

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

DBN: (i.e. 01M001): 31R030
School Name: PS 30
Principal: ALAN IHNE

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 31R030
School Type: Public Grades Served: PK-5
School Address: 200 Wardwell Avenue Staten Island NY 10314
Phone Number: 718-442-0462 Fax: 718-442-4265
School Contact Person: Alan Ihne Email Address: aihne@schools.nyc.gov
Principal: Alan Ihne
UFT Chapter Leader: Tricia Walsh
Parents' Association President: Marion Brioso
SLT Chairperson: Lori Ortega
Student Representative(s): _____

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Building A Staten Island NY 10314
Superintendent's Email Address: Alodico@schools.nyc.gov
Phone Number: 718-420-5667 Fax: 718-420-5677

Cluster and Network Information

Cluster Number: 4 Cluster Leader: Christopher Groll
Network Number: 410 Network Leader: Kamal Salfarlie

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:

- 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*.
- 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.**
- 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)
Alan Ihne	*Principal or Designee	
Lori Ortega	*UFT Chapter Leader or Designee	
Marion Brioso	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Christina Smalls	Teacher	
Maureen Keuchenmeister	Teacher	
Nancy Ficken	Parent	
Jackie Woodbury	Parent	
Alexis Barravecchia	Parent	
Mary Ellen Rooney	Parent	
Joseph Napolitano	Assistant Principal	
	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	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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. 	
<ul style="list-style-type: none"> 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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- **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.
- **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.
- **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.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **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.

- PS 30 is a community school in the neighborhood of Westerleigh in Staten Island. We serve grades PK-5. Our mission statement is "The mission of the PS 30 family is to provide each student with a diverse education in a safe and supportive environment. We are centered on meeting students at their instructional level to provide them with valuable learning experiences. Parents and caregivers are seen as valued partners in layering the foundation of independent, life-long learners. Building bridges between strengths and weaknesses is the ultimate goal." We have developed numerous partnerships with our community. This year we partnered with NY Cares for a school beautification day where we had volunteers from the community and students from Wagner High School help plant, paint our auditorium, and paint murals. We have a partnership with St. John's University to provide an afterschool program for our K-2 ELL students on a weekly basis. We partner with Learning Leaders to provide parent volunteers in our lunchroom, library, classrooms, and to conduct book talks with our students. Our Green Team partners with Grow NYC to provide sustainability strategies to the school community. We also have a partnership with the New York City Center for Interpersonal development to run our latchkey and afterschool programs. In addition, in house we have a 4th and 5th grade band, a jazz band, an advanced art class, a green team, a student council, a boys STEM club, and a girls STEM club. We also provide monthly parent networking meetings and we have created a hospitality squad of parents to help new members to our community adjust. We also participate in the Boks Program for Physical Education and Mighty Milers in conjunction with the NY Road Runners.
- Our school has made great strides over the past year. In 2012-2013 our score for school environment was a D. Our goal last year was to improve that drastically and we accomplished that. On this year's School Quality Report we are meeting our target for school environment. In the school culture category we received a score of 86.7% which outpaced both the city and our peer schools. In addition on this year's CCLS aligned state exams we improved the number of students scoring a 3 or 4 in math by 10%. We are also meeting our target for closing the achievement gap as per the School Quality Report. One of our challenges this year in addition to sustaining the progress we have already made is to improve our ELA scores. This year the number of students scoring 3 or 4 went down by 4%. This year we have implemented the Core Knowledge Reading program in grades PK-3 and we are using Expeditionary Learning and Junior Great Books in grades 4 and 5. The use of these programs in conjunction with sustained professional development should improve those scores this year.

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

<ul style="list-style-type: none"> 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). 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.
<ul style="list-style-type: none"> After conducting an analysis of student performance on state assessments, it was determined that we showed a regression of 4% in performance on the NYS ELA exam. As a result we have made progress for our grade 3, 4 and 5 students in ELA a priority goal for the school year. In addition, the number of students receiving a level 1 in Math stayed static. As a result we will continue to make progress for our grade 3, 4, and 5 students in Math a priority goal this year. One of our strengths is that we now have a dedicated reading and phonics program in grades PK-3 (Core Knowledge and a robust ELA program in grades 4 and 5 (Expeditionary Learning) As per our quality review we will continue to create curriculum maps to align our curriculum to the CCLS. We will also implement curriculum aligned assessment practices that inform instruction.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015 out of 71 general and special education students who received a level 1 on the New York State ELA Exam in grades 3 and 4, 35 (50%) will increase on performance level on the New York State ELA Exam and out of 47 students general and special education students who received a level 1 on the New York State Math Exam in grades 3 and 4, 23 (50%) will increase one level on the New York State Math Exam.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Align Curriculum maps to the CCLS using Atlas Curriculum Mapping Software. Implement curriculum aligned assessment practices across grades through professional development and working with teacher teams 	Teachers	September 2014-June 2015	Teachers

<ul style="list-style-type: none"> We will address high need student groups through professional development and collaboration with other schools. 	Teachers	September 2014-June 2015	Teachers, administration, Network support staff
<ul style="list-style-type: none"> We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school PTA meetings include guest speakers who are experts in special education, including autism Parent Coordinator will train parents on how to use the ARIS parent link Student of the month is given students and parents are invited to our award ceremony Global Connect goes out to all parents to keep them informed of activities in the building. Library volunteers Learning leaders will do book talks and help teachers in classrooms 	Teachers, Parents, Students	September 2014-June 2015	Teachers, administration, support staff
<ul style="list-style-type: none"> Parent Coordinator will hold Parent workshops on the CCLS The school has created and distributed a parent handbook Regularly scheduled parent networking meetings Administration has an open door policy for all members of the school community which builds trust. 	Staff, Parents, and Students	September 2014-June 2015	Teachers, administration

Part 4 – Resources Needed

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

- We will utilize staff and network support on Monday afternoons to provide professional development
- We will bring parents into the building by holding monthly parent networking meetings.
- We will utilize staff and administration to create and update curriculum maps.

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- February 2015- Data analysis of Ed performance and writing. 20 % of students who received a far below level on Ed performance will increase one level to approaching standards.

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

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|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

<ul style="list-style-type: none"> 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). 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.
<ul style="list-style-type: none"> Our students are provided with guidance services through our guidance counselor and social worker both mandated and at risk. We work with parents to develop strategies for students when they are having a difficult time at school academically or socially. Administration has an “Open Door” Policy for all staff, students, and parents.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015 OORS reports for level 3 and 4 infractions will decrease by 20% (8) from last year creating a safe and supportive environment for students and parents where they are challenged both academically and socially by their teachers and peers.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Peer Mediation Guidance Services (at risk and Mandated) Student clubs (green team, stem club, student council) School website that provides real time information Latchkey afterschool programs Assemblies on bullying and respect Professional development Learning Leaders to work with students 	Students, Teachers, and Parents.	September 2014-June 2015	Administration, Guidance, Teachers, Parents, Network Support Staff
<ul style="list-style-type: none"> ELL afterschool programs Our Afterschool program has received an inclusion grant to better service special needs students. 	ELL and special needs students	September 2014-June 2015	Administration, Teachers, Afterschool staff
<ul style="list-style-type: none"> We have an Echalk website at ps30.org to keep parents 	Teachers, Parents,	September 2014-June	Teachers, administration,

<p>apprised of what is happening in the school</p> <ul style="list-style-type: none"> • PTA meetings include guest speakers who are experts in special education, including autism • Parent Coordinator will train parents on how to use the ARIS parent link • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Library volunteers • Learning leaders will do book talks and help teachers in classrooms 	Students	2015	support staff
<ul style="list-style-type: none"> • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook • Regularly scheduled parent networking meetings • Administration has an open door policy for all members of the school community that helps to build trust 	Staff, Parents, and Students	September 2014-June 2015	Teachers, administration

Part 4 – Resources Needed

<p>Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<ul style="list-style-type: none"> • Guidance resources such as: assemblies and professional development • Schedule adjustments for peer mediation • Human Capital • Funding

Part 5 – Budget and Resource Alignment

<p>Indicate using an "X" the fund source(s) that will be utilized to support achievement of the specified goal.</p>									
X	Tax Levy		Title I Basic		Title IIA		Title III	X	Grants
<p>List below any additional funding sources that will be utilized to support achievement of the goal.</p>									
<p> </p>									

Part 6 – Progress Monitoring

<p>Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:</p> <ul style="list-style-type: none"> • Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
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<ul style="list-style-type: none"> Specify a timeframe for mid-point progress monitoring activities. 				
<ul style="list-style-type: none"> <u>January 2015-March 2015- 4 less level 3 and 4 OORS reports by February 2015.</u> 				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> 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

<ul style="list-style-type: none"> 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). 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.
<ul style="list-style-type: none"> Teachers have two common preps a week to meet and look at student work using the cycle of inquiry. Teachers conduct inter-visitations on an every other month basis in order to share best practices. They also debrief after their visits. This is a trust building activity between teachers.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015, all teachers will study the book <i>Checking for Understanding Formative Assessment Techniques for Your Classroom</i> by Douglas Fisher and Nancy Frey in Collaborative Teacher Teams in order to improve on 3d Formative Assessment on the Danielson Framework through learning rounds and peer assessments in order to improve student achievement. There will be movement from at least 10% Percent of teachers one level on 3d of the framework.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Two common prep periods a week for teachers to meet. Every other month inter-visitations across grades with a teacher debrief. 	Teachers	September 2014-June 2015	Teachers and Administration
<ul style="list-style-type: none"> We will address high need student groups through professional development and collaboration with other schools. 	Teachers	September 2014-June 2015	Teachers and Administration
<ul style="list-style-type: none"> We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school PTA meetings include guest speakers who are experts in 	Teachers, Administration, and Parents	September 2014-June 2015	Teachers, Support Staff, and Administration

<ul style="list-style-type: none"> special education, including autism • Parent Coordinator will train parents on how to use the ARIS parent link • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook. • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Regularly scheduled parent networking meetings • Library volunteers • Learning leaders will do book talks and help teachers in classrooms 			
<ul style="list-style-type: none"> • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook • Regularly scheduled parent networking meetings • Administration has an open door policy for all members of the school community which helps build trust. 	Staff, Parents, and Students	September 2014-June 2015	Teachers and Administration

Part 4 – Resources Needed

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

- Coverages for teachers when they attend professional development
- Funding

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- January 2015-March 2015- Administration will review data binders monthly and compare the data to student assessment data.

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

<ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
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- 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

<ul style="list-style-type: none"> 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). 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.
<ul style="list-style-type: none"> Our school provides numerous programs for both our students and parents to help to develop the instructional and social-emotional support necessary to drive student achievement. We have many extracurricular programs for our students such as 4th and 5th grade band, jazz band, advanced art, a green team, a student council, a boys and girls stem club, peer mediation, and a student council. We have a hospitality team made up of parents, we provide parent networking meeting once a month, we have learning leaders in the building working with both staff and students, and we have a strong Parent Teacher Association.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015 90% of parents and students will have been offered to attend at least one assembly/workshop to provide the socio-emotional support necessary in order to drive student achievement. This will be measured using Survey Monkey and by looking at Attendance Sheets.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> Parent networking meetings Hospitality squad Learning leaders 	Parents	September 2014-June 2015	Administration, Parent coordinator, and Guidance Counselor
<ul style="list-style-type: none"> 4th and 5th grade band Jazz band Advanced Art 	Students	September 2014-June 2015	Administration and teachers

<ul style="list-style-type: none"> • Green Team • Stem Clubs • Boks Phys Ed program • Student Council • Peer mediation this builds trust by allowing the students to sort out their problems without adult intervention and creates an environment of trust amongst the students. 			

Part 4 – Resources Needed

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

- Flexible scheduling
- Human Capital

Part 5 – Budget and Resource Alignment

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

X	Tax Levy		Title I Basic		Title IIA		Title III		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:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- January 2015-March 2015- We will measure attendance at these events. Our midpoint benchmark is 20 attendees at these events.

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

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • 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

<ul style="list-style-type: none"> 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). 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.
<ul style="list-style-type: none"> We have a strong family and community ties at PS 30. Many of our parents are volunteers through the learning leaders program, we provide monthly parent meetings, and our students give back to the community through various means such as food drives, clothing drives, and family movie nights.

Part 2 – Annual Goal

<p>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 – <u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>
<ul style="list-style-type: none"> By June 2015 100% of parents will have been invited to at least three events at the school as measured by attendance sheets from the events.

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:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> Research-based instructional programs, professional development, and/or systems and structures needed to impact change 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). Strategies to increase parent involvement and engagement Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school PTA meetings include guest speakers who are experts in special education, including autism Parent Coordinator will train parents on how to use the ARIS parent link Parent Coordinator will hold Parent workshops on the CCLS The school has created and distributed a parent handbook. 	Parents and Students	September 2014-June 2015	Administration, Teachers, Support Staff

<ul style="list-style-type: none"> • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Regularly scheduled parent networking meetings • Library volunteers • Learning leaders will do book talks and help teachers in classrooms 			

Part 4 – Resources Needed

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

- Flexible scheduling
- Funding

Part 5 – Budget and Resource Alignment

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

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

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Part 6 – Progress Monitoring

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

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.
- January 2015-March 2015- Attendance sheets from events, surveys. Surveys will tell us how if parents felt the workshop/assembly was useful and ask for recommendations for additional meetings.

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

- | | | | | |
|--|--|-----|--|----|
| <ul style="list-style-type: none"> • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| <ul style="list-style-type: none"> • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 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)	Students in grades four and five are first determined to be eligible for AIS based on their State exam results. Students in grades 3-5 are next identified by the results of the Fall EdPerformance assessment of Reading. Students in grades K thru 2 are identified as at risk by CKLA assessments and teacher observations of class assignments.	Reading Rescue, Maxscholar, MobyMax, Wilson, RAZ Kids, Orton Gillingham, SRA and guided reading groups help to reinforce decoding, comprehension, writing and speaking skills.	Teachers work with small groups of two to five students with similar needs. Parent Learning Leaders and Paraprofessionals work with students 1:1.	Academic Intervention Services for ELA are provided during the school day.
Mathematics	Students in grades four and five are first determined to be eligible for AIS based on their State exam results. Students in grades 3-5 are next identified by the results of the Fall EdPerformance assessment of Mathematics. Teachers of all grades K-5 use results of Pearson Success unit's assessments, checklists and observations of class assignments to identify students requiring at risk	Pearson Success interactive videos and hands-on activities, SRA Math and Versa tiles are used to improve number sense, concept development, analysis and organization of word problems and reasonability of solutions.	Teachers and students teachers work with small groups and Parent Learning Leaders work 1:1 with students.	Academic Intervention Services for Math are provided during the school day.

	services.			
Science	Students who did not pass the New York State Grade 4 Science Assessment and those struggling to acquire new skills and information as determined by teacher observations and class assignments are identified as students requiring at risk support.	Science A-Z, Discovery Science, Raz-Kids and Maxscholar are used as supplements to increase content vocabulary and comprehension of the science curriculum. A Green Team and S.T.E.M. team have been implemented to support the science curriculum providing enrichment for some students and support for those at-risk with students helping students.	A science lab, where students work in small groups, has been set up to improve literacy, content vocabulary and comprehension of the science curriculum. Students work in small groups and independently.	Classroom, science teachers and peers work with at-risk students, as needed, during and before school.
Social Studies	Students struggling to acquire new skills and information as determined by teacher observations and class assignments are identified as students requiring at risk support.	Teachers enrich our Social Studies curriculum to increase student achievement for those at-risk of not meeting the standards by focusing on building vocabulary, writing and comprehension within the content area using Social Studies Weekly, Discovery Education, and MaxScholar to improve students understanding of timelines, precursors to and effects of historical events.	Teachers work with students in small groups and students work independently/in pairs with online resources.	Classroom, Social Studies teachers and peers work with at-risk students, as needed, during the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Teachers and parents request intervention for those students who are struggling with school-related anxiety, feelings of isolation, peer conflicts and/or	Services include peer mediation, crisis intervention, parent conferences and referrals for other services within or outside the school community.	Counseling/intervention sessions can be conducted in a group or 1:1 setting.	Throughout the school day, as needed, PS 30's guidance counselor, social worker and school psychologist work with students and parents who

	difficulty with social skills.			require intervention.
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

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

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

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.

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 codes¹. 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 consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

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

¹Explanation/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:

- 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.
- 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.

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

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

- **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.

- **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.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **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. **[School name]**, 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. **[School name]** 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

[School name], 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.

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: PS30	DBN: 31R030
This school is (check one):	
<input type="checkbox"/> conceptually consolidated (skip part E below) <input checked="" type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: 24
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 1
of certified ESL/Bilingual teachers: 1
of content area teachers: 0

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

ELL students in grades K-2 will be participating in this highly enriched program. P.S 30 students normally test out of ESL by end of the second grade, and the trend is students who continue on in ESL are usually referred due to other concerns. We have 10 new Ells just beginning Kindergarten, 2 at the beginning proficiency level, 4 at the intermediate proficiency level and 4 at the advanced stage of proficiency. In 1st grade we have 8 Ell's, 1 beginning, 2 intermediate, and 5 at the advance proficiency level. In 2nd grade we have 6 ELL's, all currently advanced proficiency level except 1 who is in a self contained setting with a Bilingual para-professional. The program chosen for afterschool is titled MAXSCHOLAR.

The Orton Gillingham-based MaxPhonics program teaches the student the letters of the alphabet and the correct pronunciation of each of their sounds. It then uses a combination of self-paced auditory, visual, kinesthetic and motor drills to bolster their knowledge.

- Based on the Orton Gillingham method for improving reading skills, which has been proven successful

Part B: Direct Instruction Supplemental Program Information

for over 70 years through research and implementation in classrooms across the United States

- Multisensory approach that accesses all avenues to the brain
- Creates new neural pathways in the brain, which establishes permanent retention of the knowledge

Features:

- Divided into “worlds,” which allows students to focus either on individual letters, blends or digraphs
- Provides practice for handwriting, an essential part of reading
- Videos that demonstrate the correct pronunciation of letters, blends and digraphs
- Drill and practice to help the students build important skills
- Fun games to reinforce what they have learned

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

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

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

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

-All instruction will take place in English.

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

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

31R030 will charge the After-School supervisor per-session to Title III funds as the school does not offer any other After-school program. The only other After-school program in operation in the building is conducted by an outside non-profit organization.

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:

The Title III Professional Development trainings at P.S 30 will be offered to the ESL teacher. The ESL teacher will attend 3 All Day monthly trainings at Materials or the Arts during school hours. - These hands-on professional development workshops are customized for teachers, after-school staff, arts programmers, and those with an interest in making art. The PD topics listed below will be covered over 3 all-day sessions. The following workshops are listed below and are in order by month beginning in November. November, January and March.

-Hat Making/Shadow Puppets

-Intro to Bookmaking/Weaving

-The Art of Reuse, Paper Recycling/Paper Making

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

Part D: Parental Engagement Activities

Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process.

- rationale
- schedule and duration
- topics to be covered
- name of provider
- how parents will be notified of these activities

Begin description here:

The Title III program strongly encourages parental participation and offer a variety of cultural relevant activities for parents of ELL's. It is our belief that students can succeed better in school with parental support. With this in mind, we strive to strengthen the home/school relationship, increase parental participation in all school activities and make parents partners in the educational process. Parental Engagement activities will serve as a catalyst to maximize, encourage and educate parents of the

Part D: Parental Engagement Activities

importance of staying involved, increase their knowledge on how to help their children attain high achieving goals. Schedule and duration: the activities that are planned will be scheduled in accordance to the type of activity and coordinated around other activities to avoid scheduling conflicts. These activities may not exceed 2 hours unless they are off-site activities that may require traveling and meal time.

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

- 1) School wide activities such as learning walks, assemblies, field trips, and technology classes to mention a few. These activities will enhance their knowledge of their immediate community as well as expand their knowledge of additional resources
- 2) Family events will be held throughout the school year to encourage family bond, cooperation and involvement in the academic affairs of their children.
- 3) Parents will engage in activities that enhance their learning and language experiences. We will promote the importance of learning and the awareness of their new environment and how this could have a positive impact on their lives.
- 4) During family events, families will participate in hands-on and developmentally appropriate activities to promote and reinforce literacy skills, math skills, and scientific exploration. The children and their parents can make connections, promote imagination, creativity and provide them with the opportunities to learn new skills. The aforementioned activities will be provided with the collaboration of the ESL Coordinator, Parent Coordinator, classroom teachers and the school administration; however, there will be culminating event at the end of the after school program where parents, students and after school teachers will attend a bilingual play called, " Calpulli Mexican Dancers"

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

With vivid colors, passions and rhythms of traditional Mexican dance, this dance company presents traditional Mexican music and dance to young audiences worldwide. The company's performances feature an array of regional dances, some dating back as far as 500 years. Portraying the rich diversity of Mexican cultural heritage, the didactic setting will engage and entertain audiences of all ages. This culminating event is designed to bring parents and their children together in a setting that is safe, conducive to providing opportunities for self-expression, social interaction and communication with other families. Bringing families together promotes bonding and trustworthiness amongst the P.S 30 community. Parents and children benefit when all parties are actively engaged.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
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Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> Per session Per diem 	7,044.00	1 certified ESL teacher @ \$51.51 per hour for a total of 81 hrs. 1 supervisor @ 52.84 per hours for a total of 81 hrs.
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 	1,200.00	MAXSCHOLAR Program
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 	2,600	Purchase of approved and supplemental materials form Lakeshore.
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	350	Culminating event for Parents and students
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 [i](#).

Part I: School ELL Profile

A. School Information [i](#)

District 31	Borough Staten Island	School Number 030
School Name Westerleigh		

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

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

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	34	Newcomers (ELLs receiving service 0-3 years)	29	ELL Students with Disabilities	3
SIFE	0	ELLs receiving service 4-6 years	3	Long-Term (completed 6+ years)	0

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
Dual Language										0
ESL	24			8			2			34

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	24	0	0	8	0	0	2	0	0	34
Number of ELLs who have an alternate placement paraprofessional: <u>2</u>										

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
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																
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	6	5	4	2	2	5								24
Chinese				1										1
Russian														0
Bengali														0
Urdu	2													2
Arabic	2	1	2	1	1									7
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	10	6	6	4	3	5	0	34						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	2	0	1	2	2	0	0	0	0	0	0	0	11
Intermediate(I)	0	2	0	0	0	2	0	0	0	0	0	0	0	4
Advanced (A)	4	5	5	2	1	2	0	0	0	0	0	0	0	19
Total	8	9	5	3	3	6	0	34						

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					0
4					0
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4									0
8									0

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:

- 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.
 - Several formal and informal assessments are used to evaluate the literacy skills of student's in grades K-5. TCWRP or Teachers College Writing and Reading Program assessment are administered monthly in order to assess student's progress in literacy. Our ELL students in grades 3-5 have higher mathematics scores than ELA scores. This trend is seen across the grades as there are more students

scoring at a level 3 in mathematics than in ELA. This evidence supports the notion that our ELL's in the higher grades need to greatly improve their literacy skills, and as a school community of learners must continue to analyze data in order to identify and target their weaknesses. The ESL coordinator along with the classroom teachers will be desegregating data that emerges from predictive assessments in order to achieve this goal. These assessments, paired with teacher observations provide insight about students understanding of basic literacy concepts and stages of literacy development. For Early childhood assessment we have begun using CPAA (Children's Progress Academic Assessment). CPAA is a computer based early childhood assessment where questions are adjusted automatically to offer an appropriate level for challenge for the students. Student performance is compared to specific learning objectives where incorrect responses are followed by verbal and or visual scaffolding. A Spanish version is also in place for students whose native language is Spanish. CPAA reports are available right away and has been viewed by both the ESL teacher and the classroom teacher to drive instruction. From the most recent data disaggregated, both the ESL teacher and classroom teachers was able to use the data to group students properly and differentiate instruction.

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

There is evidence that suggests that the ELL's are gaining English proficiency as they continue to move up in grades and the number of beginners progressively decreases and conversely the advance student's levels increases. This is also evident in the NYSESLAT data that there are 5 beginners in 1st grade and only 1 returning ELL in 5th grade. Most intermediate students are in the 2nd and 3rd grade further supporting the notion that students who begin ESL in Kindergarten and 1st grade normally gain proficiency yearly. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a larger percentage of our students across grades score proficient in listening and speaking. It takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication).

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

3. Patterns across the NYSESLAT modalities are used to tailor instruction to meet students' needs. This information is shared with classroom teachers, special education teachers and related service providers in order to plan and perform instruction in all content area and special education classes as well as extended day, and after school programs. The data shows that teachers need to provide extra scaffolding and opportunities for reading and writing practice. More importantly, the ESL teacher along with the classroom teacher analyzes the information yielded from the NYSESLAT and is used in order to pinpoint specific English language strengths and weaknesses the ELL's may have. When planning to differentiate instruction for these students, desegregated NYSESLAT results assist teachers in deciding which skills the individual ELL's most need to work and individual activities are planned accordingly. For instance, if NYSESLAT scores for a child are much weaker in the area of reading in writing rather than speaking and listening, supplemental literacy will be planned for that particular student. If a child has not achieved proficiency on the listening and speaking portion of the NYSESLAT, then the ESL and classroom teacher provide supplemental opportunities for that student to practice English speaking and listening, and they may need instruction and social??, Basic English communication skills.

4. For each program, answer the following:

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

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

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

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

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

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

-PPT Meetings are held Bi-monthly

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

-Cases are presented at the meeting

-Case manager is assigned

-RTI is initiated in classroom 4-6 weeks

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

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

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

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

7. For dual language programs, answer the following:

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

Paste response to questions here:

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Here at P.S 30 possible ELL'S (English Language learners) are identified through several steps according to DOE procedure. We adhere to all regulations in identifying, assessing and placements of our ELL's into an appropriate program. Each new student entering the system is given the Home Language Survey; which is readily available in the main office. The survey is in the primary languages other than English that are popular within the community, ie, Spanish, Arabic, Chinese and Urdu. A report titled the RLER is ran in order to determine eligibilty for both the LAB-R and the NYSESLAT. Several protocols have been established by the administration in conjunction with the ESL teacher/coordinator in order to insure that all Ell's are identified as soon as they are registered. The certified ESL teacher reviews all HLIS and conducts an informal interview with the child to determine the dominant language. Students who have qualifying HLIS forms and who, as determined through the informal interview, speaks another language other than English are given the formal initial assessment known as the LAB-R. The Lab-R is then promptly hand scored and the ESL teacher/coordinator determines eligibility into a bilingual program based on the most current cut off scores provided. Those students who speak Spanish are also given the Spanish Lab-R which is also administered by the licensed ESL teacher. The Spanish

LAB-R is only administered to Spanish speaking students who tested below the LAB-R cut-scores. The students who score within the prescribed range are accepted as ELL's, at the beginner, intermediate or advanced level. Those students who achieve a proficient score on the LAB-R do not receive ESL services. All new students are identified through this process well within the legal timeframe of the first ten days after they are admitted into the New York City school system. The ESL teacher is available upon request to perform the following duties when needed:

- Inform families about the assessment and placement process for prospective ELL's
- Arrange translators if needed so that families are well informed about the process their child will undergo to determine if he/she is an ELL.
- Conduct interview with parents/guardians to confirm Home Language.
- Staff members who are comprised of both pedagogues and paraprofessionals are called upon request in order to translate for families during registration.

In the spring of each year all ELL's are given the NYSESLAT (New York State English as a Second Language Achievement Test). Students are tested in grade level groups for all components of the test except the speaking component. For the latter test, students are tested individually. All tests are administered according to official testing guidelines. In addition to the certified ESL teacher, other classroom teachers and literacy coach provide assistance administering the NYSESLAT after they are trained. These teachers also evaluate the writing portion of the NYSESLAT following the procedure and rubrics given by Pearson testing company. In addition, the ESL teacher/coordinator is the lead scorer and attends the district training then turnkey information to all appropriate school personnel.

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
2. In September, during the schools largest influx of new registrants, several Parent Orientation sessions are offered and throughout the course of the year or as needed. The orientation sessions are conducted in both morning and evening sessions and scheduled in accordance to parents' availability. In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during our Parent Orientation sessions. Parents receive the program pamphlet and watch the video in their native language where applicable. Each orientation is conducted within the ten days of a students' initial enrollment. Prior to the meeting, HLIS forms are reviewed to determine what language the documents need to be in and to secure translations and interpreters well in advanced. During the orientation meeting, parents view a DVD provided by the DOE that explains the different types of ELL programs available. The ESL teacher along with the Parent Coordinator discusses the options available in the school, and also discusses the importance of returning the Program Selection form. The parents are given the opportunity to complete the form at the meeting, and are given brochures, pamphlets in their native language about resources in the community. Because the DVD offers an array of languages to select from there is rarely a time where a parent does not have the opportunity to view the information in a language they do not understand. However, if this should occur, every effort is made to have a translator available. The ESL teacher and Parent Coordinator answer all questions parents may have at the meeting then review the all parent selections. When parents are unable to attend the orientation meetings, the ESL teacher arranges a private meeting to discuss their options and to select a bilingual program for their child. In order to ensure that parents understand all three program choices, the three models are explained in detail during our Parent Orientation sessions to discuss their options and to select one of the three program choices for their child.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
Parent entitlement and non-entitlement letters are mailed out in both English and the respective family's home language during the beginning weeks of school, as eligibility is determined or within ten days of a new student's enrollment. Parent selection and parent selection forms are collected from those parents who attend the parent orientation sessions. All of which take place during the first ten days of entering P.S 30. The ESL teacher makes every effort to disseminate information to the parents in order to make certain that they are well informed of all bilingual programs available and allowing them to make the best choice for their child. In the event that a parent does not respond to the initial outreach, they are then contacted on a weekly basis, by phone and resending the information home until they are able to make an appointment for an orientation and complete the Program Selection forms along with the Surveys. Each outreach attempts are documented and all letters that are sent to parents are copied and filed. All letters/documents copies are maintained in a binder kept in the ESL coordinator's room to assure proper maintenance of all records.
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
After parents are made aware of all programs that are available to them and they have selected their program choice, the forms

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

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. [①](#)

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

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
 - A) Research supports a push-in model; therefore, P.S 30 has implemented a collaborative teaching program model that has been in place for the past two years. The push-in model employs a collaborative effort between the ESL and the classroom teachers. ESL methodologies are used across the curriculum to support all ELL's during the push-in model. The ESL teacher applies ESL teaching strategies within the ELL's classroom environment, adhering to the identical curriculum and standards that are being taught to all students. In order to differentiate instruction and meet the needs of low level English oral language skills, beginning and new entrants are pulled out briefly during the lesson to target the social aspects of English allowing them to develop basic oral language skills. Once ELL's mastered sufficient English to follow basic directions and are more comfortable in the classroom, they are served solely through the push in/collaborative teaching model.
 - B) As a push-in model, all students are grouped on grade level; however, a classroom on a given grade may have a newcomer who is at the beginning level and those students who are at an intermediate or advanced level. The aforementioned grouping will allow will increase proficiency in this mixed grade level due to the nature of the push-in model. If this is the case, a small group of newcomers will be pulled out during the initial lesson to support oral language, and then returned back to class with the ESL teacher as support. Differentiation of instruction is based on an individual basis of the ELL's and is an ongoing effort on the part of the ELL teacher and the classroom/content specialty teacher.
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

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

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

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

While the primary language of instruction is in English, P.S 30 has made bilingual dictionaries available in all classrooms in the

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

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

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

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

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

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

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

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

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

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

d. To support out long term ELL's a tiered intervention plan has been established by the Pupil Personnel Team for the ELL's who are

on their 4th year of service or more. This plan is as follows:-the ESL teacher differentiates instruction based on feedback from teachers and service providers (where applicable), formal and informal assessments are used to create lessons based on their individual/group needs. These lessons are generally centered around literacy and or writing, and follow the main tenants of balanced literacy (read aloud, guided reading, and shared reading).

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

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

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

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

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

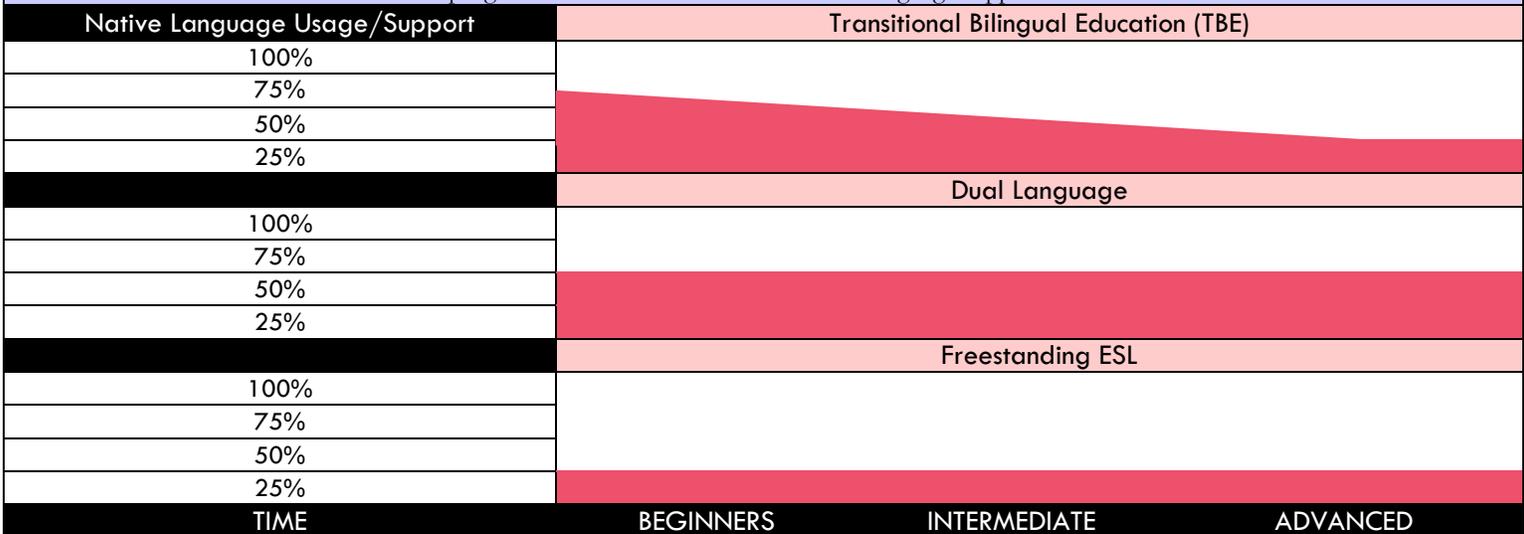
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes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

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

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

students and their parents to the family event.

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

Paste response to questions here:

C. Professional Development and Support for School Staff

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

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

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

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

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

D. Parental Involvement

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

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

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

- Literacy workshops for bilingual parents.

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

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

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

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

E. Additional Information

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

Paste response to question here:

Part VI: LAP Assurances

School Name: Westerleigh

School DBN: 030R

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **31R039**

School Name: **Westerleigh**

Cluster: **4**

Network: **410**

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

Part A: Needs Assessment Findings

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

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

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

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

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

parent teacher association meetings.

Part B: Strategies and Activities

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

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

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

Oral interpretation services are provided through the following means:

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

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

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

Oral interpretation services are provided through the following means:

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