Department of Education
Carmen Fariña, Chancellor

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (*i.e. 01M001*): **05M030**

School Name: **RAFAEL HERNANDEZ/LANGSTON HUGHES SCHOOL**

Principal: **TERI STINSON**

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 05M030

School Type: Public Grades Served: Pre-K through Grade 5

School Address: 144-176 East 128th Street, New York, New York 10035

Phone Number: 212-876-1825 Fax: 212-876-4034

School Contact Person: Teri Stinson Email Address: tstinso@schools.nyc.gov

Principal: Teri Stinson

UFT Chapter Leader: Gladys Miller

Parents' Association President: Oscar Garcia

SLT Chairperson: Maria Tierra

Student Representative(s): N/A

District Information

District: 05 Superintendent: Gale Reeves

Superintendent's Office Address:

Superintendent's Email Address: greeves@schools.nyc.gov

Phone Number: 212-769-7500 Fax: 212-769-7619

Cluster and Network Information

Cluster Number: 406 Cluster Leader: Christopher Groll

Network Number: 718-935-4713 Network Leader: Christopher Groll

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)
Teri Stinson	*Principal or Designee	
Gladys Miller	*UFT Chapter Leader or Designee	
Oscar Garcia	*PA/PTA President or Designated Co-President	
N/A	DC 37 Representative, if applicable	
N/A	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
N/A	CBO Representative, if applicable	
Willie Bartley, Jr.	Member/ Parent	
Maria Tierra	Member/ Parent	
Angela Jenkins	Member/ Parent	
Vacancy –Election w/b 12/19/14	Member/ Parent	
Tonya Spry-Thomas	Member/ UFT	
Dorothy Matthew	Member/ UFT	
Brenda Shufelt	Member/ UFT	
	Member/	
	Member/	
	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.	**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.
2.	**Supportive Environment**: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
3.	**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.
4.	**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.
5.	**Strong Family-Community Ties:** 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.	**Trust:** 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

administrators value each other.

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:

1. 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.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

1.

P.S. 30M is a public elementary (Pre K – 5) school that focuses on our students' achievements and possibilities. As educators, we intentionally raise our level of expectations for ourselves and our students by enhancing our pedagogical practices. We dedicate ourselves to educating students through many vehicles; art, music, civic engagement, reading motivation and disciplined academic success. We understand that many factors influence how our students perform in school and we accept responsibility to do all we can to ensure their education. To that end we participate in the United Federation of Teachers' Community Learning School Initiative. Through this initiative we establish partnerships with many community-based organizations, including our own faith-based consortium, for the total betterment; physical, mental, emotional and intellectual, of our children. Our school vision is to produce students who are able to be analytical thinkers as well as to begin the preparation to someday enter the doors of universities.

P.S. 30M has traveled a 15-year uphill journey from a school on the SURR list ("Schools under Registration Review" by the New York State Education Department), because of persistently low scores. We are now a school that is steadily improving reading and math scores, bringing in art and music programs, operating an open access library and computer lab, retaining highly trained teachers certified in their assignment areas, and sustaining an environment welcoming to children and their families and a support system for our students and the community at large. The school is affected by the many issues that impact a child's education. Our staff, members of the Parents' Association and our partner community based organizations are cognizant of these issues and are dedicated to helping students' emotional, social, and physical development as well as their academic progress.

2.

Strengths & Accomplishments:

- CCLS Curriculum Alignment that supports all student learning – SWD and ELLs.
- Grade level coherency as well as across content areas
- Programs that support student learning, i.e. Opus 118, Hi Art, 92nd Street Y, Cookshop, soccer, AIS/RTI, pullout tutoring, silent sustained reading; Friday Book Club; Reading Recovery; Professional Learning Mondays, Community Learning School Initiative, Family Engagement Nights, open access library and computer lab,

Challenges:

- Funding for afterschool program
- Providing additional human resources for tutoring across all grade levels
- Attendance and punctuality.
- The impact of active recruiting of students from surrounding Charter School on our enrollment.

3. PS 30 continues to make gains in ELA because of the structures put in place such as silent sustain reading daily for 30 minutes; targeting students for one-to-one conferencing to monitor student learning and deepen his/her understating, AIS programs such as Reading Recovery, RTI Reading Specialist , tutoring based on skill assessments as well Fundations for Pre-K through grade 2. We intend to continue with these supports but have added more math tutorials for our SWDs and ELLs.

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.
Looking at the School Quality Guide, we determined that although students made progress in mathematics the early childhood grades decreased in gains from 2013 to 2014 and grades 3 – 5 did not make significant gains as well. The ELLs did not perform well in this content area. Special Education students constitute 30% or our student population and ELLs represent 15% of our population. • CCLS Curriculum Alignment that supports all student learning – SWD and ELLs. • Grade level coherency and across content areas

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, students performance in math and ELA will increase overall by 7% as measured by the 2014 – 2015 State Exams for grades 3 – 5.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 3. Strategies to increase parent involvement and engagement 4. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Danielson Framework for Teaching – Observation tool Curriculum: Expeditionary Learning Engage NY Go Math Fundations Monitoring and effective feedback to pedagogues on their	Teachers, Paraprofessionals	September 2014 through June 2015	Administrators, PD Team, Coaches, Peer Teachers, Mentors

individual pedagogical practices based on the Danielson Framework for Teaching - 3b, Questioning Techniques and Discussions and 3c Student Engagement. Weekly professional learning experiences to support classroom instruction to help deepen student understanding. Frequent cycles of informal snapshots with administrative feedback			
Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLs. Each teacher identifies 7 students for Math and 7 students for ELA to monitor his/her learning though weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Additional support through participation in small group pull-out tutorial program, grades 3 – 5, for math and ELA	Students	September 2014 through June 2015	Teachers, Administrators
Monthly Family Engagement Afternoons Parent Engagement Tuesdays – grade level engagement with parents to strengthen the home school connection and support parents by providing information on curriculum – current themes/ topics, skills, strategies . Parent Engagement Tuesdays. - Whole school workshops to address common concerns on topics such as asthma, Open Access Library Tuesdays to parents.	Parents	September 2014 through June 2015 January 2015 through June 2015	Teachers, PTA, Administrators Librarian
Monthly Progress Reports Q & A Library with PTA/ SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school	Students, Parents	September 2014 through June 2015	Teachers, PTA, Administrators

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, coaches, administrators, parents, PTA, SLT Instructional Resources: Curriculum materials; skill consumable workbooks for tutorial sessions; computers in library as well as books; Databinders to track student progress Schedule Adjustments: Schedule for tutors

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**		**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: 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.				
Benchmarks are given 3 times a year – November , February and May for ELA and Math. A comparison of growth from November will be performed in February and then again in May				
Part 6b. Complete in **February 2015.**				
1. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
2. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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.
Looking at the Quality Review of 2012 it was noted that an area of focus should be research-based, effective instruction that yields high quality student work. • CCLS Curriculum Alignment that supports all student learning – SWD and ELLs. • Grade level coherency and across content areas

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, all classes will use accountable talk stems in ways that displays critical thinking in ELA and Math.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Danielson Framework, 3b, 3c, and 2b Accountable Talk Stems modeled and represented inside the classroom Close Reading – Signpost for Fiction, Coding for Non-fiction	Students, teachers	September 2014 through June 2015	Administrators, Peer Teachers, Coaches, Mentors
Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLs. Each teacher identifies 7 students for Math and 7 students for ELA to monitor his/her learning though weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Additional support through participation in small group pull-out	Students, teachers	September 2014 through June 2015	Administrators, Peer Teachers, Coaches, Mentors

tutorial program, grades 3 – 5, for math and ELA			
Monthly Family Engagement Afternoons Parent Engagement Tuesdays – grade level engagement with parents to strengthen the home school connection and support parents by providing information on curriculum – current themes/ topics, skills, strategies . Parent Engagement Tuesdays. - Whole school workshops to address common concerns on topics such as asthma, Open Access Library Tuesdays to parents.	Parents	September 2014 through June 2015	Administration, Teachers, PTA, SLT,
Monthly Progress Reports Q & A Library with PTA/ SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school	Parents, students	September 2014 through June 2015	PTA, SLT, Administration, teachers, Librarian

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, coaches, administrators, parents, PTA, SLT Instructional Resources: Curriculum materials; skill consumable workbooks for tutorial sessions; computers in library as well as books; Databinders to track student progress Schedule Adjustments: Schedule for tutors

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**		**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: 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.				
Benchmarks are given 3 times a year – November , February and May for ELA and Math. A comparison of growth from November will be performed in February and then again in May				
Part 6b. Complete in **February 2015.**				
11. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
12. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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.
Looking at the School Quality Guide, we determined that although students made progress in mathematics the early childhood grades decreased in gains from 2013 to 2014 and grades 3 – 5 did not make significant gains as well. The ELLs did not perform well in this content area. Special Education students constitute 30% or our student population and ELLs represent 15% of our population. • CCLS Curriculum Alignment that supports all student learning – SWD and ELLs. • Grade level coherency and across content areas

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 teachers will engage in grade level Inquiry Team work that analyzes student work by performing gap analysis, determining next steps; creating standards-based benchmarks and analyzing results; developing curriculum maps, pacing calendars and lesson plans at least 3 times a month.

Part 3 – Action Plan

Activities/Strategies: 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	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Meeting Protocol Recorder Form Specific target area – Extension of Professional Learning Mondays Gap Analysis Curriculum Maps Pacing Calendars Critical Friends Protocol Collaboration with clusters, librarian and service providers Collaboration with tutors Assessments	Students, teachers	September 2014 through June 2015	Administrators, Coaches and teachers

Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLs. Each teacher identifies 7 students for Math and 7 students for ELA to monitor his/her learning though weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Additional support through participation in small group pull-out tutorial program, grades 3 – 5, for math and ELA	Students, teachers	September through June 2015	Administrators, teachers, mentors, coaches
Monthly Family Engagement Afternoons Parent Engagement Tuesdays – grade level engagement with parents to strengthen the home school connection and support parents by providing information on curriculum – current themes/ topics, skills, strategies . Parent Engagement Tuesdays. - Whole school workshops to address common concerns on topics such as asthma, Open Access Library Tuesdays to parents.	Parents	September through June 2015	Teachers, PTA, Librarian, Administrators
Monthly Progress Reports Q & A Library with PTA/ SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school	Parents, students	January through June 2015	Administrators, teachers, PTA, SLT

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, coaches, administrators, parents, PTA, SLT Instructional Resources: Curriculum materials; skill consumable workbooks for tutorial sessions; computers in library as well as books; Databinders to track student progress Schedule Adjustments: Schedule for tutors

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**		**Title III**		**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: 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.
Benchmarks are given 3 times a year – November , February and May for ELA and Math. A comparison of growth from November will be performed in February and then again in May
Part 6b. Complete in **February 2015.**

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

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 Quality Review of 2012 cites as an area of focus that data should be used regularly to evaluate the effectiveness of structured professional collaboration, capacity building and leadership development strategies. Also, to have regular evaluations of school level decision to support the expectations of the CCLS

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, Administration will implement and monitor systems and structures that impact student learning through formative assessments; standards-based benchmarks; targeted conferencing notes; evidence of student learning - student work ; Inquiry Teams; and frequent feedback through the observation system both formal and informal, weekly and monthly

Part 3 – Action Plan

Activities/Strategies: 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	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Danielson Framework for Teaching Advance Schedule for Observations Teacher Feedback form Weekly Profession Learning and Monitoring of Implementation Red Databinders – monitoring of conferencing and quality Benchmarks – analysis Inquiry Teams - Student work	teachers	September 2014 through June 2015	Administration, Coaches, Mentors
Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLs. Each teacher identifies 7 students for Math and 7 students for ELA to monitor his/her learning though weekly conferencing identifying area of weakness and addressing with a strategy as well as	Students, teachers	September through June 2015	Administrators, Coaches, teachers,

next steps. Additional support through participation in small group pull-out tutorial program, grades 3 – 5, for math and ELA			
Monthly Family Engagement Afternoons Parent Engagement Tuesdays – grade level engagement with parents to strengthen the home school connection and support parents by providing information on curriculum – current themes/ topics, skills, strategies . Parent Engagement Tuesdays. - Whole school workshops to address common concerns on topics such as asthma, Open Access Library Tuesdays to parents.	Parents		Teachers, PTA, SLT, Administration
Monthly Progress Reports Q & A Library with PTA/ SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school	Parents		Teachers, Librarian, PTA, SLT, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, coaches, administrators, parents, PTA, SLT Instructional Resources: Curriculum materials; skill consumable workbooks for tutorial sessions; computers in library as well as books; Databinders to track student progress Schedule Adjustments: Administration schedule to monitor assessments; observational cycles; work of Inquiry Teams.

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**		**Title III**		**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.				
Benchmarks are given 3 times a year – November , February and May for ELA and Math. A comparison of growth from November will be performed in February and then again in May				
Part 6b. Complete in **February 2015.**				
31. Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
32. If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

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.
School Quality Guide cited 46.7% for chronic asbsenteeism with city average being 21.6% and our end of the year attendance rate, 89%

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, chronic absenteeism will decrease by 15% and our attendance rate increased to 93% by implementing an intensive attendance and punctuality outreach and incentive program for parents and students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: 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 disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust	**Target Group(s)** *Who will be targeted?*	**Timeline** *What is the start and end date?*	**Key Personnel** *Who is responsible for implementing and overseeing the activity/strategy?*
Attendance Incentives Plan Monthly Assemblies Weekly, monthly incentives Outreach – daily telephone calls, home visits as needed	Students, parents	September 2014 through June 2015	Family Worker, School Aides, Guidance Counselors, Family Worker, Administration
Interpretation for all school correspondences. Telephone call in Spanish to Spanish speaking families.	Parents	September through June 2015	Secretary, Guidance, ESL teacher, Administration
Monthly Family Engagement Afternoons Parent Engagement Tuesdays – grade level engagement with parents to strengthen the home school connection and support parents by providing information on curriculum – current themes/ topics, skills,	Parents	September through June 2015	Administration, teachers, PTA, SLT, Family Worker

strategies . Parent Engagement Tuesdays. - Whole school workshops to address common concerns on topics such as asthma, Open Access Library Tuesdays to parents.			
Monthly Progress Reports Q & A Library with PTA/ SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school	Parents	September through June 2015	Teachers, PTA, SLT, Administration

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Human Resources: Teachers, coaches, administrators, parents, PTA, SLT Instructional Resources: Curriculum materials; skill consumable workbooks for tutorial sessions; computers in library as well as books; Databinders to track student progress Schedule Adjustments: Schedule for tutors

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**		**Title III**		**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: 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.				
Attendance increase to 90% by February 2015				
Part 6b. Complete in **February 2015.**				
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.

Type of Academic Intervention Service (AIS)	**Criteria for determining AIS services**	**Type of Program or strategy** (e.g. repeated readings, interactive writings, etc.)	**Method for delivery of service** (e.g. small group, one-to-one, tutoring, etc.)	**When the service is provided** (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	DRA, Benchmarks, State Exam, formative assessment, student work	Targeted Student Conferencing	one-to-one one	Weekly
		Pull out tutorial	small group	Twice a week
		Reading Recovery	one-to-one	Daily
		AIS Reading Specialist	small group	Twice a week
		Silent Sustained Reading	whole class	Daily
		Fundations	whole class & small group	Daily
		Great Leaps	one-to-one	Daily
		A.M. ELL Program	small group	Daily
		P.M. ELL Program	small group	Tuesdays, Wednesdays
		Test Sophistication Wednesdays	whole class & flexible grouping	Wednesdays
		Reteach Mondays	whole class & flexible Mondays	Mondays
Mathematics	Math Predictor, Benchmarks, State Exam	Targeted Student Conferencing	One-to-one	Weekly
		Pull out tutorial	Small group	Twice a week
		Mental Math	Whole class	Daily
		P.M. ELL Program	Small group	Tuesdays, Wednesdays
		Test Sophistication Wednesdays	Whole class & flexible grouping	Wednesdays
		Reteach Mondays.	Whole class & flexible	Mondays

			grouping	
Science	DRA, DWA, Benchmark	Writing in the content area using close reading strategies to deepen understanding of the text as well as questioning and discussion techniques.	Whole class and small groups	Four times a week as scheduled
Social Studies	DRA, DWA, Benchmark	Writing in the content area using close reading strategies to deepen understanding of the text as well as questioning and discussion techniques.	Whole class and small groups	Four times a week as scheduled
At-risk services *(e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)*	IEP, Teacher referral,	Lunchtime self-esteem building clubs; scheduled time with students in AEC; scheduled push-in assistance into classroom; attendance incentive program	Individual & small groups	Daily

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.					
X	**Schoolwide Program (SWP)**		**Targeted Assistance (TA) Schools**		**Non-Title I**

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.
PS 30 has a high retention rate. Through the observational process we determine staff's strengths and encourage members to work in their areas of strength for the benefit of the students and where the staff member can excel as well. We provide support to teachers through our coaches, administrators and peer teachers. Our goal to support our teachers to develop habits that promote student learning. This is done through professional learning experiences such as inter-visitations, book studies, professional conversations and introduction of concepts that promote best practices and /or refine current habits of practice.

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).
Curriculum Alignment (CCLS standards, learning outcomes, lesson plan ,task and implementation of lesson Writing meaningful Essential Questions and Outcomes Danielson Framework for Teaching – 3b and 3c Close Reading for Fiction Close Reading for Non-Fiction Writing Smartgoals and Learning Targets Effective Feedback

Part 3: TA Schools Only

3a. Use of Program Resources

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

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).
N/A

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.).
Use of Creative Curriculum and Fundations along with the Pre-K Core Standards. Assessments used are the Gold Assessment to monitor skills in all areas. The assessment is give 3 times a year. Parents bring and pickup students directly to and from the classroom. This gives daily interactions with the Pre-K staff. In addition, special workshops and gatherings such as Pre-K Open Houses throughout the year, Thanksgiving and Christmas Holiday Celebrations for the parents and students. Participate in Hi-Art beginning in January as well as receive instruction from the music, art, physical education and science clusters.

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.
Grade level cohorts design Benchmarks based on CCLS. Inquiry teams meet to discuss student work, assessments, curriculum maps, pacing calendars, lesson plans and next steps.

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[1]. 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[2]. **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 Column A below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in Column B, 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	180,014		8, 9,11, 12,13, 14, 16,17, 19,20,21
Title I School Improvement 1003(a)	Federal	N/A		N/A
Title I Priority and Focus School Improvement Funds	Federal	N/A		N/A

Title II, Part A	Federal	149,125		8, 9,11, 12,13, 14, 16,17, 19,20,21
Title III, Part A	Federal	11,200		N/A
Title III, Immigrant	Federal	N/A		8, 9,11, 12,13, 14, 16,17, 19,20,21
Tax Levy (FSF)	Local	1,953,329		8, 9,11, 12,13, 14, 16,17, 19,20,21

[1]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:

1. 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.
2. 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.

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

3. **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).
4. **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.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
6. **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.
7. **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.

8. **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:

9. **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.
10. **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.
11. **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
12. **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.

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[THE RAFAEL HERNANDEZ/ LANGSTON HUGHES SCHOOL]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **[THE RAFAEL HERNANDEZ/ LANGSTON HUGHES SCHOOL]** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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

Department of Education
Carmen Fariña, Chancellor

Department of English Language Learners and Student Support
Milady Baez, Senior Executive Director
52 Chambers Street, Room 209
New York, New York 10007
Phone: 212-374-6072
http://schools.nyc.gov/Academics/ELL/default.htm

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.
  - 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.

NOTE: The Title III program planning ratio is as follows: 60% direct to instruction, 10% to parental involvement, 10% to professional development, and 20% to OTPS.

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: P.S. 30	DBN: 05M030
This school is (check one):	☒conceptually consolidated (skip part E below) ☐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): ☒Before school ☒After school ☐Saturday academy
Total # of ELLs to be served: 30 Grades to be served by this program (check all that apply): ☒K ☒1 ☒2 ☒3 ☒4 ☒5

Part B: Direct Instruction Supplemental Program Information

☐6 ☐7 ☐8 ☐9 ☐10 ☐11 ☐12

Total # of teachers in this program: 2
# of certified ESL/Bilingual teachers: 2
# of content area teachers: _____

Describe the direct instruction supplemental program here and include the

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

Begin description here:

P.S. 30 has 30 English Language Learners (ELLs) who have been identified during the 2014-2015 school year. The students receive instruction in English from a fully certified ESL teacher as CR Part 154 based on student proficiency levels. P.S. 30 is a K-5 school. Every grade has a specific number of ELLs. There are 3 ELLs in Kinder, 7 ELLs in grade 1, 4 ELLs in grade 2, 10 ELLs in grade 3, 4 ELLs in grade 4 and 2 ELLs in grade 5.

Instruction is provided utilizing a push-in/pull-out model of instruction. In order to better meet the needs of the students they are placed in small groups based on the NYSESLAT results from last spring and based on their NYSITELL proficiency levels for new admits. Teachers including the ESL teacher will provide individualized instruction in literacy through out the regular school day based on selected skills the students have show to need extra help in which are also aligned to the common core state standards.

With Title III funds P.S. 30 will purchase an intensive Phonics program called, "Really Great Reading". This program will address Grades 1-5. The program is split in two depending on the grade, Grades K-2 is called Blast and Grades 3-5 is called Boost. The lower grades portion is designed for struggling readers in grades K-2 and is a phonics and phonemic awareness supplemental program with hands-on multisensory and manipulative based instruction. The scope and sequence covers explicit instruction in the foundational skills needed to help students who struggle with basic skills in reading in kindergarten through 2nd Grade. They will learn how to master words with cvc, digraphs, two-sound blends, trigraphs, and the vowel-consonant-e spelling. Students also learn how to apply functional strategies to successfully read multisyllabic words with ease. Blast targets the skills students need to build confidence with decoding skills in order to become accurate fluent readers. The ELLs in P.S. 30 have entered with limited to no base in their first language making it difficult to acquire the second language in English. The Really Great Reading Program will allow the teachers to pinpoint each students individual phonetic deficiencies as well as decoding weaknesses. The program includes assessments to target the students deficiencies as well as allows for small group/individualized instruction in order to address where the students are struggling to make them better readers and improve their reading comprehension skills. The Really Great Reading program allows for growth and supplies materials to

Part B: Direct Instruction Supplemental Program Information

allow students to transition from one level to the next. For grades 3-5 the Boost program will help the students who have significant and severe decoding weaknesses, and helps studentswho are not acquiring decoding skills at an appropriate pace. The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more accurate reading of complex text. `Students placed in Phonics Boost have typically struggled to acquire key foundational literacy skills, and need a slower pace and more practice than their peers. The Really Great Reading Program will be implemented as a supplemental program to students in grades 1-5 as a before school program two times per week for a one hour block, Wednesdays and Thursdays between 7:00am and 8:00am for a total of 21 instructional sessions. Grades 1-2 will be invited to attend beginning November and December 2014 and grades 3-5 will be invited to attend January and February. The ESL fully certified teacher who is the ESL teacher at P.S. 30, will create a rotating schedule of students who will receive this intensive program and will be the one to teach the before school program.

With Title III funds P.S. 30 will also have an afterschool program which will be taught by one fully certified ESL teacher who has been hired to work at P.S. 30 three days per week, Tuesdays, Wednesdays, Thursdays starting in December 2014 and ending in March 2015. This after school program will take place on the three days specified beginning at 2:30pm and ending at 5:00pm for a total of 44 instructional sessions. During the Spring of 2014 the ELLs in the testing grades 3-5 showed to need improvement in the state Math exams as well as in some areas of the ELA. The ESL teacher will work with a group of 12 students using the Finish Line program in both Math and ELA. Prior to the ESL program beginning the newly hired ESL afterschool teacher will collaborate with the ESL teacher and classroom teachers at P.S. 30 in order to analyze data and look at what skills he should be specifically working with during the afterschool program. The ESL afterschool program teacher will monitor for progress using teacher made assessments specifically targeted for each student and the skills they are working on.

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

Part C: Professional Development

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: During the school year the two ESL teachers, who will be implementing the supplemental services to the ELLs, will participate in Professional development which will train them in the programs that they will be using with the ELLs. On October 3rd and 29th the ESL teacher who will be implementing the Really Great Reading Program before school, will receive training on the program. This training will be provided by Scott Desimone who is the program vendor. During this training the ESL teacher will receive training on how to assess the students using the Really Great Reading Assessment tools in order to group the students and know where to begin in terms of instruction. The ESL teacher will receive a second intensive training on the Really Great Reading program on December 8th and 9. This training will be provided once again by Scott Desimone, the program vendor, on how to use the Really Great Reading Program using the online tools as well as the structure of the program and how it should be implemented. The after-school ESL teacher and the P.30 ESL teacher will work together on December 1st and 2nd with the purpose of designing a curriculum for the afterschool program using the Finishline Program. The two teachers will work together at looking at data and obtaining the skills the students need help with. A pacing calendar will be created by the teachers that will go along with the curriculum. During the course fo the Title III program the classroom teachers will paticipate in professional development during the professional development Mondays. For these classroom teachers there will be three professional development sessions each of which will last one hour. The person who will be providing the staff development is Ms. Santos, the schools fully certified ESL teacher. The topics that will be covered are as follows; 1. How to identify an ELL, what signs to look for in your classroom? How to read NYSESLAT scores and how to use them in flexible grouping 2. Lesson planning for ELLs, How to differentiate the Expeditionary Learning curriculum for ELLs 3. Testing modifications for ELLs, what are their rights during statewide testing? What strategies are available to prepare ELLs for city wide testing? Teachers will also be able get individual staff development as per individual needs vis a vis, the literacy coach, funded by Tax Levy FSF. The success of the PD sessions provided will be assessed by on going teacher assessment, and observation of teacher work in classrooms as well as student progress. The rationale for selecting the topics mentioned above for professional development is that, " language acquisition develops slowly and when conditions are perfect. The best are those that are

Part C: Professional Development
provided in low anxiety situations, which contain messages that students really want to hear. These methods do not force the second language on the student, if not it allows students to produce when they are reading". (Krashen, 1981) Teachers will be given the tools and teaching strategies to understand the second language acquisition process and the teaching tools that are needed to make the second language learning process a successful and pleasant one for our students.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: At the beginning of the 2014-2015 school year a needs assessment was prepared for distribution to all the parents that are a part of the P.S. 30M community (not only to the parents of students who are English Language Learners). These needs assessments were sent home in the home language that the parents have provided the school with. All letters that are sent home to parents are sent in English with a Spanish translation at all times for those parents whose first language is Spanish. If the need arose that there were a parent who spoke another language not available at the school for written translation, an oral translation is provided. P.S. 30 will be working collaboratively with Shell Lewis the community school event planner, Deborah Burns the school social worker, Rose Lewis the school pyschologist, and Mrs. Cordero and Mrs. Robinson, school guidance counselors. These individuals will plan monthly workshops for parent by topic, based on the needs assessments of the parents. There are also family reading nights in which different activities are provided and planned based on the needs of the parents and students. The family reading nights are for both the parents and the students of P.S. 30M. The following is what has been planned November2014 through February 2015 for all parents including the parents of English Language Learners. November: Harvest Night Really Great Reading: How can I use the phonetic strategies at home with my child? (This workshop will be geared specifically for the parents of ELLs)

Part D: Parental Engagement Activities
December: Budgeting for Parents Asthma January: Crazy Hat Night Getting a better understanding of your child's I.E.P. February: NYS Testing and the English Language Learner: What exams do ELLs have to take? What testing modifications are they entitled to? (This workshop will be geared to the parents of ELLs) Teachers such as the ESL teacher and the coaches are invited to be a part of the presentation of these workshops as well. These workshops are approximately an hour to an hour and a half long. There is always a Spanish intepreter present for the parents who speak Spanish and when necessary and as per a parents request other language interpreters are present as well, although it has been rarely requested. Parental attendance at these meetings have been proven to be best during the evening hours. Therefore we expect that the bulk of the parents that will participate will be during the morning which is when these workshops are offered. The rationale for selecting these workshops for parents is that, "motivation, self-confidence, and anxiety all affect language acquisition and learning". (Krashen, 1981) We as educators recognize that a childs first educator is the parent, and with the right strategies and tools they can help their child feel confident and motivated in wanting to learn. We feel that there has to be a connection between the home and the school for an optimal learning experience.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
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) • Per session • Per diem	_____	_____
Purchased services • High quality staff and curriculum	_____	_____

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $_____		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.	_____	_____
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

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

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

Part I: School ELL Profile

A. School Information ⓘ

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

B. Language Allocation Policy Team Composition ⓘ

NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal Ms. Teri Stinson	Assistant Principal Ms. Marisol Vazquez
Coach Ms. Russell	Coach
ESL Teacher Ms. Jessica Santos	Guidance Counselor Ms. Ivette Cordero
Teacher/Subject Area Ms. Fleming/Special Ed. ICT	Parent type here
Teacher/Subject Area Ms. Adonis/General Ed. ICT	Parent Coordinator Dorothy Spann
Related Service Provider type here	Other type here
Network Leader(Only if working with the LAP team) type here	Other type here

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	263	Total number of ELLs	40	ELLs as share of total student population (%)	15.21%

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☐	No☒	If yes, indicate language(s):
Dual language program	Yes☐	No☒	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	33	1	15	7		2				40

	ELLs by Subgroups									
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
Total	33	1	15	7	0	2	0	0	0	40
Number of ELLs who have an alternate placement paraprofessional: ____										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	3	14	7	2	5								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	2		1											3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1	1		1								4
TOTAL	**4**	**4**	**16**	**8**	**2**	**6**	**0**	**0**	**0**	**0**	**0**	**0**	**0**	**40**

Part III: Assessment Analysis

Assessment Breakdown

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

Overall NYSESLAT* Proficiency Results (*LAB-R for new admits)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	2		2	2		1								7
Intermediate(I)			10	2	1	2								15
Advanced (A)	2	4	4	4	1	3								18
Total	4	4	16	8	2	6	0	0	0	0	0	0	0	40

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	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	2				2
4	4	1	1		6
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

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

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

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				
Geometry				
Algebra 2/Trigonometry				
Math _____				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and				
Geography				
US History and				
Foreign Language				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

After reviewing and analyzing the assessment data, answer the following:

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

   P.S. 30 uses a variety of assessment tools to asses the early literacy skills of the ELLs in our school as well as the monolingual students. DRA is used to assess the reading levels the students are currently on in grades K-5. DRA/DWA is done in grades K-2 three times a year, the beginning, midyear and at the end in order to measure student progress. In grades 3-5 it is done twice a year, beginning of

the school year and at the end. DRA/DWA is used to measure literacy levels. Teachers use the DRA/DWA results in order to group their students during the literacy block for reading and writing. Some use the strategy for placing students in groups who are on the same DRA/DWA level, other teachers like to group their students with some being on grade level or higher with students who are below grade level. Results obtained are also analyzed and are used to see what skills the students are the weakest in. The skills are listed and small groups are formed in order to address th skills that the students are struggling with. When students are re-assessed using the same assessments it is noted if there has been growth or if the student has remained stagnant.

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

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

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

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

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

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

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

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

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

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

N/A

4. For each program, answer the following:
    a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
    b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
    c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

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

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

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

6. How do you make sure that a child's second language development is considered in instructional decisions?
P.S. 30 understands that in order to meet an ELLs needs , it is important to understand their characterstics as learners and to understand their characteristics as language learners. The ESL teacher at P.S. 30M investigates all the ELLs that come into the school in terms of where theELL is coming from, what exposure to English the ELL has had, the students degree of proficiency in English and in their native language, what opportunities the student has had to learn language, prior schooling experiences, whether the student is proficient in their native language. The ESL teacher and classroom teacher build upon the linguistic capabilities that the student bring to the classroom., for example a Spanish speaking child who is struggling with vocabulary but has a strength in vocabulary in his native langauge, Spanish, the teacher may use words in English that sound similar, or look similar, cognates in order to build vocabulary and reading comprehension.
7. For dual language programs, answer the following:
    a. How are the English-proficient students (EPs) assessed in the second (target) language?
    b. What is the level of language proficiency in the second (target) language for EPs?
    c. How are EPs performing on State and City Assessments?

N/A

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

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.)
In order to ensure that English Language Learners are appropriately identified, P.S. 30M follows the following steps for initial idenfication of ELLs, this is done within the first ten days that the child was first admitted to the school:
When parents first come in to register, they are given a Home Language Survey (HLIS) to fill out. The person conducting the initial registration process is the school secretary. She has an agreement with the ESL teacher in which she notifies the ESL teacher at the time of registration. When the ESL teacher who is fully certified in ESL K-12, is notified, she sits with the parent and conducts an interview in which she asks the parents the questions on the HLIS form. The HLIS is provided in the parents first language to ensure a complete understanding of the questions being asked. If the parent needs help with understanding the written questions we have

Spanish speaking interpreters on hand at the school at all times and for other languages when there is someone available. If a parent speaks a language that is not spoken by any faculty member within the school, the HLIS when available is printed out from the city website in the parents native language. When it is not available to school immediately contacts a translation agency that can provide these services.

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

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

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

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

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

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

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

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

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

translating agency.

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
The ESL teacher at P.S. 30M holds a parent orientation and if not has one to one meetings with the parent/guardian. At the meeting the ESL teachers orientates the parents of his/her options when it comes to what programs are offered at P.S. 30M for ESL services. The ESL teacher is fluent in Spanish and for those parents whose first language is Spanish, they are spoken to in Spanish. For those parents who speak other languages personal who speaks the language in the building is asked to sit in the orientations or one to one meeting whenever possible. The parent is asked to choose what program they would like their child to be placed in. This is evidenced on the parent survey. When the parents chooses the program the ESL teacher informs parents that at P.S. 30M only a freestanding ESL program is offered. P.S. 30M informs parents that if there were to be enough students (15) in two continuous grades they would open up a Bilingual program and at that time parents would be notified. If a parent insists that they want to place their child in a dual langauge or bilingual program they would have to then go to the placement office and ask for their child to be placed in a school within the district that offers their choice.
Parents are then ask to fill out the parent survey and are offered assistance by the ESL teacher. Those who prefer to bring it back after they make their decision are urged to do so within the next two days maximum from having had their orientation. If parents still have questions they are always welcomed back and given more information at their request. For those parents who choose freestanding ESL, the ESL teacher places the student based on age in the grade they belong in.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The NYSESLAT is administered every spring. The NYSESLAT is used to measure a students progress in language acquisition. The NYSESLAT shows if a student is progressing, stagnant or no longer needs ESL services. Every spring the ESL teacher runs the RLAT report via ATS to make sure there arent any students who are showing up that are entitled to take the NYSESLAT. The ESL teacher considers this report as well as her ESL caseload when planning the NYSESLAT administration schedule. A schedule is created within the time frame that is provided by NYS. The ESL teacher creates a checklist for each modality with all the ESL student names. Every time a modality is completed, the ESL teacher checks off the modality completed as well as monitors individual situations such as dates when students are absent, illnessess, etc. NYSESLAT Testing is done within a time frame. The ESL teacher decides on what days the speaking portion would be administered. The speaking portion is administered on a one to one basis. The listening portion is administered by grade on days that have been assigned to that modality, the reading portion is administered by grade as well as the writing on days that have been selected for the specific modality. All sections of the NYSESLAT are kept in a secure locked area of the school. All safetly prcedures are followed and all testing is done by a NYS certified ESL teacher.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.
After reviewing the Parent Surveys and Program Selections forms for the past few year, the trend has been that the parents have wanted that their child be placed in a freestanding ESL program. There have been some students (8 students) who came to P.S. 30M with IEPS and who were also to receive instruction in Spanish. The parents at that time, 2011-2013 had requested that their child be placed in a bilingual program because that was what was stated on the IEP. P.S. 30M did not have and still does not have a bilingual program in the school building. These parents did not want to move their child to another school and decided to leave them in P.S. 30M in the freestanding ESL program. There was one parent this current school year who requested that her daughter be placed in a bilingual program. Since P.S. 30M does not have a bilingual program, the placement office was called and there the parent was sent to a school within district 5 that offered the placement she was looking for.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see *The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*)
    a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
    b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
    a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

    P.S. 30M follows a curriculum map and pacing calendars in grades K-5 to ensure that the content areas of instruction are covered. These pacing calendars are generated around the current curriculum that is being following by P.S. 30 which is Core knowledge, for grades K-2, Expeditionary Learning for grades 3-5, and Go Math for the math curriculum. Teachers analyze data and create tiered groups in order to ensure that all lessons are differentiated. Teachers make sure to change groups when students show

progression in the content areas. Classroom teachers also collaborate with the ESL teacher in order to ensure that the ELLs are receiving proper differentiation according to their individual needs. Teachers use strategies such as summarizing, questioning, realia, TPR, story mapping, mental imagery, prior knowledge, and graphic organizers in order to make content comprehensible. P.S. 30 also provides experiences for the ELLs through field trips that tie into lessons that are being taught.

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

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
   ELLs are evaluated in P.S.30 in all four modalities throughout the year by the ESL teacher who creates benchmark assessments that include all four modalities. The ESL teacher uses the NYSESLAT and the Common Core Learning Standards to create a benchmark assessment that includes the modalities of listening, speaking, reading, and writing. The assessment is given at the beginning of the school year to assess where the students are when they first come in to the school in all four modalities. The assessment is then repeated mid-year and end of year. If students master a skill/modality that is found on the assessment, the ESL teacher focuses on the areas in which the student is still struggling in. Instruction to address these areas are done via push-in/pull-out.
6. How do you differentiate instruction for ELL subgroups?
   a. Describe your instructional plan for SIFE.
   b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
   c. Describe your plan for ELLs receiving service 4 to 6 years.
   d. Describe your plan for long-term ELLs (completed 6+ years).
   e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

For our students who have reached proficiency on the NYSESLAT the ESL teacher and the classroom teacher may meet to discuss any of the difficulties that the student may be displaying now that they no longer receive ESL. The ESL teacher on a regular basis may also do a push-in to assist the child and speak to the child and help him or her with they are doing at the moment and to measure any additional

needs. These students as per request by the ESL teacher are placed in the extended time session in order to assist these kids with help in literacy and math. The ESL teacher also ensures that these students also receive the testing modificatins that they are entitled to as per NYS all ELLs who reached proficiency on the NYSESLAT are entitled to two additional years of the same testing modifications on all NYS assessments.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
   P.S. 30M provides the ESL students with the opportunity to receive literacy through the arts. P.S. 30 hires outside certified ESL teachers who work with language and math skills through artisitc class such as puppetry, quilt making, movement and cooking. P.S. 30 also participates in federally funded program titled, The ALLL program whose services are provided by LEAP a non-profit organization. This program allows a fully certified teaching artist and the classroom teacher to collaborate and plan meaningful lessons based on the student needs. This program includes fieldtrips that enhances learning through experiences as well as allows classroom teacher to participate in outside PD in which they learn about the latest literacy strategies that are research based and proven to learn. This program also allows for measuring student progress by assessing students literacy skills at the beginning and end of the school year. All classrooms have a leveled library area in which all students including ELLs have the opportunity to read books that are on their independent reading levels. Students have an assigned silent sustained reading period during every morning. Students also have access to classroom libraries that are targeted for reading for pleasure. Students are allowed to borrow books weekly. Because all of the newcomers at P.S. 30 are Spanish speakers these students also have access to books that are in their native language. Teachers also have computers in their classrooms that are accessible to ELLs. The computers provide interactive phonetic and reading programs that allow ELLs to hear proper pronunciation of letters, letter sounds, as well as vocabulary words that the teacher has selected for the individual students. Classrooms also provides mini listening centers where the students have access to books on CD. Students independently listen to the books on the CD have an independent task that the teacher has selected and determined to be appropriate to the ELLs and SWDs needs. All of these materials and strategies are planned collaboratively between the students classroom teachers and the ESL teacher to ensure that the ELLs are receiving age and grade level appropriate activities that will better suit their needs.
8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
   P.S. 30M includes their ELLs-SWDs in all of their schoolwide curricular and instructional decisions. ELLs-SWDs are taught using the same curriculum as their monolingual peers except with differentiation. Classroom teachers use flexible grouping while planning their lessons. Flexible grouping is done to include all students in the classroom including ELLs-SWDs so that the students may be grouped according to their needs. ELLs may be better at math and in that case they may be grouped with a group that is working at the same math level as they are as shown on the benchmark assessments. Flexible grouping is also used for ELLs who need extra support and they are grouped with students who are at a higher level and can assist the ELLs with work completion as well as gaining confidence when participating in class. When an ELL-SWD with disability is referred for an evaluation the student is discussed by the schools, FST team. There the students overall performance is discussed. If the students is thought to benefit from an actual evaluation, the student is evluated by the school bilingual psychologist and when placement is being considered, the least restrictive environement is always the first choice considering the child is also in a second language acquisition process. The students are assessed three times a year, at the beginning, mid year and end of year to assess whether or not the student is achieving their IEP goals. If the IEP goals are being achieved then new goals are put in place for the student to strive to achieve. These students receive ESL services as they are mandated to receive by a fully liscenced ESL teacher.

Courses Taught in Languages Other than English

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

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

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

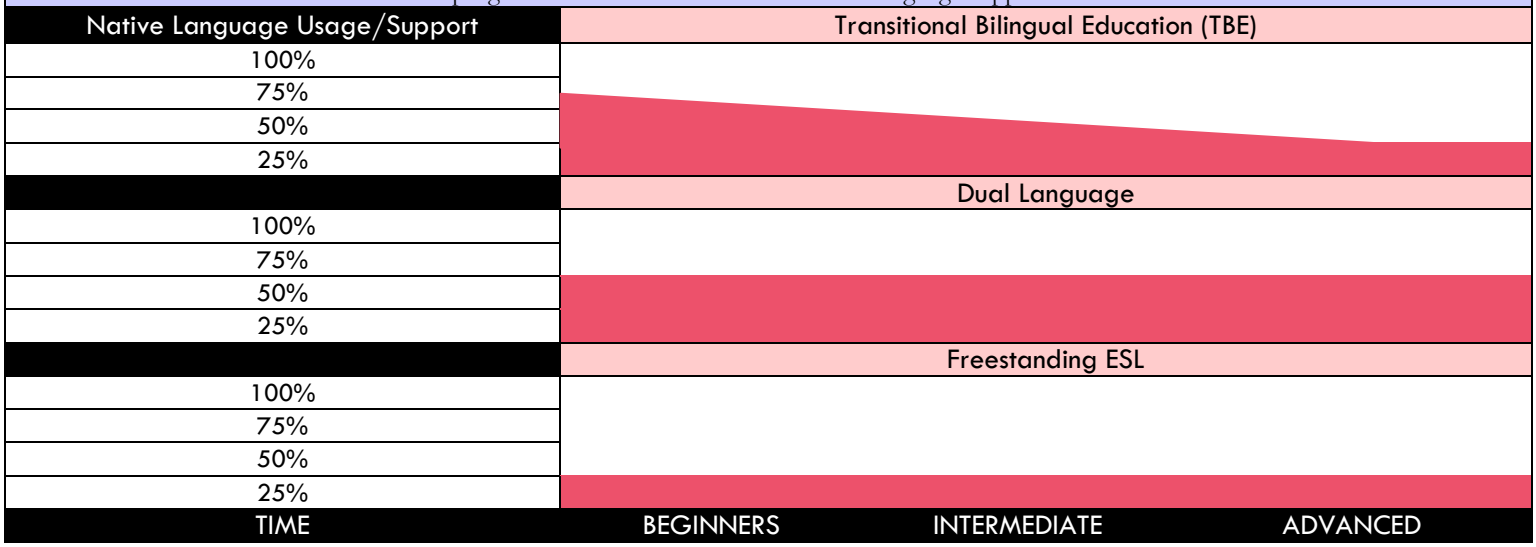
Courses Taught in Languages Other than English ⓘ				
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include: • classes that are taught in English using books in the native language • heritage classes • foreign language (LOTE) classes				
Science:				

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	**Intermediate**	**Advanced**
ESL instruction for *all* ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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.

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

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

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

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

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

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

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

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

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

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

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

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

    Language is supported in the ESL program in P.S. 30 in many ways. Students receive push-in/pull-out services from a fully certified ESL teacher. The ESL teacher is fully fluent in Spanish and most of the ELLs in P.S. 30's first language is Spanish. Teacher uses their native language for all the newcomers who are new to the school and just adjusting. There are book baskets with books that are in

Spanish. Teachers who are fluent in French or Mandigo are used as support to those students whose first language is French and Mandingo.

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

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

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

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

18. What language electives are offered to ELLs?

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

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

    N/A

C. Professional Development and Support for School Staff

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

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

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

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

D. Parental Involvement

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

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

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

October: Breast Cancer Awareness
November: Nutrition and Health
December: How to Quit Smoking
January: Getting a Better Understanding of your Child's IEP

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: _____		**School DBN:** _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01
	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: 05M030 **School Name:** P.S. 30M

Cluster: _____ **Network:** 406

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

Part A: Needs Assessment Findings

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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