

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**20K030**

**School Name:**

**PS/IS 30 MARY WHITE OVINGTON**

**Principal:**

**CAROL HEERAMAN**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: K, 1, 6-8 School Number (DBN): 20K030  
School Type: \_\_\_\_\_ Grades Served: K, 1, 6-8  
School Address: 7002 4<sup>th</sup> Avenue, Brooklyn, NY 11209  
Phone Number: 718-491-8440 Fax: 718-491-8445  
School Contact Person: Carol Heeraman Email Address: [cheeraman@schools.nyc.gov](mailto:cheeraman@schools.nyc.gov)  
Principal: Carol Heeraman  
UFT Chapter Leader: Joshua Houston  
Parents' Association President: Natasha Pimentel  
SLT Chairperson: Sara Shin  
Student Representative(s): N/A

**District Information**

District: 20 Superintendent: Karina Costantino  
Superintendent's Office Address: 415 89<sup>th</sup> Street, Brooklyn, NY 11209  
Superintendent's Email Address: [KCostan@schools.nyc.gov](mailto:KCostan@schools.nyc.gov)  
Phone Number: 718-759-4912 Fax: 718-759-4842

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Debra Maldonado  
Network Number: 533 Network Leader: Nancy Ramos

## Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

### Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk\*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.\*\*
3. The original signed 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.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carol Heeraman	*Principal or Designee	
Joshua Houston	*UFT Chapter Leader or Designee	
Natasha Pimentel	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Shannon Rogers	CBO Representative, if applicable	
Sara Shin	Member/ Teacher	
Nadine Mastrogiacommo	Member/ Teacher	
Rhianna Moustapha	Member/ Teacher	
Safaa Moustafa	Member/ Teacher	
Joanne Fitch	Member/ Parent	
Debbie De Santis	Member/ Parent	
Eva RogalsWeiss	Member/ Parent	
Brian Carlin	Member/ Parent	
Ilham Altmani	Member/ Parent	
	Member/	
	Member/	

\*\*Signature of constituent only indicates consultation in the development of the CEP, not approval.

### Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

#### The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
1.	<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
2.	<b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	<b>Collaborative Teachers:</b> Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
4.	<b>Effective School Leadership:</b> Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
5.	<b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
6.	<b>Trust:</b> Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and

## The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

### NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

1. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
2. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
3. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

### Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

4. **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
5. **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
6. **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
7. **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
8. **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

## Section 4: CEP Overview

Develop a narrative summary that includes:

- Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

PS/IS 30 Mary White Ovington is located in Bay Ridge, Brooklyn; we are one of eight K-8 schools in District 20. We are unique in that we are a growing school in our Elementary grades which started in 2012-13 with Kindergarten with an established middle school program grades six through eight. This school year 2014-15 we have an enrollment of 623 students with the expectation of adding approximately 100 students each school year until we have reached a full K-8 capacity in 2018-2019. Our 6-8 grades currently have 4 classes in 6<sup>th</sup>, 5 classes in 7<sup>th</sup>, 4 classes in 8<sup>th</sup>, and 1 bridge 6/7 self-contained class; in the elementary grades we have 5 Kindergarten classes, 4 first grades, and 1 K/1 self-contained class. In our elementary grades we have established a Dual Language (DL) Arabic two-way immersion program, and a Transitional Bilingual Education (TBE) program in Chinese in Kindergarten and 1<sup>st</sup> grade with the expectation of adding a Kindergarten classes each year. We acquired a new building last school year, together with our Elementary program, which comes with a unique history. Our building is built on the grounds of Bay Ridge old "Green Church". To commemorate the Green Church the architect used some of the stones to construct the school and the illuminated stained glass window from the Church hangs from our 3<sup>rd</sup> floor ceiling and can be seen from miles away. PS/IS 30 Families are proud residence of this awesome architectural structure and we consider ourselves Bay Ridge Blessing! IS 30 was first located across the street from our current location occupying one-third of an apartment building transformed into classrooms; this location allowed us the advantage of maintaining a close relationship among our staff and more importantly our students and Families. Even with move to our new building and the growth in our population; we still continue to maintain and develop close relationships among the students, families, and staff. We tribute our sustained family-oriented culture to the trusting relationships we have built among our SLT, PTA, CBOs, and community neighbors. Our Mission Statement was developed by our SLT and we worked diligently to demonstrate in words the beliefs and philosophy of our school community to ensure that our students experience the well-rounded education they deserve.

### Mission Statement

Our K-8 Professional Learning Community Culture will provide our children with coherent and cohesive interdisciplinary curricula that include the Sciences and the Arts (STEAM) delivered through research-based teaching and learning practices. We believe the foundation for academic success is achievable through: 1) Staff knowing the individual needs of our students, 2) Staff providing each student with the resources s/he needs to grow and develop into active learners, 3) Both students and parents being active participants who take ownership for learning, and 4) The school community providing the resources and opportunity to ensure that each student is prepared for his/her next educational level. At PS/IS 30, we ensure a safe and secure school environment dedicated to teaching Respect for ALL and developing strong, conscientious, caring, and resourceful students. The Positive Behavior Intervention Support program (PBIS), driven by our core values (ROAR), will embed in our students a sense of pride and respect for oneself, each other, and the community.

We believe that active parental involvement plays a major role in students' achievement; our students do best when parents are involved. We believe that our students should be active members in our school and surrounding community by partnering with community-based organizations and participating in service learning to encourage development, responsibility, and accountability.

We are an MSQI (Middle School Quality Initiative) Extra school. The "MSQI" focuses on improving adolescent literacy by implementing a comprehensive reading comprehension plan. MQSI department has partnered with Harvard Ed. Laboratory, who consists of tutors working in collaboration with our teachers during the school day offering our students an opportunity to focus in on individual literacy needs. The "Extra" focuses on implementing a comprehensive afterschool program where students are involved in the Arts, sports, leadership opportunities, academics, and clubs to enhance their promote well-rounded adolescents. We have partnered with community based organization (CBO),

Neighborhood Improvement Association (NIA) to provide the “Extra” support for our students.

We are establishing a K-8 STEAM initiative as stated in our mission; we believe our students need to be prepared for college and careers beginning in Kindergarten by providing opportunities in 21<sup>st</sup> Century learning. To this end we are one of the 20 city schools with an established Software Engineering Program (SEP). Our students, starting in 6<sup>th</sup> grade, get 2-3 hours of classes per week of SEP. In this program students are introduced to computer programming, web design, robotics and more.

Our dual language programs (DLP) beginning in Kindergarten: Two-way immersion (Arabic) and Transitional Bilingual Education (TBE) in Chinese, as research has proven, will only enhance our students’ intellectual and social performance. We are an iLearn school, offering blended learning and online courses to our students. Our students are required to complete a comprehensive course load of core and encore subjects, fitting in all of NYS mandates in 6 hours and 20 minutes can be a challenge for most schools, (even with innovative and creative scheduling). Our iLearn program allows our students to experience online learning while teaching them responsibility, resilience, and accountability.

Our recruitment of teachers is a rigorous process because we believe that our students deserve teachers who caring, passionate, bright, creative, and exudes a love for teaching and learning. When you walk into our building that passion is felt on every floor.

As we grow our Elementary grades, every year is a transition since it will be our first time with that new grade until we are at full capacity 2018-2019. So a challenge will be adjusting to the changes that will occur but preparing for anticipated happenings. Our District 20 Superintendent, Karina Costantino, has made it a mission for Principals to collaborate and share best practices and reach out to one another. My neighboring Elementary Colleagues have been tremendously gracious whenever we have reached out for guidance.

We are a Partner School in the Learning Partner Program (LPP) which consists of one host school and 2 partner schools. This program provides us with the opportunity to truly dig deep into the work of collaboration where the work is serious, intense, challenging, and orchestrates change where students’ achievement is at the center.

Our School Quality Guide 2013-2014 shows:

- 1) We received a Well Developed for our quality review evaluation, with 4 well developed indicators and 1 proficient indicator. Our area of focus is curricula-aligned assessment practices that inform instruction.
- 2) We are meeting targets in Student Progress (determined by NYS Math and ELA scores), Student Achievement (determined by NYS Math and ELA scores), and School Environment (determined by School Learning Environment Survey). We are exceeding target in closing the achievement gap (determined by NYS Math and ELA scores).

The 3 year trend shows that we made progress from 2012-13 (first year of CCLS) to 2013-2014 (second year of CCLS) in ELA and Math. Thirty-eight (38) percent of our students are proficient (levels 3 and 4) in ELA and fifty (50) percent of our students are proficient (levels 3 and 4) in Math. Research shows that students have a better chance of attending and completing college when they leave middle school at proficiency. So this is our focus every school year; working towards ensuring our students leave 8<sup>th</sup> grade on or above proficiency level.

The goals we have established for this school year are all encompassing on how we plan to dig deep into the work of this trajectory using our Capacity Framework and the Four Pillars as guides.

## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5A – Capacity Framework Element - Rigorous Instruction:** Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

### Part 1 – Needs Assessment

1. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
2. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

#### **Comprehensive assessment**

- Based on the NYS Common Core 2014 ELA and Math scores 38% and 50% of our students are on proficiency level (levels 3 and 4) respectively. Our school Quality Guide shows the 3 year trends in ELA and Math and shows that our students did improve from the 2012-13 school year when the CCLS were first tested.
- The School Quality Guide also shows that students' Math median adjusted growth percentile was low compared to ELA which was 21.3 out of 25 in ELA compared to 12.2 in Math.
- Students' math median adjusted growth percentile for the school's lowest third was 7.6 out of 25 compared to ELA which was 19.2.
- We received a proficient on indicator 2.2 in our 2013-2014 QR evaluation. Indicator 2.2: Continue to align all assessments to curricula, monitoring to analyze student learning outcomes and to adjust instructional decisions, thereby improving instruction for all sub groups.
- In 2012-2013 to 2013 -2014 we had a teacher turnover in the Math department with 2 teachers less than 3 years experience.
- Informed by Capacity Framework Element - Rigorous Instruction, current data, school quality guide, and the QR, we need consistent practices of checks for understanding and immediate student feedback for every lesson in all grades which entail incorporating UDL strategies and RTI framework to instruct all students. This needs assessment informed the development of the annual goal listed below.

#### **Strengths**

- Teachers are strong in their content knowledge
- Collaborative Teams are strong and teachers share best practices
- We are a Learning Partner School sharing best practices with a Host school that is on the top 20 MS in NYS.

#### **Needs**

- We have new ELA program (Expeditionary Learning) and Math Programs (CMP3). Coherent vertical and horizontal curriculum and assessment alignment.
- Teacher Teams need more time for planning, implementing, and modifying curriculum.
- Active monitoring of curriculum implementation to ensure teachers are exposing students to the appropriate curriculum.
- Focus on implementing UDL strategies in the classrooms using RTI as the instructional framework.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will use strategic methods/protocols of checks for understanding in all lessons to provide students with immediate feedback that will result in 5% increase in students' proficiency (Level 3 and 4) in ELA and Math as measured by the NYS assessments.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ol style="list-style-type: none"> <li>1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>3. Strategies to increase parent involvement and engagement</li> <li>4. Activities that address the Capacity Framework element of Trust</li> </ol>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Activities/Strategies</b> Teachers will implement a baseline assessment, 2 benchmarks, and a final assessment throughout the school year in the 4 core subjects. Each assessment will be analyzed during Team meetings to identify trends in students' performance and modify curriculum and lessons plans accordingly. Teachers will implement daily checks for understanding and a feedback protocol for students in all lessons. Teachers will implement a protocol for daily checks for understanding and feedback mechanism for all lessons.	Core subject teachers	September 2014- June 2015	Principal, Assistant Principal, ELA/math coaches, Testing coordinator.
<b>Professional Development</b> Teacher teams will engage in professional learning communities (PLCs) reviewing the NYC RTI Guide. Teacher Teams will engage in selecting a common method/protocol for checks for understanding and providing students with feedback.	All teachers	September 2014-June 2015	Principal, Aps, ELA/Math coaches, Network instructional specialists, Model teachers
<b>Parent Involvement and Engagement</b> Teachers will be able to provide continuous engagement and involvement with parents through Skedula/pupil path. Parents are able to access weekly updates of students' performance in each subject and communicate concerns/questions directly to teachers.	Parents/Guardians	September 2014- June 2015	Principal, Aps, Programmer, Parent Coordinator, SLT, and PTA.
<b>Trust</b> The PTA is working very diligently with SLT in creating a comprehensive school website that is accessible and to provide current and prospective parents with up to date information on PS/IS 30. This collaboration with PTA and SLT has opened the doors of communication and allows members to be part of all activities; both academic and extracurricular that is occurring at PS/IS 30.	All stakeholders of the school community.	September 2014 – Ongoing	SLT, PTA, All staff of PS/IS 30.

#### **Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Use of teacher teams, ELA and Math Coaches, Learning Partners Program Team, Network Instructional Coaches, Model teachers to facilitate workshops, demonstrate lessons, conduct intervisitations, Use of NYC periodic assessments, and teacher made assessments Use of EngageNY, Channel 13 Sarah Teaching Resources for videos on RTI, UDL, Checks for understanding, and Feedback methods.

Teachers engaging in intra/inter-visitations, out of school PD (LPP) teacher team meetings, professional development committee meetings, LPP meetings

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy	X	Title I Basic		Title IIA	X	Title III	X	Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

1. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
2. Specify a timeframe for mid-point progress monitoring activities.

By January 30<sup>th</sup> 75% of teachers should demonstrate evidence of methods of checks for understanding and providing feedback to students. This will be measured using teacher evaluations, students’ notebooks, students’ portfolios, and teacher Teams agenda and minutes.

**Part 6b.** Complete in **February 2015**.

1.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5B – Capacity Framework Element - Supportive Environment:** The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

### Part 1 – Needs Assessment

3. Conduct a comprehensive assessment of your school's academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
4. Summarize your school's strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

Last school year 2013-2014 we implemented PBIS due to our previous years' high numbers of students' suspensions. We decided to put systems in place to address the social, emotional needs of our students. We eliminated homerooms and implemented an advisory program where students received two 30 minutes of advisory per week with an adult in the building. Each adult had about 15-17 students. We used scripted curriculum that addressed the social emotional needs of our students. The program Success Highway, by Scholar Centric, provided students with a baseline assessment on 6 Resiliency skills: valuing education, academic confidence, connectedness, stress management, health and well-being, and intrinsic motivation. All of our students were assessed and key students were identified using the data analysis which was addressed by the Guidance Counselor and the Pupil Personnel Team (PPT). Teachers were provided with curriculum training at the beginning of the school year and a follow-up in November. We focused on our 8<sup>th</sup> graders since report cards showed 8<sup>th</sup> graders were failing their core subjects, ATS attendance showed 8<sup>th</sup> graders had the lowest attendance rate and the highest number of lateness. We had a 100% promotion of our 8<sup>th</sup> graders which we can assume is a direct correlation with the implementation of the advisory program. This school year 2014-15 we have maintained our advisory program with an advisory teacher teaching all students grades 6-8. Students receive two 23 minute mods of advisory per week. The advisory teacher worked in tandem with the Guidance counselor, Dean, Assistant Principal, and Principal to ensure that students feel safe, supported, and are challenged by their teachers and peers.

This is our third year implementing our ROAR (Respect, Opportunity, Acceptance, Resilience) Principles. We conduct morning announcements around our ROAR principles focusing on one principle each week.

This school year we implemented additional methods of support for students by having monthly grade meeting acknowledging students' academics, demonstration of ROAR principles, attendance, and punctuality.

#### Strengths

A consistent Advisory program is in place that specifically addresses students SEL.

Grade teacher- leaders to conduct monthly grade meetings to celebrate students' accomplishments.

A system in place that is not punitive but proactive in providing students with a positive environment to learn and grow.

#### Needs

Based on the 2013-14 School Survey:

- 61% of our students feel that most of the teaching staff makes them feel excited about learning.
- 76% of students feel welcome at school
- 63% feel that most adults treat students with respect
- 60% of students feel that students treat each other with respect
- 68% of students feel that students respect those who get good grades

Consistent school-wide Respect for All strategies.

### Part 2 – Annual Goal

List your school's 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, the school-wide continued implementation of the PBIS strategies will yield a 10% increase in students' responses on School Culture measured by the 2014-15 NYC School Survey.

**Part 3 – Action Plan**

<p><b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <ol style="list-style-type: none"> <li>5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>7. Strategies to increase parent involvement and engagement</li> <li>8. Activities that address the Capacity Framework element of Trust</li> </ol>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p><b>Activities/Strategies</b> The Advisory teacher is using Success Highways curriculum in tandem with other resources to teach specific skills based on the need of each class. All teachers received a workshop from Scholar Centric Personnel on a review of Resiliency in September and November; specific strategies should be implemented in the classrooms to reinforce strategies taught in Advisory. Teachers will continue to use PBIS strategies in the classroom on a daily basis by promoting and acknowledging positive behavior. Advisory teacher, Dean, AP, and Guidance will attend PBIS workshops offered by NYC DOE office of Youth Development. Our partnership with NIA (Neighborhood Improvement Association) provides our students with both academic and extracurricular activities. Part of this partnership with NIA is the connection to the MSQI program. Our staff will continue to collaborate with our NIA partners in creating a seamless day for our students.</p>	<p>Students in grades 6-8</p>	<p>September 2014- June 2015</p>	<p>Advisory Teacher, Principal, AP, Guidance Counselor and Dean, Scholar Centric (outside vendor).</p>
<p><b>Parent Involvement and Engagement</b> SLT is currently engaged in discussing methods of improving students’ motivation, organization, and overall resilience to school. Increased opportunity for parents to meet with teachers every week on Tuesdays from 2:20 pm to 3:00 pm. Letters went out to parents reminding parents visit with teachers instead of waiting only for parent teacher conference time.</p>	<p>Parents</p>	<p>September 2014-June 2015</p>	<p>Principal, SLT</p>
<p><b>Trust</b> The implementation of PBIS and strategies that addresses students’ social emotional learning has a direct impact on students’ academic performance. During our SLT and PTA meetings we collaborate on how to improve our students’ academics by implementing motivational strategies to give our students a sense of ownership and responsibility.</p>	<p>School-wide</p>	<p>September 2014- June 2015</p>	<p>All stakeholders of PS/IS 30.</p>

**Part 4 – Resources Needed**

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Advisory Teacher, Guidance Counselor, Dean, Success Highways Curriculum Modular scheduling was used to provide students with the 221/2 minutes of advisory twice per week.</p>

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

Network CEIPEA provided 75 hours of services which can be used as funds for programs. These 75 hours were used to fund the Success Highways program.

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 9. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 10. Specify a timeframe for mid-point progress monitoring activities.

By January 30<sup>th</sup>, the advisory teacher will conduct a needs assessment on students to determine any improvement in the resiliency skills. The program provides an end of the year assessment, but no mid-point benchmark. Students’ report card grades can be used to monitor improvement in academics and our OORS reports summary analysis can be used to monitor students’ summary in behavior.

**Part 6b.** Complete in **February 2015**.

11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5C – Capacity Framework Element - Collaborative Teachers:** Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

### **Part 1 – Needs Assessment**

13. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
14. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

This school year 2014-15, we are participating in the NYC Learning Partner Program (LPP) which consists of a host school and 2 partner schools. We created an LPP team which consists of a teacher from each core subject, an Assistant Principal, an ESL teacher and a Special Education teacher. The purpose of the LPP for schools is to share best practices among NYC schools with a common instructional focus. The collaboration allows the inter-visitation among schools; where the host school demonstrates strategies that will assist the partner schools in addressing their instructional focus.

As a Learning Partner school we received the opportunity to acquire 3 model teachers from within our school. Our teachers applied for the position and endured a rigorous interview process with the Office of Teacher Effectiveness. These teachers will be responsible for facilitating workshops based on the needs of the schools, opening up their classrooms for inter-visitation by colleagues, opportunities for mentoring new teachers, attending workshops and turn-keying to colleagues and other collaborative initiative that will allow for teacher improvement that will impact students’ performance.

Our 2013-14 QR shows that we received a well-developed on indicator 4.2 that stated the school engages in professional collaborations on teams using an inquiry approach that provides strategies to advance student outcomes while promoting shared leadership.

The professional development committee created and administered a needs assessment survey on the topics of professional development they would need to improve students’ performance. The topics were rated and we created a professional development plan based on those topics.

#### **Needs**

As we grow our Elementary grades, it is critical that we extend and maintain the collaboration among the grades to continue to build capacity. Our Kindergarten and 1<sup>st</sup> grade teachers need to visit with the 6<sup>th</sup> grade teachers and share best practices as the Elementary teachers prepare students for the upper grades. Teachers need time at least once a month to compare foundational learning in Math and ELA.

We have Teacher Grade Teams, Department Teams, Professional Development Team, Pupil Personnel Team (PPT), LPP, Instructional Lead Team (ILT); all serve various purposes...but little time to meet to collaborate on information to create coherency and consistency among the teams school wide.

To further improve and enhance the work of our Teacher Teams which will impact on student achievement, teachers need opportunities for purposeful engagement where they are modeling and providing feedback to each other.

Administrators will be held to the task of being instructional facilitators and supporting all teachers based on their area of need.

### **Part 2 – Annual Goal**

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of teachers will participate in collaborative teacher teams and demonstrate evidence of their learning to improve student achievement which will be measured by the trends in informal observations and formal

observations in Advance.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<b>Activities/Strategies</b> The professional development plan consists of the PD requested by teachers through the survey. All teachers will engage in the various PDs specified by the survey. Teachers Teams will create a cycle of inter-classroom visitations and feedback based on their identified need or suggested focus/professional goals.	All teachers	September 2014- June 2015	Principal, APs, Coaches, Network instructional specialists, Teacher Team Leaders, Model Teachers
<b>Parent Engagement and Involvement</b> Parents from the SLT will have the opportunity to share concerns and questions about this goal since it directly affects teachers. The SLT is also a forum where parents relay other parents concerns and questions about instructional strategies and practices. Our parents in the Elementary grades are always volunteering so our classrooms are doors to parents.	Parents	September 2014 - June 2015	Principal, SLT
<b>Trust</b> As an LPP school, teacher collaboration is inevitable where teachers are opening up their doors letting other teachers in to share in their best practices.	All stakeholders.	September 2015 – June 2015	All stakeholders.

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, Administrators, coaches, Model teachers, Learning partners program facilitators, Network specialists, Coverage for teachers during visits to schools and classrooms;

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	<b>Tax Levy</b>		<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>	X	<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- 19. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- 20. Specify a timeframe for mid-point progress monitoring activities.

The professional development plan is a living document which can change based on the needs of our teachers and staff. January 30, 2015 is our benchmark for looking at the implementation of PD from September 2014 and using the Advance reports to analyze progress.

**Part 6b.** Complete in **February 2015.**

21.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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22. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5D – Capacity Framework Element - Effective School Leadership:** Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

### Part 1 – Needs Assessment

23. Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
24. Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

The Principal with the administrative team thrive to provide teachers with professional development (PD) that is timely, relevant and purposeful. For this year’s PD plan we conducted a survey with questions created by the professional development committee and requested from teachers topics that was most relevant to their craft.

We encourage teachers to ascertain leadership roles of their interest. This school year we implemented grade team leaders who facilitate monthly assemblies to acknowledge and celebrate students’ achievements. The principal in collaboration with the UFT representative selected professional menu items for teachers’ professional activity that will address and enhance students’ social emotional needs.

The principal organized and allocated funding to ensure that there is a supportive teacher-leader in each grade and department to encourage professional growth among teachers. PS/IS 30 has committees that consist of teachers and administrators where teachers in every grade and subject have a voice in key decisions that are being made. We have Instructional Lead Team (ILT), Professional development committee; Learning partner program team (LPP); pupil personnel team (PPT); School implementation Team (SIT); all these teams consists of teachers from each grade and/or subject.

This school year the principal applied and was accepted as one out of 72 schools in NYC for the Learning Partners Program. This program provides our teachers and administrators with opportunities to take the teaching and learning into other boroughs and share best practices. Teachers and administrators are observing how other schools are implementing, monitoring, and sustaining systems that supports and drives instructional and social-emotional learning to improve student achievement.

#### Needs

Even with the strong collaborative teams, our student achievement scores do not match our teachers’ efforts. We have been working on our Instructional Focus: Literacy in the Content Areas for 2 years and we believe that this is the link that will enhance our students’ achievement, specifically in ELA.

The teams of the 2 schools within the Learning Partners Program serves as critical lens as we implement the work of our Instructional Focus. We have scheduled workshops to collaborate on our Instructional focus where our LPP teachers will be leading the work with the staff.

The administrative staffs as well as the Coaches are working with the Talent Coach in conducting walkthroughs to ensure that our evaluations are normed and we are focused on Students’ outcomes. We need to ensure that the learning from the PD topics is being executed in the classroom with using reliable assessments and data.

Communicates a clear vision for the school; Uses assessments that are relevant to my daily instruction; teaching

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s)

indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 85% of teachers will demonstrate evidence of implementing content area literacy that reflects the habits of mind which will be measured by a 5% increase in the NYS ELA assessment.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 27. Strategies to increase parent involvement and engagement 28. Activities that address the Capacity Framework element of Trust	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
LPP team conduct visits to partner schools and turn-key information to staff. LPP team meets weekly to discuss next steps on implementation of the Instructional Focus. Teachers will receive PD on “Disciplinary Literacy” by Z. Fang, M.J. Schleppegrell, 2010.	All teachers and Administrators	September 2014- June 2015	Principal, APs, LPP team, LPP facilitator
<b>Parent Involvement</b> is ongoing as we establish this disciplinary literacy in our classrooms. Parents will be encouraged to assist by exposing students to the many resources NYC has to offer. We are a Cool Culture school where our families receive free passes to visit the majority of the museums and educational institutions in NYC.	PTA, SLT, PS/IS 30 families, Community, Community based organization	September 2014- June 2015	Principal, parent coordinator, PTA, and SLT members.
<b>Trust</b> Collaboration among the staff is key for this goal to be successful. Teachers are giving their time in travelling and meeting afterschool to plan and collaborate for next steps. Parents have been involved in the planning and appreciate the insight and lend ideas on how to improve students’ performance at PS/IS 30.	All stakeholders	September 2014- June 2015	Principal

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Principal, APs, Teachers, parent coordinator, coaches, Model teachers, Learning partners program facilitators, Network specialists,  
 Coverage for teachers during visits to schools and classrooms;

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									

**Part 6 – Progress Monitoring**

**Part 6a.** Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:  
 29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.  
 30. Specify a timeframe for mid-point progress monitoring activities.

The midpoint benchmark will be March 2015 for this goal. The LPP schools will be visiting with us then and we will assess our progress on the implementation of our Instructional focus based on the feedback received from the teams from the classroom observations.

**Part 6b. Complete in February 2015.**

31.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
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32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?

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## Section 5: Needs Assessment, Annual Goals and Action Plans

**Section 5E – Capacity Framework Element - Strong Family and Community Ties:** The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

### Part 1 – Needs Assessment

- |     |   |
|-----|---|
| 33. | Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data). |
| 34. | Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.  |

As we grow in our elementary grades to a K-8 school our elementary school parents are very generous of their time and have been volunteering for various tasks in the building. The PTA team mostly consists of elementary school parents and they have been organizing fund raisers, book fairs, potlucks, and events and engage the school and neighboring community.

We partnered with NIA last school year to offer our students extracurricular and academic activities afterschool. NIA also provides childcare services to our late-working parents. The NIA staff has become a staple in our community and they are part of the PS/IS 30 family. We have a common goal and focus which is the success of our students.

We now have 4 Parent/Teacher conference sessions and our parent engagement time every Tuesday where parents are being encouraged to attend to speak to teachers.

According to our Mission Statement we are developing a STEAM program and we are reaching out to the community to assist in implementing and sharing their resources. We have reached out to Maimonides Hospital to develop a program to enhance our students’ real world experiences.

#### **Need**

We are continuously struggling to increase parent attendance and participation to events. We have conducted surveys and a majority of parents are requesting workshops that will benefit them in improving their children’s academic and/or behavior.

We are seeking consistent workshops and informational meetings that will encourage our parents to get involved in the school and participate and volunteer in activities that will lead to enriching the civic life of the school.

Comprehensive communication to parents and the community is a need.

### Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, there will be a 10% increase in parent attendance and participation to events and PTA meetings which will be measured by the attendance data.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change			
36. Strategies to address the needs of students with			

<p>disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>37. Strategies to increase parent involvement and engagement</p> <p>38. Activities that address the Capacity Framework element of Trust</p>			
Principal, SLT, PTA will collaborate to provide workshops for parents that will enhance their knowledge on topics they chose from the survey.	Parents, Families and community.	September 2014- June 2015	Principal, SLT, PTA.
PTA will be working on creating a website to display the attributes of our school in a parent-friendly way that would serve as an informational forum for parents of this school and this district.	Parents, Families and community	September 2014- June 2015	Principal, SLT, PTA.
Teachers, staff, NIA will provide workshops on various topics depending on the needs.			
<p><b>Trust</b></p> <p>All elements of this work are being accomplished through collaboration with members of the PTA, SLT, NIA, and school Staff.</p>			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Principal, Staff, parent coordinator, NIA, resources for workshops.

**Part 5 – Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>		<b>Title III</b>	X	<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									
NIA will be funding the resources and materials for the workshops.									

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
39.	Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.			
40.	Specify a timeframe for mid-point progress monitoring activities.			
By March 2015 we will conduct a mid-point benchmark to measure the attendance of our parent events and workshops.				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
41.	Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes	No
42.	If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?			



## Section 6: Academic Intervention Services (AIS)

*(Required for All Schools)*

**Directions:** Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Analysis of Baselines, benchmarks, report cards, and classroom work.	MSQI, strategic reading period.	Small group, tutoring	During the school day, after school
<b>Mathematics</b>	Analysis of Baselines, benchmarks, report cards, and classroom work.	Math XL	Small group, tutoring	During the school day, after school
<b>Science</b>	Analysis of Baselines, benchmarks, report cards, and classroom work.	Urban Advantage Blended learning	Small group, one to one.	During the school day, after school
<b>Social Studies</b>	Analysis of Baselines, benchmarks, report cards, and classroom work.	Blended learning	Small group, one to one	During the school day, after school
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	Analysis of Baselines, benchmarks, report cards, and classroom work, Teacher recommendation, Dean recommendation, Parent request.	Advisory	Small group, whole class, one to one	During school day, after-school

## Section 7: Title I Program Information

**Directions:**

1. All schools must indicate their Title I status in Part 1
2. All elements of the *All Title I Schools* section must be completed in Part 2
3. All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
4. All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
5. If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
6. For additional information, visit the [Title I Intranet webpage](#)

**Part 1: Title I Status**

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

**Part 2: All Title I Schools**

**2a. Highly Qualified Teachers (HQT)**

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

**2b. High Quality and Ongoing Professional Development**

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

share best practices.

Implementing Teacher-Teams with a teacher as the Lead empowering teachers to assist each other as they implement school goals and CCLS. Teachers are provided with continuous support and shared resources on best practices using the DOE website and the wealth of information available to educators.

### **Part 3: TA Schools Only**

#### **3a. Use of Program Resources**

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

#### **3b. 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).

### **Part 4: SWP Schools Only**

#### **4a. 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.).

As a K-8 program we will offer our incoming Kindergarten parents an early orientation opportunity where they will receive information on the academic expectations and the services we provide at PS/IS 30. Our parents will get an opportunity to see a class in session, speak to current Kindergarten parents, and ask questions. The first month of school all Kindergarteners will receive reading and math assessment to determine their academic status. Teachers will make appropriate adjustments to their lesson plans to meet the needs of all students. Supplemental services will be provided for students before and/or after the regular school day to ensure that students are prepared for the next grade. Parents will be consistently provided with information on students' progress and how they can assist their child at home to support what teachers are doing in school.

This is our second year with a Kindergarten program and we will be putting in place articulation plans for our feeder pre-schools to provide us with information on their curriculum and programs so we are able to implement a somewhat seamless transition for our Kindergarteners.

#### **4b. 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.

The Principal chose the curriculum programs 2 years ago and the teachers were provided with training over the summer and during the school year on implementation of the programs for both Math and ELA. Teachers collaborate weekly on curriculum modification and sharing of lesson plans led by the Grade-Team leader. Teachers are given the autonomy to use the assessments provided in the program or to create common assessments across the grades. The Assistant Principal provides teacher support and guidance on teachers' needs and required materials for all assessments

administered in the classroom. In addition to teacher-created assessments we administer benchmark assessments twice a year, diagnostic assessments in the beginning and the end of the school year, and the MOSLs for teachers' evaluations.

#### 4c. "Conceptual" Consolidation of Funds in SWP Schools

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	436,991	X	10,13,16,19,22
Title I School Improvement 1003(a)	Federal	0		
Title I Priority and Focus School Improvement Funds	Federal	0		
Title II, Part A	Federal	0		
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	14,100	X	10
Tax Levy (FSF)	Local	3,477,672	X	10,13,16,19,22

#### <sup>1</sup>Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

8. Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
9. A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

<sup>2</sup>The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

10. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
11. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
12. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
13. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
14. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
15. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

**Important Note:** The following funds may not be consolidated:

16. **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.
17. **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
18. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
19. **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

## Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

*(Required for All Title I Schools)*

**Directions:** All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

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### Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. Mary White Ovington PS/IS 30, 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 the school and the families. The 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 the school community. Mary White Ovington PS/IS 30, 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 the school community;

The 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. The 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 the 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, the 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 School 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 the school 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 the school's 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 the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

The 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;
- 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 (SPC)**

Mary White Ovington PS/IS 30, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

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

*Provide parents reasonable access to staff by:*

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

*Provide general support to parents by:*

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

## **II. Parent/Guardian Responsibilities:**

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by 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.



## Title III Supplemental Program for ELLs for the 2014-15 and 2015-16 SY

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

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

For more information on Title III requirements, please see the School Allocation Memo or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 31, 2014.

Part A: School Information	
Name of School:	DBN: 20K030
This school is (check one): <input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" 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 type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" 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: 2 # of certified ESL/Bilingual teachers: 2 # of content area teachers: 2

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: This school year 2014-15 we have had to reorganize our programs due to the addition of our Elementary grades. Currently we have Kindergarten and 1st grades where we have ELLs in Kindergarten and 53 ELLs in 1st grade. Out of the 66 ELLs in Kindergarten we have a two-way Dual language (Arabic) immersion program, a TBE Chinese program and a push in/pull out ESL program. Out of the 53 first graders we have: a two-way Dual language (Arabic) immersion program; a TBE Chinese program; and a push in/pull out ESL program. The upper grades (6-8) have a total of 38 ELLs, 19 in 6th grade, 12 in 7th grade, and 7 in 8th grade. All the ELLs in the upper grades are services through a push in ESL program. The rationale for our instructional model is to maximize on the opportunity for our ELLs to excel in the classroom with their native English speaking peers. Our 2013-14 NYS Standardized test data shows our ELLs improved by 169% in Math and 365% in ELA. This school year we are continuing with the push in instructional model for our upper grade students where our ESL teachers push in during the 7-8 periods of ELA. Out of the 38 students in the upper grades 24 are Advanced, 4 are Intermediate, and 10 are beginners. In each grade, all ELLs (in all proficiency levels) are in one class mixed with their English speaking peers and the ESL teachers are co-teaching with the ELA teachers. All ELLs are immersed in the same curriculum as their English speaking peers in all subject areas.

The supplemental funds of the Title III LEP will be used to: 1) Provide extra ESL, Math, and ELA support to our Elementary ELL students who are identified as at risk in grades K and 1. 2) Provide supplemental instructional services in ESL, Math, and ELA to ELLs during Saturday Academy program for the upper grades 6-8. 3) Purchase supplemental instructional materials which students and teachers will be using for the programs. 4) Conduct a study group around the text, "Making Content Comprehensible for English Language Learners" ESL, bilingual teachers, and teachers of ELLs that is succinct and ongoing an impacting teaching and learning; and 5) To purchase supplemental materials for the bilingual classes to improve students' academic performance in the regular instructional day.

The Saturday program will begin in January 2015 through May 2015 and all ELLs in the upper grades will be invited to participate. We have approximately 43 ELLs in our upper grades and the program will be open to all ELLs in grades 6-8. The Saturday program will be for 3 1/2 hours where students will be receiving assistance in Math and ELA for approximately 1 1/2 hours in each subject. There are two groups of students the ESL teacher will be pushing in with each group for 45 minutes in each session for each subject. The day will begin at 8:30 am with the ESL, Math, and ELA teachers and supervisor reviewing topics on the SIOP text. Students will be in at 9:00 am until 12:30 pm. The students will be broken up in 2 groups and they will switch between the teachers who will consist of a Math, ELA, and an ESL teacher. Teachers will be using the school curriculum with supplemental materials; iXL for Math, Access Code, and other online resources from the school's daily curriculum. The Saturday Academy will

**Part B: Direct Instruction Supplemental Program Information**

provide students with that one on one time needed for them to successfully access the curriculum.

The Kindergarten and 1st graders will receive extra ESL support from the ESL teacher which will be offered on Wednesdays and Thursdays 2:30 pm to 4:00 pm; beginning January 28th 2015 to May 28th, 2015. Students were identified by the ESL teachers in collaboration with the classroom teachers; there are approximately 15-20 students. There will be approximately 15 weeks in the session; the intention is to rotate a new group of students after 7-8 weeks to allow more students to receive the support since we have a high Elementary ELL population. Instructional materials were purchased from Curriculum Associates to supplement the regular day curriculum.

**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: There is ongoing deep sustained work occurring with our teachers on most effective practices in teaching ELLs. We are focused on teachers applying language objectives to the classrooms and this PD follows in the Saturday Academy. Teachers (Math, ELA, and ESL) meet with the administrator on Saturdays from 8:30 am to 9:00 am to conduct a study group reading "Making Content Comprehensive for English Learners, the SIOP model."

**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: Parent engagement for all students is very active at no cost to Title III funding.

**Part E: Budget**

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

Allocation Amount: \$0

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

**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 [i](#).

## Part I: School ELL Profile

### A. School Information [i](#)

District <b>20</b>	Borough <b>Brooklyn</b>	School Number <b>030</b>
School Name <b>Mary White Ovington PS/IS 30</b>		

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

Principal <b>Carol Heeraman</b>	Assistant Principal <b>Elizabeth Maley</b>
Coach <b>Calliope Athanasakos</b>	Coach <b>type here</b>
ESL Teacher <b>Laura Kelly</b>	Guidance Counselor <b>Ida Tam</b>
Teacher/Subject Area <b>Nadine Mastrogiacomo, Math</b>	Parent <b>Dr. Roland Roberts</b>
Teacher/Subject Area <b>Mohamad Salama, ESL (Arabic)</b>	Parent Coordinator <b>Donna Borgia-Moscatello</b>
Related Service Provider <b>Michael D'Anna</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>type here</b>	Other <b>type here</b>

### C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	<b>4</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>2</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>1</b>	Number of certified NLA/foreign language teachers	<b>1</b>	Number of teachers who hold both a bilingual extension and ESL certification	<b>0</b>
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>1</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>516</b>	Total number of ELLs	<b>110</b>	ELLs as share of total student population (%)	<b>21.32%</b>
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Chinese
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Arabic

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

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

### B. ELL Years of Service and Programs

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

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or SWD. [i](#)

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	22	0	0	0	0	0	0	0	0	22
Dual Language	11	0	0	0	0	0	0	0	0	11
ESL	56	3	12	7	1	2	14	0	7	77

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
<b>Total</b>	<b>89</b>	<b>3</b>	<b>12</b>	<b>7</b>	<b>1</b>	<b>2</b>	<b>14</b>	<b>0</b>	<b>7</b>	<b>110</b>
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

**C. Home Language Breakdown and ELL Programs**

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	22						0	0	0					22
Arabic							0	0	0					0
Spanish							0	0	0					0
<b>TOTAL</b>	<b>22</b>	<b>0</b>	<b>22</b>											

\*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	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Arabic	9	16																	9	16
Chinese	2																		2	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>11</b>	<b>16</b>	<b>0</b>	<b>11</b>	<b>16</b>															

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

**This Section for Dual Language Programs Only**

Number of Bilingual students (students fluent in both languages): <u>11</u>	Number of third language speakers: <u>2</u>
Ethnic breakdown of EPs (Number):	
African-American: <u>0</u>	Asian: <u>2</u>
Hispanic/Latino: <u>    </u>	Other: <u>    </u>
Native American: <u>    </u>	White (Non-Hispanic/Latino): <u>25</u>

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

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

## Part III: Assessment Analysis

### Assessment Breakdown

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

**OVERALL NYSESLAT\* PROFICIENCY RESULTS (\*LAB-R FOR NEW ADMITS)**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	45						5	2	6					58
Intermediate(I)							3	1	6					10
Advanced (A)	18						12	6	6					42
Total	<b>63</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>20</b>	<b>9</b>	<b>18</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>0</b>	<b>110</b>

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</b>													

**NYSESLAT Modality Analysis**

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

**NYS ELA**

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4					0
5					0
6	11	2	1	1	15
7	6	2	0	0	8
8	13	1	1	0	15
NYSAA Bilingual (SWD)					0

**NYS Math**

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4									0
5									0
6	6		10		0		1		17
7	5		3		1				9
8	10		3		1		2		16
NYSAA Bilingual (SWD)									0

**NYS Science**

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	3		3		15				21
8			1						1

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual (SWD)									0

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
This year PS/IS 30 is using the results from the 2012-13 NYSESLAT, the LAB-R, the Item Skills Analysis from the ELA state exams, and the baseline MOSLs to determine literacy skills of our current students. In addition, the content teachers are using the MOSLs in science and social studies assess early literacy skill of the ELLs they are teaching. The Kindergarten ELLs will be given the DRA to determine

the literacy skills in addition to the teachers using the results of the MOSLs. The data allow us to target specific literacy standards in reading and writing where teachers of ELLs are able to plan and prepare by scaffolding tasks and lessons to ensure that the ELLs have an entry point in understanding the learning targets. The use of the data and what our teachers are doing is aligned to our instructional plan which is integrating literacy in all subjects. Teachers are using their collaborative time to ensure coherency in literacy skills where students are able to see and make the literacy connections within the subjects. In about 80 percent of our classrooms teachers are specifically teaching tier II and III vocabulary using specific strategies, which is posted in the classrooms. As part of the focus on literacy, teachers are also teaching specific strategies for accountable talk in the classrooms. In about 80 percent of the classrooms teachers have sentence and statement prompts for students to use when responding to each other and writing.

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

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

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

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

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

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

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

4. For each program, answer the following:

- What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
- Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
- What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

a. The kindergarten grade is new for PS/IS 30 and so there is no history of assessment patterns. However, the LAB-R reveals that the majority of the students are beginners and so the programs parents chose are in the best interest of their children. The TBE program in Chinese will allow for a gradual increase in English instruction throughout the school year. Students' instruction is mostly in English and the teacher (Ms. Jiang) scaffolds in the native language. Since the students are learning to read in either language, having a strong English focus benefits the students in acquiring proficiency. The Kindergarten Dual Language program (Arabic) is following the same programs as the other Kindergarten classes. We are partnered with the Qatar Foundation and we have been receiving a lot of resources from them as well as for the Office of English Language Learners (OELL). Ms. Deeb and Mr. Salama are the two teachers of the DL program and they are both fluent in reading and writing Arabic.

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

- b. We have not used the Periodic Assessments for the Kindergarten grade. From the teachers' assessment of the students in the DL

program there are variations of the native language being used among the ELL families and so the Standard Arabic language is being taught in the classroom. In the TBE program the students are being taught in English and the oral support is in Chinese, since our students are not all fluent readers, the focus is on the listening and speaking modalities and make the transitions to reading and writing.

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

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

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

We are supporting ELLs' academic outcomes by:

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

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

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

The implementation of Fountas and Pinnell reading level

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

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

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

7. For dual language programs, answer the following:

- a. How are the English-proficient students (EPs) assessed in the second (target) language?
- b. What is the level of language proficiency in the second (target) language for EPs?
- c. How are EPs performing on State and City Assessments?

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

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

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

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

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

## Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. This school year for our 6-8 grades when new students come to register, the Pupil Personnel secretary, Gloria Romeo, provides the parent/guardian with the Home Language Identification Survey (HLIS) and ensures that all the components are filled. The certified ESL teacher, Laura Kelly, then reviews the HLIS with the parent/guardian and conducts the informal oral interview and the formal initial assessment in English. For Spanish-speaking parents the Bilingual teacher is utilized to translate. For all other

languages, available bilingual staff is used. Within ten days, the ESL teacher administers the LAB-R, if indicated by the HLIS. The Spanish LAB is administered if and when necessary. Using the information from the revised LAB/NYSESLAT eligibility Roster (RLER) ATS report, English Language Learners are evaluated annually using the New York State English as a Second Language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (beginner, intermediate, advance, or proficient) of the students and this information is distributed to all teachers of ESL students to use as a tool to inform instruction.

2. To ensure that parents understand all three programs choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video for parents of English Language Learner during individual parent orientation sessions held at the time of their interview by the ESL teacher. The necessary translators are available for parents to explain and clarify each program choice.

3. To ensure that the Parent Survey and Program Selection forms are returned, parents complete the forms during the individual parent orientation session. For parents who are unable to complete and submit the forms, the ESL teacher schedules another day that's convenient for the parents.

4. The parent Survey and the Program Selection forms are carefully reviewed with the parents by the ESL teacher and the translator (if needed). Parents provide the ESL teacher with all the information about the students' literacy level in their native language. The parents are informed about all ELL programs that are offered in NYC schools and are given the option to make a program selection. The child is then placed honoring the parent selection.

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

To understand that parents understand all three program choices (TBE, Dual Language, and Freestanding ESL), parents are invited to an orientation meeting. Fliers and invitation letters are sent home in the families' home language and phone calls are made by our ESL teachers and translators. Parents who attend the Orientation meeting, view, in their native language, the NYCDOE Orientation Video for Parents of English Language Learners during individual parent orientation sessions held at the time of their child's registration or at the parents' convenience. In September, when there are large numbers of students registering, parents attend group orientation sessions. Parents receive invitation to the orientation session in the native language. During the school year there may be when there is ongoing registration of ELLs the same process is followed.

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

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

To ensure that the Parent Survey and the Program Selection forms are returned Ms. Kelly provide parents with the forms and accommodation of translators on the day of the orientation for parents to complete forms and submit them on the same day. Those forms are also kept in a binder by Ms. Kelly.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that

parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. **①** Over the past few years about 75% of the parents have requested Free standing ESL in grades 6-8. In our new added Kindergarten grades 33% requested TBE, 19% requested Dual Language, and 48% requested Freestanding ESL.. Yes the programs being offered are aligned with parent requests.

## Part V: ELL Programming

### A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to

proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

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

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

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

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

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

In the past writing/reading were the focused modalities because it seemed that the majority of ELLs passed listening/speaking modalities to a greater extent. Because of the Common Core and Danielson Framework of effective teaching, listening and speaking modalities have become at the forefront of the instructional focus especially for ELLs. In all classrooms teachers must provide students with sentence prompts and response prompts and conduct discussions where the students are responding to each other. These strategies assist teachers in monitoring ELLs performance in the class because they are usually always so silent. These strategies encourages ELLs to practice their skills daily. For the writing and reading modalities there is active and constant monitoring in the classroom in the form of quick writes, formative and summative assessments and teacher made assessments.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

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

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

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

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

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

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

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

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

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

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

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

Paste response to question here:

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

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

Class/Content Area	Language(s) of Instruction	Class/Content Area	Language(s) of Instruction
Native Language Arts:			
Social Studies:			
Math:			
Science:			
Foreign Language	Spanish		
TBE	Chinese		
Dual Language	Arabic		

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

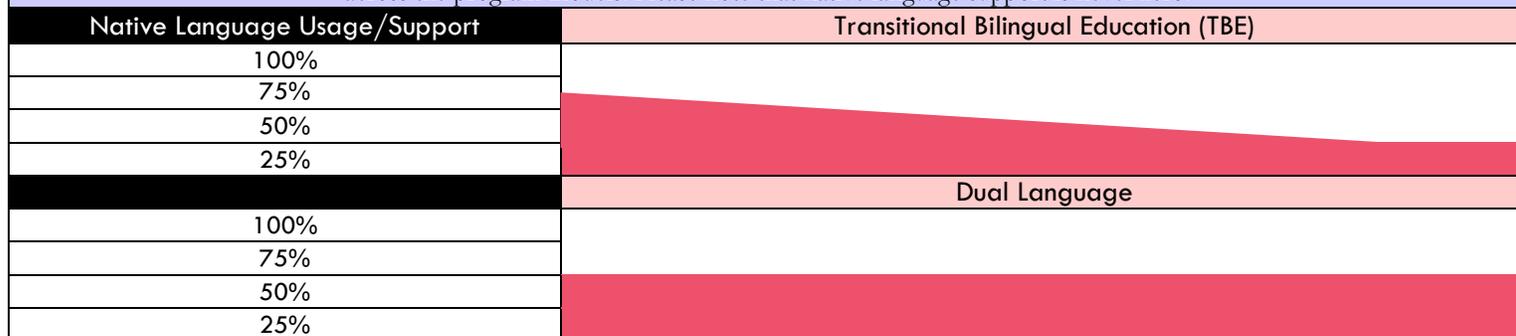
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45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

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

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

#### Native Language Usage and Supports

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



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

## B. Programming and Scheduling Information--Continued

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

classes who spoke the majority language of the students.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.  
The required services support and resources are appropriate to the ELLs ages and grade levels. In the 6-8 grades students we considered how students will react and perform when they are pulled out of the room and isolated from their regular classrooms and more importantly missing the hard-core instruction. The level and rigor of the teaching that takes place in a pull-out model does not meet the needs of the student in an environment where they are hearing and seeing their peers in the native English language and they are getting the support of their ESL teachers in the content immediately as they face the challenges.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.  
There is an orientation for all students in June for incoming students where the staff meet with parents of ELLs and SWDs as needed. Next school year 2014-15 we are given the opportunity to test our students in August before the school year starts so we will have an opportunity to meet parents and students and to get them acclimated to the school and the curriculum before the school year starts. For our dual language program student recruitment will begin in April and the dual language teachers will be involve as well as the ESL coordinator. Our population of new ELLs is not exorbitant, so they are usually just buddied up with another student for 2 weeks to a month until they are acclimated to the school and their program.
18. What language electives are offered to ELLs?  
All students are given at least one year of a foreign language course. We provide Spanish.
19. For schools with dual language programs:
  - a. How much time (%) is the target language used for EPs and ELLs in each grade?
  - b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - c. How is language separated for instruction (time, subject, teacher, theme)?
  - d. What Dual Language model is used (side-by-side, self-contained, other)?
  - e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?
  - a. The dual language program is a 50-50 EP-ELL class.
  - b. The students are self contained in the same class all day. The four major content math, science, social studies, and ELA are taught.
  - c. The language (Arabic) is taught in the am and English in the pm. Since it's kindergarten, all the foundational language and Math is being taught in both ELA and math. Based on when Science and Social Studies is on the schedule, Arabic is taught in those classes as well.
  - d. Self-contained.
  - e. It is emergent literacy being taught.

### C. Professional Development and Support for School Staff

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

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

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

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

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

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

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

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: PS/IS 30 Mary White Ovington**

**School DBN: 20K030**

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

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

Cluster: 535 Network: CEI-PEA

**Goal:** To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

### **Part A: Needs Assessment Findings**

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1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

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

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

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

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

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

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

## Part B: Strategies and Activities

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1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

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

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

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

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

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