are delivered in English; however, native language materials are made available to the students in order to support native language arts, along with English interventions.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- PS 30 has implemented CKLS as it has been aligned with the common core standards and has a support for ELLs.
11. What new programs or improvements will be considered for the upcoming school year?
- For this school year, we have added Childrens Progress Academic Assessment and CKLA as well as Performance Series (Ed Performance) where teachers are able to compare their students scores.
12. What programs/services for ELLs will be discontinued and why?
- There is a possibility we may be discontinuing the use of our RIGOR program for the ELL's, as we have found Achieve 3000 to be a technology based program where the students are visually more focused in on the lesson.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs who have not yet reached proficiency are targeted to receive additional help through several programs offered here at our school. These include; AIS, SETTS, and an After School ESL Enrichment program.. These programs provide the students with help mainly in ELA and Math, focusing on their areas of weakness. The Afterschool program is supported by having a storyteller come in monthly, theatre, academic enrichment and fun activities. In addition, our ELLs are involved in array of activities including student council, after school center sports and holiday fairs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The following instructional materials used to support our ELLs are; Spotlight on English which provides "approaching" and "on level" ELA reading passages, vocabulary building component, and differentiated instructional strategies to address the varying levels of students performance. Other instructional materials used are Novel New York, Invision Math, Discovery Education, and Ed Performance, all are a computer based program in which students utilize laptops.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Our ELL students receive native language support through the use of library books, English/native language dictionaries, English/native language picture dictionaries and the buddy system.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- At our school we ensure that the support services provided to our students are age and grade level appropriate. Students are grouped according to levels of proficiencies. One of our resources, RAZ-Z, is a computer-based program that provides essential skill base item analysis and allows each child to start at his/her level of readiness. The teacher and students are able to closely monitor their progress as they advance to each level.
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.

At the end of every school year, parents are invited to attend a family event, in which food is provided. In the past we did not have any program for our newly enrolled ELL students and their parents. This year we are considering inviting newly enrolled students and their parents to the family event.

18. What language electives are offered to ELLs?

Presently, we do not offer any language electives to our students.

19. For schools with dual language programs:

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

Paste response to questions here:

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.

1/2. In order to meet the needs of our ELL population, it is imperative that the ESL and classroom teachers plan appropriate academic strategies. It is for this reason that professional development focus on the importance of planning long term goals for our ELL's as well as academic language development in all content areas. The data reflects a need to increase children's writing skills; therefore, this is the reason for our main focus for professional development. Our ESL coordinator will provide Professional Development to all teachers who have not completed the mandated 10 hours of ESL training needed. Once a month, Data Wednesdays Professional Development, will be provided to all teachers who have ELL's presently in their classroom and are in need of completing the 10 mandated hours. Teachers will be provided with an in depth professional development by learning various teaching strategies that will be implemented in the classrooms to help each student broaden their base of cognitive academic language, and reach their full potential. Some of these techniques are, but not limited to:

-Sheltered English, scaffolding, cooperative learning, grouping, and project models. The special education teachers underwent and will continue to receive professionally development in new programs for struggling readers that has been purchased to supplement their normal classroom programs. In addition, the IEP Coordinator will facilitate ongoing professional development during the school year on for classroom teachers. During Data Wednesdays, the ESL coordinator will work alongside the IEP Coordinator to implement ESL strategies into professional development trainings that are provided. To that end, the ELL teacher works collaboratively with the classroom teacher to further develop language skills and modalities employing the CALLA (Cognitive Academic Language Learning Approach) method as well. The ESL Coordinator/teacher, who has extensive training in the aforementioned ESL strategies is available to arrange demonstration lessons, on-site professional development sessions with the classroom teacher throughout the year. In addition, we have launched a school wide effort to address the listening and speaking portions of the Common Core Standards. As the relationship between oral language skills and literacy is strong, we recognize the importance of bolstering the oral language proficiency and listening comprehension of all our students in order to boost their academic based vocabulary as well as their reading comprehension skills. Lastly, the ESL Coordinator/teacher will be turn keying information about the most current methods of teaching ELL's and aligning instruction with the new Common Core Curriculum.

3. Fifth grade teachers work to prepare all students, including ELL's for the middle school settings, and are supported in their endeavors by attending professional development that targets middle school standards and curriculum. This allows the teachers to prepare units and lessons that match the new level of academic rigor that will be required of the students in middle school. The schools guidance has several workshops throughout the years for parents and students inviting them to learn about applying for middle schools and the middle school process. For ELL's in particular, fifth grade teachers are trained in using strategies that increases academic language since this becomes increasingly important as they enter middle school. Also, fifth grade teachers are well informed of the various programs available in the middle schools.

4. The ESL teacher/coordinator will be providing the 7.5 hours of mandated ELL training to the special education teachers as per the Jose. P Legislation during the school year. Training will include sensitivity training, a basic approach to appropriately handling children and their families of various cultures, as well as ESL methodologies that are applicable to the classroom environment. TPR, collaborative learning, oral language development and listening activities, and scaffolding the material in order to create a curriculum that is more accessible to ELL's. This in turn builds their academic vocabulary.

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?

P.S 30 serves a community with a rich tradition of school involvement. The P.S 30 PTA is vibrant and the parents are involved in planning several events and fundraisers to enhance the quality of the student's educational and social experience to create a unique and special school environment for their children. All parents, including the parents of our ELL's are encouraged to be actively involved. Family events sponsored by the PTA occur regularly throughout the school year. The parent coordinator is always available at these events. DOE issued posters are displayed informing parents of their rights to translated materials. Letters and flyers are sent home and translated into the parent's native language regularly. In addition to the initial parent orientation, there are ELL Parent Nights throughout the year to provide parents with information about the school programs, testing, resources and ways to help their children succeed in school.

2. In the past, the parent coordinator has organized a program where parents can volunteer in the school and learn strategies to help them enrich the lives of their children. Learning Leaders is an agency that provides training to parents on how to tutor the children and formalize the process. The parent volunteers in the Learning Leaders program have been working with the ELL students since the inception of the program and have this has help to increase the confidence of the ELL's and has offered them supplemental one to one instruction on reading and mathematics. We have had ELL parents involved in this program, as well as in the PTA. The ESL coordinator in collaboration with the parent coordinator are planning the following workshops and events for the ELL parents and/or the modification of school workshops for all parents:

- Literacy workshops for bilingual parents.

- Translators for Internet safety meetings, bullying workshops, and social networking

- 5th grade parent workshop highlighting the bilingual programs available in middle school

3. The needs of the parents are continually evaluated through feedback given to the teachers, concerns are then raised at monthly PTA meetings and needs assessment surveys are conducted by the parent coordinator. During regular communications with the ESL teacher the parents often raise concerns and every effort is made to address any of their issues. Families that are newly arrived to the country may require support in establishing their basic needs such as health insurance and the need to learn about how the schools operate in the United States. Our staff works diligently to assist these families with various issues in order to create an overall safe and comfortable home for the child. Adult ESL classes are an example of a survey that was circulated to the ELL parent body. Parents expressed a need for adult ESL classes, it was created and it is conducted twice a week throughout the school year at convenient times for parents. The Parent Coordinator and the ESL teacher work collaboratively to disseminate information to ELL parents about school happenings, academic matters, community issues as well as Department of Education procedures and protocols.

4. Parent activities on how they can be better supported by the school are planned according to their feedback. Additionally, any matter surrounding any topic the faculty or administration deem pertinent for parents to know in order for the students to be academically successful is addressed and a plan of action is developed.

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: Westerleigh

School DBN: 030R

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alan Ihne	Principal		11/25/13
Joseph Napolitano	Assistant Principal		11/25/13
Kathie Stefanski	Parent Coordinator		11/25/13
Kisha Ramsey	ESL Teacher		11/25/13
Noeima Neri	Parent		11/25/13
Clare Mitchell	Teacher/Subject Area		11/25/13
Milissa D'antonio	Teacher/Subject Area		11/25/13
	Coach		1/1/01
	Coach		1/1/01
Jennifer Reich	Guidance Counselor		11/25/13
	Network Leader		1/1/01
Karen Corbo	Other <u>Speech Teacher</u>		11/25/13
Jolynn Owens	Other <u>IEP Teacher</u>		11/25/13
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R039 School Name: Westerleigh

Cluster: 4 Network: 410

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.

P.S 30 will be sure to continue the following practices that have been successfully improved ELL parent and school staff communication by:

- a. Submitting documents within two weeks time of desired distribution to the interpretation and translation unit.
- b. Utilizing school staff members who are proficient in the home language of the students to provide translations when it is not feasible for the interpretation unit to complete the translation on time.
- c. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school wide meetings between staff and parents.
- d. School will run the RBOP report

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.

Parents have reported that during the school year they have received more notices in their native language, particularly in regards to information pertaining to the ELL's and school events. Furthermore, they contend that staff members who speak their language have been more readily available to interpret, as needed and teachers are arranging telephone conferences more often. Every staff member at P.S 30 is aware of and uses the NYCDOE translation and Interpretation services. Our ESL population consist of students who speak the following languages: Spanish, Arabic, Urdu, and Chinese. We send out notices and correspondence home to parents in their native language. There are also staff members who speak 3 out of 5 home languages of the ELL's and are also able to offer oral or written translation should there be a delay in any document sent over to the Translation unit. Teachers and parents both reported that they were able to conduct more efficient parent teacher conferences because there were interpreters available for both parent teacher conferences. The ELL coordinator/teacher supports the staff members in their endeavors to correspond with parents who do not speak English by submitting documents to be translated, and by arranging telephone conferences. All findings are reported to the school community via the school newsletter, school website as well as

parent teacher association meetings.

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.

In order to meet our written translation needs, P.S 30 uses the DOE translation services to translate documents determined to be in need of language assistance services for all translation needs. The most commonly translated languages are: Spanish, Arabic, Urdu and Chinese. We also use pedagogues to assist in written translation services when the Translation unit cannot translate documents in a timely manner. There will be translations of all vital letters and notices that go home to parents throughout the school year. These include but are not limited to the school letter, school contract, trip slips, promotional criteria, PTA meetings, parent workshops, lunch forms, standardized exam notices, etc.

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

Oral interpretation services are provided through the following means:

- a. Staff members who speak two major home languages of the school community (English, Arabic) are on call during school hours in order to address the needs of families who are unable to understand and/or speak English fluently. Should there be a need for translation in a language that is not spoken by any staff member, a telephone conference with the Translation unit will be arranged.
- b. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meetings between staff and parents.

In the event that information needs to be disseminated to parents in less than two days time, and interpreting documents is not possible, the information should be orally translated to the parent, either during a telephone or live conference call. The ELL teacher/program coordinator will be available to assist staff members in arranging these meetings.

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>.

Oral interpretation services are provided through the following means:

- a. Staff members who speak two major home languages of the school community (English, Arabic) are on call during school hours in order to address the needs of families who are unable to understand and or speak English fluently. Should there be a need for translation in a language that is not spoken by any staff member, a telephone conference with the Translation unit will be arranged.
- b. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meeting between staff and parents.

In the event that information needs to be disseminated to parents in less than two days time, and interpreting documents is not possible, the information should be orally translated to the parent, either during a telephone or live conference call. The ELL teacher/program coordinator will be available to assist staff members in arranging these meetings.

2013-14 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 #44](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 30.

Part A: School Information	
Name of School: P.S 30 Westerleigh	DBN: 31R30
This school is (check one): <input type="checkbox"/> conceptually consolidated (skip part E below)	
<input checked="" 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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" 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: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers: 0

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: .

P.S 30 will offer this year in our ESL after school program the arts a highly enrichment program enhanced through the arts. The language enriched program is based on units of study and focused on creativity, communication, collaboration and critical thinking associated with making, appreciating and responding to music, dance, theater and visual arts. Through context varied instruction, every student will learn vocabulary, concepts, and themes that warrant extended discussion, as well as creative and reflective writing. Students will be engaged in diverse art projects that will prepare them for overall artistic choices. For this reason, the ELL's will be prepared to explore and reflect their experiences on their own. This project will include professional development for after school teachers of English Language Learners through a company called Materials for the Arts. Materials for the Arts are a non-profit organization that focuses on educating all students through their own personal love of the arts. The Education Center at Materials for the Arts offers programming focused on creative reuse: making art with readily available materials and the ever-changing MFTA warehouse inventory. The Center hosts programs in classroom studios, organizes exhibitions of recipient artwork in the MFTA Gallery, and sends teaching artists into the community and schools to share the art of reuse. The Center's programs have reached tens of thousands of educators, students, artists, and community service providers. The following is an outline of our program which will be implemented with Title III funding:

ELL students in grades K-2 will be participating in the highly enriched program. P.S 30 students normally test out of ESL by end of the second grade, and the trend is students who continue on in ESL are usually referred due to other concerns. We have 8 new ELLs just beginning Kindergarten, 4 at the beginning proficiency level and 4 at the advanced stage of proficiency. In 1st grade we have 8 ELL's, 2 beginning, 1 intermediate, and 4 at the advance proficiency level. In 2nd grade we have 6 ELL's, all currently advanced proficiency level. We have chosen is titled Look Listen and Speak by Evan Moor. Look listen and Speak is a dynamic researched based program that is theme based and is designed to build vocabulary and language patterns through electronic and print activities for young ELL's. The activities incorporate the four language domains: Listening, Speaking, Reading and Writing. Each domain is supported by audio and visual components. The Listening and Speaking domains are developed primarily through teacher directed lessons and independent practice activities. The Reading and Writing domains are developed primarily through the print components. Once a month a well-known Community resident artist Barbara Garber will visit, read, re-enact and create puppets of several popular stories, fables and fairy tales, ie: The Gingerbread man, Little Red Riding Hood etc.

-The duration of the program will be approximately 27 Thursdays running from mid-November through June.

Part B: Direct Instruction Supplemental Program Information

-The program will operate once a week for two and a half hour sessions on Thursdays from 2:30PM-5:00PM.

-One Certified ESL teacher will be hired for approximately 81 hours each at per session rate.

-One supervisor will be hired to oversee the program as P.S 30 will not be offering an internal after school program this year which indicates we will not be able to utilize a supervisor from another program.

-All instruction will take place in English.

-Students will be paired with other students of a higher proficiency level as in a buddy system.

-All ELL's in grades K-2 will be invited to attend the ESL after school program.

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 Title III Professional Development trainings at P.S 30 will be offered to the ESL teacher. ESL teacher will attend All Day monthly trainings at Materials or the Arts. - These hands-on professional development workshops are customized for teachers, after-school staff, arts programmers, and those with an interest in making art. The following workshops are listed below and are in order by month beginning in November. November, December and January have combined 2 workshops into 1 day.

-Hat Making

-Mask Making

-Introduction to Puppets

-Shadow Puppets

-Intro to Bookmaking

-Pop-up Books

-Weaving

-The Art of Reuse

Part C: Professional Development

-Paper Recycling/Paper Making

-No-Sew Costumes

-Mobiles and Wind Chimes

At these trainings, the ESL teacher will learn how to create meaningful lesson plans in the arts for English Language Learners and engage in hands on activities that can be implemented into the classroom. In addition, the ESL teacher will be introduced into several different types of arts, i.e. storytelling, digital photography, painting, world folk songs and classical and jazz music.

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 Title III program strongly encourages parental participation and offer a variety of cultural relevant activities for parents of ELL's. It is our belief that students can succeed better in school with parental support. With this in mind, we strive to strengthen the home/school relationship, increase parental participation in all school activities and make parents partners in the educational process. Parental Engagement activities will serve as a catalyst to maximize, encourage and educate parents of the importance of staying involved, increase their knowledge on how to help their children attain high achieving goals. Schedule and duration: the activities that are planned will be scheduled in accordance to the type of activity and coordinated around other activities to avoid scheduling conflicts. These activities may not exceed 2 hours unless they are off-site activities that may require traveling and meal time.

In order to achieve these goals we ensure that the following Topics are covered:

- 1) School wide activities such learning walks, assemblies, field trips, and technology classes to mention a few. These activities will enhance their knowledge of their immediate community as well as expand their knowledge of additional resources
- 2) Family events will be held throughout the school year to encourage family bond, cooperation and involvement in the academic affairs of their children.
- 3) Parents will engage in activities that enhance their learning and language experiences. We will

Part D: Parental Engagement Activities

promote the importance of learning and the awareness of their new environment and how this could have a positive impact on their lives.

4) During family events, families will participate in hands-on and developmentally appropriate activities to promote and reinforce literacy skills, math skills, and scientific exploration. The children and their parents can make connections, promote imagination, creativity and provide them with the opportunities to learn new skills. The aforementioned activities will be provided with the collaboration of the ESL Coordinator, Parent Coordinator, classroom teachers and the school administration; however, there will be culminating event at the end of the after school program where parents, students and after school teachers will attend a bilingual play called, " Calpulli Mexican Dancers"

Students and parents have the opportunity to learn about how Mexican-Americans celebrate and share Mexican cultural tradition with friends of all heritages. Below is a brief description of the show

With vivid colors, passions and rhythms of traditional Mexican dance, this dance company presents traditional Mexican music and dance to young audiences worldwide. The company's performances feature an array of regional dances, some dating back as far as 500 years. Portraying the rich diversity of Mexican cultural heritage, the didactic setting will engage and entertain audiences of all ages.

This culminating event is designed to bring parents and their children together in a setting that is safe, conducive to providing opportunities for self-expression, social interaction and communication with other families.

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"> Per session Per diem 	8,046.48	1 teacher @ \$50.41 per hour for a total of 81 hrs. 1 supervisor @ \$52.75 per hour for a total of 4,114.50
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1,600	To pay Barber Garber, a certified DOE contractor who will do hands on storytelling.
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. 	1,300	Replishment of Look, Listen & Speak books Purchase of approved supplemental materials from Lakeshore.

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.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other	350	Admission into culminating event for parents and students.
TOTAL		