



2014-15 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

DBN: (i.e. 01M001): 07X030

School Name: P.S. 30: The Wilton School

Principal: Debra Michaux

Comprehensive Educational Plan Outline

Section 1: School Information Page

Section 2: School Leadership Team (SLT) Signature Page

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)

Section 4: CEP Overview

Section 5: Needs Assessment, Annual Goals and Action Plans

- **Section 5A Capacity Framework Element - Rigorous Instruction**
- **Section 5B Capacity Framework Element - Supportive Environment**
- **Section 5C Capacity Framework Element - Collaborative Teachers**
- **Section 5D Capacity Framework Element - Effective School Leadership**
- **Section 5E Capacity Framework Element - Strong Family-Community Ties**

Section 6: Academic Intervention Services (AIS)

Section 7: Title I Program Information

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

Section 1: School Information Page

School Information

School Level: Elementary School Number (DBN): 07X030
School Type: Elementary Grades Served: PK-5
School Address: 510 East 141st Street, Bronx, NY 10454
Phone Number: (718)292-8817 Fax: (718)292-3962
School Contact Person: Debra Michaux Email Address: dmichau@schools.nyc.gov
Principal: Debra Michaux
UFT Chapter Leader: Carlos Lopez
Parents' Association President: Leslie Garcia
SLT Chairperson: Carlos Lopez
Student Representative(s): n/a

District Information

District: 07 Superintendent: Yolanda Torres
Superintendent's Office Address: 501 Cortland Avenue Rm 102, Bronx, NY 10451
Superintendent's Email Address: Ytorres5@schools.nyc.gov
Phone Number: (718)742-6500 x425 Fax: _____

Cluster and Network Information

Cluster Number: 1 Cluster Leader: Chris Grohl
Network Number: CFN 401 Network Leader: _____

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Debra Michaux	*Principal or Designee	
Carlos Lopez	*UFT Chapter Leader or Designee	
Leslie Garcia	*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	
Jacqueline Smith	Member/ Teacher	
Laura Diverge	Member/ Teacher	
Evelyn Gomez	Member/ Teacher	
Jannelly Nieves	Member/ Teacher	
Manuel Montiel	Member/ Parent	
Christina Habana	Member/ Parent	
Lourdes Martinez	Member/ Parent	
Yahaira Vazquez	Member/ Parent	
Consuelo Bacote	Member/ Parent	
	Member/	
	Member/	

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

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

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

The Capacity Framework and CEP Development

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



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

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

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

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

administrators value each other.

The Quality Review and the Capacity Framework

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

NYCDOE's Quality Review (QR)

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

At PS 30X- The Wilton School every student has a right to a quality education. We **Teach** through the expectations of the Common Core that delivers high quality academic standards in English Language Arts, Mathematics and all content areas. We guide students to **Reach** their full potential and **Inspire** them to graduate high school with the necessary skills to be college and career ready.

PS 30 serves a diverse population. Our school demographic is as follows:

Total Number of Students 620

Average Daily Attendance 92%

Asian 1%

Black 21%

Hispanic 76%

White 2%

Free Lunch 95%

Special Education 20%

English Language Learners 15%

In order for us to continue improving our practice to provide a quality education for our students, we have collaborated with partner schools through the Learning Partners Program to find strategies that we can use to increase the academic success of our Special Education population. In addition, we have partnered with PS179X and PS368X (District 7 schools) to hold a Saturday Success Academy for Title I and Title III programs. These partnerships are allowing our schools to reach more students in and around the community. Also, we have collaborated with the United Way to build school capacity and leadership as well as serving in a Professional Learning Community with various schools throughout District 7. Moreover, we are partnering with various Community Based Organizations with the goal of having all 3rd grade students read at grade level by 2015.

At PS 30, we pride ourselves in building a community with teachers, students, and parents. Some of our strengths include:

- Holding Family Nights for our students and parents (Literacy Night, Science Night, Math in the Museum Night, Game Night)
- Creating and distributing monthly newsletters by grade
- Enhancing student learning by implementing various technological resources (e.g. iPads, SMARTBOARD, Galaxy Tablets, MacBook's, Lenovo laptops).
- Utilizing our resources to bring in the Center for Integrated Teacher Education to provide professional development for both administration and teachers.
- Teachers taking the initiative to conduct an arts program after school (dance, music, and fine arts).
- Participating in the District 7 and 9 Basketball League.
- Integrating clubs during the lunch periods to expose students to various types of activities (photography, origami, cheerleading, fitness, percussion, piano, basketball, science).
- Utilizing our resources to secure a social studies coach to align our curriculum to the new social studies framework.
- We are leveraging teachers to become leaders in the school by having them take part in the decision making process (assessments, curriculum design, among other processes).
- Including the lower grades in both Saturday and after-school programs to enhance reading skills through

Reading Alliance as well as providing a unit on “Testing as a Genre” for second grade.

Our strengths have led to many accomplishments. As a result of the hard work put in a PS30X, we have seen improvement in teacher attendance, a 93% satisfaction rating in Instructional Core on the NYC DOE school survey (which is above the city average), a drop in the number of students needing to attend mandatory summer school, and success in the READ Alliance program which helped raise reading levels across the school. Also, PS 30X made gains in ELA state test scores (+5.7%) as well as an increase in Mathematics state test scores (+8.5%). Also, 99% of our teachers received an effective or above rating in ADVANCE for the 2013-2014 school year.

This year, we have three focuses: City level, District Level, and School Level focuses.

1. As per Chancellor Fariña, we are focusing on increasing achievement in the second grade to better prepare them for the rigors of the upper grades. Our goal is to assist every second grade student to read on grade level before reaching the third grade.
2. As per our District data, our focus is to improve our teacher practice in the areas of ADVANCE components 3b (Questioning and Discussion), 3c (Engaging Students), and 3d (Using Assessment in Instruction).
3. Our PS 30X Instructional Focus is to create student centered tasks that will keep students engaged using effective questioning and discussion techniques while developing academic vocabulary to increase proficiency in all content areas.

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Based on the District Danielson Framework Summary of Teacher Ratings, there was an average rating of 2.57 for using questioning and discussion techniques (3b), 2.75 for engaging students in learning (3c), and 2.61 for using assessments in instruction (3d). As a result, it shows more development is needed in these areas of competencies. Though some teachers show effectiveness in these practices, our school needs to display more consistency across the grades. In order to provide rigorous instruction for all students, it is imperative that we incorporate these ADVANCE competencies in everyday teaching practice. Even though there was +3.87% increase in ELA and +8.67% increase in Math from the 2013 to 2014 State Exams it was determined that the following subgroups did not meet the 5% increase in level 3 or 4 in ELA for grades 3-5:

- 5.33% of English Language Learners
- 2.33% of Students With Disabilities

It can be inferred that because of the average ratings for Domain 3 there was not sufficient growth for our subgroups. Therefore, in order to increase achievement for all students, there is a need to increase the teacher ratings that pertain to classroom instruction.

According to the 2013-2014 Elementary School Quality Snapshot:

- We rated POOR with respect to Improvement by student group, English Language Learners, on the State English Test compared to other students who scored at the prior year.
- We rated FAIR with respect to Improvement by student group, Lowest Performing Students, on the State English Test compared to other students who scored at the prior year.

Part 2 – Annual Goal

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

By June 2015, there will be an increase of 0.5 point in teacher practice in components 3b, 3c and 3d, as evidenced in ADVANCE Teacher Effectiveness Data, leading to more rigorous instruction as well as an increase in student achievement.

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>
<ol style="list-style-type: none"> 1. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 2. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 			

<p>3. Strategies to increase parent involvement and engagement</p> <p>4. Activities that address the Capacity Framework element of Trust</p>			
<ul style="list-style-type: none"> Utilization of ReadyGen Comomn Core-aligned Reading and Writing and Go Math curriculums. Professional Development targeting student discussion and questioning. Saturday Title I and Title III Instructional Programs concentrating on ELA and Mathematics. Utilize resources and tools accessed from EngageNY to support the work of the grade and Teacher Teams. Develop and work with a school-wide data team to analyze data and create a uniform system of data usage. Multiple analyses and item analyses are done on State Assessments and Benchmarks that align to the State Assessments. Information is given out to look out grade-wide, vertically and school-wide. Professional development topics will include Depth of Knowledge, Questioning Techniques, Universal Design for Learning, Differentiation, Problem Solving Strategies and application of Exemplars. Classroom teachers will engage in professional development around the selected literacy instructional unit and performance task. Ready Common Core-Aligned NYS test practice Program and interim diagnostic assessments. 	<p>K-5 Students</p> <p>PK-5th teachers and clusters</p> <p>Bottom third including SWDs and ELLs</p> <p>Teachers</p> <p>Teachers</p> <p>All classroom teachers and clusters</p> <p>Students in grade 2-5</p>	<p>Sept. 2014- June 2015</p> <p>Sept. 2014- June 2015</p> <p>November 2014- March 2015</p> <p>Sept. 2014- June 2015</p> <p>First Monday of the month. Sep.- June</p> <p>December 2014- May 2015</p>	<p>Classroom teachers</p> <p>Administration, instructional team, UFT facilitators, Network Achievement Coach, Teachers and administration</p> <p>Teachers and administration</p> <p>Data Team</p> <p>Instructional Team</p> <p>Classroom Teachers will implement and AP's will oversee.</p>
<ul style="list-style-type: none"> Partnership with CITE for teacher development in classroom focusing on SWD's and ELL's. Rtl push in program targeting 2nd and 3rd grade students (F & P assessments) Directly teaching test-taking strategies and the format of the exam- allow students to have familiarity. 	<p>Bottom third and holdovers</p>	<p>Approximately 9 weeks</p>	<p>Rtl Liaison</p>

<ul style="list-style-type: none"> • ELA Support - The Instructional Team and cluster teachers push in to classrooms to work with the bottom third during the second period of the day. • Differentiating student work to allow for multiple entry points (where the students are), i.e. varied tasks, varied tools, learning styles accommodations, leveled material, etc. 	<p>Bottom third and holdovers</p> <p>Teachers</p> <p>SWD, ELLs and students with varying reading levels</p>	<p>6 week cycles</p> <p>Sept. 2014-June 2015</p>	<p>Cluster teachers and instructional team</p> <p>Teachers and administration</p>
<ul style="list-style-type: none"> • Use of data to adjust instruction/intervention strategies(RTI) via lesson plan reflections; Assessment Binder; data charts; classroom grouping. • System to check for understanding (grade/school-wide level) strategies, i.e. stop and jot, double entry journals, exit slips. • Insistence on student feedback: visible on work; templates given for Glow and Grow & Compliment and Next Steps; Look-fors during formal and informal observations- student observations, note-taking and data collection and the cycles of feedback to the students; Reflections on/of the student work to identify areas for growth and students actively participate • Increasing student time working on task- on reading, writing and problem solving, to build stamina. • Strategically implement the work in ways most likely to shift teaching practice and enhance individual students' learning. • Teachers, Coaches and Supervisors will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions. 	<p>All students</p> <p>All students</p> <p>All students</p>	<p>Sep.2014-June2015</p> <p>Sep.2014-June2015</p>	<p>Classroom Teachers, Rtl Liaison and Instructional Team Classroom Teachers and Clusters. Admin. checks during formals and imformal observations.</p>
<ul style="list-style-type: none"> • Tuesday Parent Engagement Workshops for parents- designed by teachers for parents to be more familiar with the students' reading, writing, math and Common Core Standards- to empower parents to continue the work support and progress at home. 			

<ul style="list-style-type: none"> • Test Workshop for parents to supply parents with testing strategies, test sophistication, and the format and content of the Common Core Exams. • Title III Parent Workshop series during the Saturday Academy. • Maintaining a Parent Coordinator to serve as a liaison between the school and families. The parent coordinator will provide workshops based on the assessed needs of the parents of children who attend our school, and will work to ensure that our school environment is welcoming and inviting to all parents. 			
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Part 4 – Resources Needed

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

Teachers will need time in the schedule to meet with instructional facilitators to discuss and analyze lesson plans and lesson delivery. TELEC (Think, Explain, Listen, Extend Thinking, Challenge yourself) charts will be needed for teachers and students to use to promote higher order thinking. Adjustment to the schedule will be done on an ongoing basis in order to provide time for lab site learning experiences. Supplies will be needed to create anchor charts for student discussion and differentiated activities.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic	x	Title IIA	x	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:

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

1. By February 2015, teachers should have at least 1 informal observation. Using the data gathered by how teachers are performing on Danielson components 3b, 3c, and 3d, we will revisit how we are progressing towards meeting this goal and adjust our action plan as needed.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. The classroom must support the social and emotional growth of all students.

According to the 2013-2014 Elementary School Quality Snapshot:

 Under Environment: 53% of teachers feel that order and discipline are maintained at this school (against a 73% District Average).

 Under Environment: 62% of teachers would recommend this school to parents.

 Looking at the Level 1-5 Incidents from the OORS Summary report from 2013-2014:

Incident Location	Number of Incidents
Classroom	54
Cafeteria	24

The classroom is the number one location with the largest number of incidents.

Part 2 – Annual Goal

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

By June 2015, there will be a decrease of 3% in student incident reports. Students are excited to learn and actively engage in classrooms that are welcoming, safe, and orderly. Student-centered learning environments develop students who push and support each other, creating a collaborative and generous atmosphere in the classroom. The classroom must support the social and emotional growth of all students.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	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>
<ol style="list-style-type: none"> 5. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 6. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 7. Strategies to increase parent involvement and engagement 8. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Partnership with CITE for teacher development in behavior management; and focusing in on work with SWD’s and ELL’s. 	ICT, Dual Language ,		Administration

<ul style="list-style-type: none"> • PBIS Stamps A detailed reward system will highlight behaviors and points earned. Teachers will attend a learning session to discuss and agree on appropriate behaviors and allotted points. Any staff member may provide students with star stamps inside their PBIS notebook. Students may later use these stamps to purchase items, prizes or fieldtrips. 	<p>and self-contained classes</p> <p>School wide, all students</p>	<p>October 2014 – June 2015</p> <p>December 2014-June 2015</p>	<p>PBIS committee, administration, teachers and staff</p>
<ul style="list-style-type: none"> • PBIS Store A posted schedule will highlight classrooms’ days and times to attend the PBIS school store. Students will be able to purchase items using star stamps earned for positive behaviors. Students have the options to save and accumulate stamps in order to purchase school-wide fieldtrips available 3 times per year. For example, during the month of December students may purchase a fieldtrip to Rockefeller Center for 30 star stamps. 	<p>School wide, all students</p>	<p>December 2014-June 2015</p>	<p>PBIS committee, administration, teachers and staff</p>
<ul style="list-style-type: none"> • Lunchtime clubs Multiple clubs (photography, dance, cheerleading, basketball, art, fitness, origami, glee and drama) will meet during lunchtime on Tuesdays and Thursdays. Students choose their club of preference. There will be an end of year demonstration to highlight all the clubs. 	<p>Grades 3-5</p>	<p>November 2014-June 2015</p>	<p>Administration and teacher volunteers</p>
<ul style="list-style-type: none"> • Based on the OORS summary report and Elementary School Quality Snapshot, we found the necessity of initiating a Positive Behavior Intervention System during 2013-2014 school year. As a school wide-initiative, a PBIS inquiry team was created with teachers across grades and functions, as well as, administrators. The committee attended several professional learning workshops and visited schools effective in PBIS. Several strategies and models were adopted and implemented in our school. Members developed a school wide matrix, highlighting appropriate behaviors in the classroom and common areas. As well as, created transitional signals (1-get ready, 2-stand up, 3-line up) and routines to be practiced throughout the school building. Several PBIS members created and developed stations for students and teachers to practice appropriate behaviors and language inside and outside the classroom. • At the opening of the school year 2014-2015, we felt that Tier 1 was being implemented with consistency and wanted to move forward with Tier 2 and Tier 3 interventions. Again, PBIS members would attend professional learning sessions and be held responsible to turn key information. As well as, plan and prepare workshops to support staff. 	<p>All staff and students</p>	<p>September 2014- June 2015</p>	<p>Administration and PBIS Team</p>

Part 4 – Resources Needed

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

Professional Learning, training and workshops for committee members and staff. Minimum 1 meeting period per month to progress monitor, modify, plan and prepare assemblies and events. Stamps and notebooks to award students points for behavior. Also, supplies for the PBIS store.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic	x	Title IIA	x	Title III		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:

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

By February 2015, we will review the data of student incidents in the classroom using the OORS report. Upon analyzing the data, we will see how we are progressing to meet this goal and adjust our action plan as needed.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

High-quality instruction is the strongest influence on student achievement. We will help teachers acquire skills and expertise by providing opportunities for them to develop and learn from peers and experts. Teachers must be committed to student success and driven to improve their schools. Strong teachers innovate and hone their practice through continuous learning and frequent professional development. In addition, teachers must collaborate to promote a professional learning community that is focused primarily on student achievement and success.

Part 2 – Annual Goal

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

By June 2015, teachers will engage in 2 grade level meetings a week and 1 vertical meeting a month to collaborate in inquiry level discussions using student data and student work to adjust units of study thus increasing differentiated instruction and student achievement.

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>
15. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 16. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 17. Strategies to increase parent involvement and engagement 18. Activities that address the Capacity Framework element of Trust			
<ul style="list-style-type: none"> • Engage in calibration practice on Danielson’s Framework for Teaching. • Vertical Team meeting to connect the work, focus standards and problems of practice across a grade to the specific connecting grade(s). • Scheduling of Common Planning Time embedded in Master Schedule to look at student work, design common assessments and target problems of practice. • New Teacher Institute to craft the emerging skills and knowledge base of new teachers and teachers that are new to 	All Staff	September 2014- June 2015	Administration, Instructional Team

<p>the building.</p> <ul style="list-style-type: none"> Teachers will meet in Grade Level Teams in frequent cycles to develop lessons, and formative assessment tasks aligned to the selected Common Core Learning Standards. Teams will analyze student work to determine trends to address as instructional next steps. Classroom teachers will engage in professional development around the selected literacy instructional unit and performance task to address the needs of students with IEP's, English Language Learners, and students with varying reading levels. Classroom teachers will engage in professional development around the selected mathematical instructional unit and performance task to address the needs of students with IEP's, English Language Learners, and students with varying problem solving skills. 			
<ul style="list-style-type: none"> Special Education Meeting and Dual Language Meeting Weekly sessions will be conducted on Wednesday during 6th period for Dual Language Teachers and Thursdays during 3rd period for Special Education teachers. All Special Education and Dual Language teachers participate and rotate facilitating the sessions throughout the year. Teachers participate in professional developments on a monthly basis and turn key information. The Special Ed and Dual Language liaison is responsible for providing important information, keep everyone updated and in compliance. Also, provide learning sessions and training on SESIS and writing quality IEPs. 	SWDs And ELLs	Sept 2014- June 2015	Ms. Vega Mr. Berdugo
<ul style="list-style-type: none"> P.S. 30 will provide workshops for parents of ELL's and SWD's, highlighting activities that families can do to support what is being taught in the school. 	Parents of ELLs and SWDs	September 2014- June 2015	Parent Coordinator Ms. Vega Mr. Berdugo
<ul style="list-style-type: none"> Monthly grade newsletters stating the focus units of study in ELA and the content areas (math, science, social studies). 	All grade teams	September 2014 – June 2015	Administration Instructional Team Grade Leaders

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Professional Learning, common prep with ELLs and SpEds teachers, print enrich environment, Smart boards and parent workshops.

Part 5 – Budget and Resource Alignment

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

Part 6 – Progress Monitoring

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

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

By February 2015, we will review the attendance sheets for all grade and team meetings. Upon analyzing the data, we will see how we are progressing to meet this goal and adjust our action plan as needed.

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

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

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Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

The principal sets the tone for the school, develops a climate of inclusiveness, and inspires staff and students with a clear vision for student achievement. The goal of a strong school leader is to build coherent instructional and social-emotional support that improves student achievement. School leaders support teacher development by consistently offering professional development opportunities and providing meaningful feedback. They seek input through regular meetings with all members of the community.

Based on the 2013-2014 School Survey:

-  15% teachers feel the principal does not communicate a clear vision for our school.
-  20% teachers feel that the principal does not understand how children learn.
-  10% teachers feel that the school does not use assessments that are relevant to daily instruction.
-  6% teachers feel that teachers in the school do not use multiple forms of student achievement data to improve instructional decisions.
-  23% teachers feel that the school does not do a good job at teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level (i.e. how to persist through challenges and reflect on their learning).
-  8% teachers feel that the school does not do a good job at teaching students the organizational and study skills needed to succeed in and be prepared for their next grade level.
-  20% teachers feel the principal does not know what’s going on in the classrooms.
-  30% teachers feel the principal does not participate in instructional planning with teachers.
-  16% teachers feel the principal does not make clear to the staff her expectations for meeting instructional goals.
-  33% teachers feel the principal is not an effective manager who makes the school run smoothly.
-  18% teachers feel that during the 2013-2014 school year, the professional development experiences have not been sustained and coherently focused, rather than short-term and unrelated.
-  14% teachers feel that during the 2013-2014 school year, the professional development experiences have not included opportunities to work productively with colleagues in the school.
-  19% teachers feel that during the 2013-2014 school year, the professional development experiences have not provided them with content support in their subject area.

Part 2 – Annual Goal

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

By June 2015, administration will provide 2 individualized professional learning sessions per month for teacher support in the areas of Danielson Components 3b (Questioning and Discussion), 3c (Student Engagement), and 3d (Using Assessment in Instruction).

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:</p> <p>25. Research-based instructional programs, professional development, and/or systems and structures needed to impact change</p> <p>26. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</p> <p>27. Strategies to increase parent involvement and engagement</p> <p>28. Activities that address the Capacity Framework element of Trust</p>	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> Instructional team will provide professional development on how to create lessons that address Danielson components 3b, 3c, and 3d on advice of administration. Professional Development Evaluation Forms will be analyzed to ensure implementation of new ideas. Continuous cycles of observations both formal and informal via administration; and communication of best practices to move student work and performance. Supervisors, coaches and support (CITE, Network, Talent Coach, School Partnership) will provide support to teachers in the form of observation, intervisitations, modeling, conferencing and planning based upon teacher goals and observable need. Supervisors will conduct ongoing, frequent classroom visits and observations and provide concrete, actionable feedback. Effective feedback to teachers will be specific and evidenced based, selective, actionable and timely. 	<p>Teachers who averaged below a 3 (effective) on their ADVANCE rating for Danielson components 3b, 3c, and 3d.</p>	<p>9/06/2014 – 6/26/2015</p>	<p>Administration Instructional Team</p>
<ul style="list-style-type: none"> Administration will provide time during the school day for teachers to engage in professional development. 	<p>All teachers</p>	<p>9/06/2014 – 6/26/2015</p>	<p>Administration</p>
<ul style="list-style-type: none"> Administration will provide the resources to enhance teacher practice in Danielson Components 3b, 3c, and 3d to maintain 	<p>All teachers</p>	<p>9/06/2014 –</p>	<p>Administration</p>

consistency of best practices.		6/26/2015	
<ul style="list-style-type: none"> Observation next steps; and articulation and viewing implementation. 			

Part 4 – Resources Needed

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

Formal and informal observations, team binders, schedule of formal observation and articulation & reflection time.

Part 5 – Budget and Resource Alignment

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

x	Tax Levy	x	Title I Basic	x	Title IIA	x	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:

29. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

30. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will collect the observation data. Upon analyzing the data, we will see how we are progressing to meet this goal and adjust our action plan as needed.

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

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

Section 5: Needs Assessment, Annual Goals and Action Plans

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

Part 1 – Needs Assessment

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

Schools create welcoming environments for families and take advantage of community resources to enrich the civic life of the school. The staff of a school welcomes, values, and incorporates families and the larger community into inclusive schools and classrooms. Schools have a commitment to build strong partnerships with business and community-based organizations that enrich the school and the entire school community.

Based on the 2013-2014 School Survey:

-  6% parents feel that the school does not offer a wide enough variety of courses, extracurricular activities, and services to keep children interested in school.
-  4% parents feel that the school is not responsive to parent feedback.
-  5% parents feel that the school does not communicate to the parent and child what they need to do to prepare their child for college, career, and success in life after high school.
-  8% parents feel that the school does not include students with disabilities in all school activities.

Part 2 – Annual Goal

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

By June 2015, two (2) programs will be implemented that will provide families workshops to enrich the civic life of the school.

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>
<ol style="list-style-type: none"> 35. Research-based instructional programs, professional development, and/or systems and structures needed to impact change 36. Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). 37. Strategies to increase parent involvement and engagement 38. Activities that address the Capacity Framework element of Trust 			
<ul style="list-style-type: none"> • Encouraging meaningful parent participation on School 	All Parents	Sep.2014- June 2015	SLT Team including the principal and

<p>Leadership Teams and the Parents Association.</p> <ul style="list-style-type: none"> • Encouraging meaningful parent participation on School Leadership Teams and the Parents Association. • Maintaining a Parent Coordinator to serve as a liaison between the school and families. The parent coordinator will provide workshops based on the assessed needs of the parents of children who attend our school, and will work to ensure that our school environment is welcoming and inviting to all parents • Engaging parents in discussions and decisions regarding the required Title I set aside funds. 	<p>Parent Coordinator and all parents.</p>	<p>Sep.2014-June 2015</p>	<p>Aps Parent Coordinator and Administration.</p>
<ul style="list-style-type: none"> • Translating all critical documents and provide interpretation during meetings and events as needed. 	<p>All Parents</p>	<p>Sep.2014-June 2015</p>	<p>Parent Coordinator</p>
<ul style="list-style-type: none"> • Ensuring that all school funds allocated for parent involvement are utilized to implement activities and strategies as described in the Parent Involvement Policy. • In an effort to provide parents with community services, a Saturday program will begin that will teach parents English as a Second Language, Pathways to Citizenship, as well as guest speakers that will address the needs of the parents and bring community based organizations to them. • The Cookshop workshop will be implemented with parent workshops to be held monthly. 	<p>Parents Parents</p>	<p>11/22/14-4/1/2015 1/5/2015-6/26/2015</p>	<p>Mr. D. Berdugo Ms. M. Martinez, Ms. D. Ruiz, Mr. D. Berdugo</p>
<p>Ongoing parent communication and meetings to share topics of study, student performance and student behavior:</p> <ul style="list-style-type: none"> -Monthly Newsletter -Parent Engagement Tuesdays -Parent Meetings -Parent Phone Conversations -Good News Cards <p>Parent Teacher Conferences</p> <p>Monthly Shows in the auditorium</p> <p>School Communications (English and Spanish)</p> <p>Parent Workshop on Testing Strategies, Test Sophistication and Common Core Exam Format and Content</p> <p>Parent Exam Notification Letters (English and Spanish)</p> <p>Family Activity Nights:</p> <ul style="list-style-type: none"> -Literacy Night 	<p>All Parents</p>	<p>Sep.2014-June 2015</p>	<p>Parent Coordinator</p>

-Math Night -Game Night			
Parent Coordinator Workshops and Trips			
•			
•			

Part 4 – Resources Needed

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

Parent coordinated, open door policy, monthly parent workshop, monthly calendar for parents and a strong parent association.

Part 5 – Budget and Resource Alignment

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

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

39. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

40. Specify a timeframe for mid-point progress monitoring activities.

By February 2015, we will collect attendance sheets from the parent workshops. Upon analyzing the data, we will see how we are progressing to meet this goal and adjust our action plan as needed.

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

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

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

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

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	Analyzing student data and determining the students who fall in the bottom third of literacy assessments as well as students who are performing up to 2 grades below grade level.	Saturday Academy which consists of Title I, Title III and road To Success will begin in November 2013 through March 2014. The program will meet Saturdays from 8:00am - 12:30pm. Eight (10) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans developed for target students. PS 30 will have four classes of ELLs, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels. Instructional materials include leveled books (nonfiction), the reading and writing workshop model will be used to address, vocabulary materials including magnetic letters, wipe off boards, word cards and other support materials.	Small group, guided reading groups and one to one.	Every Saturday during the Saturday Academy Program. Mondays, Wednesdays, and Thursdays during second period.

		<p>Students will develop fluency and comprehension through the use of Mondo libraries.</p> <p>ELA Intervention, During the literacy block time the coach and AIS provider will address AIS as a push in support for students. The coach will target areas in need by working with students in small groups and one-to-one. Learning centers will be set up to explore and practice strategies in small groups. This approach will reinforce new vocabulary and skills.</p> <p>100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25.</p> <p>All special needs students identified at-risk based on WADE results receive 90-minutes of Wilson and/or Foundations instruction daily.</p>		
Mathematics	<p>Analyzing student data and determining the students who fall in the bottom third of mathematics assessments as well as students who are performing up to 2 grades below grade level.</p>	<p>100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25. A Ready NYC Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in</p>	<p>Small group, guided reading groups and one to one.</p>	<p>Every Saturday during the Saturday Academy Program.</p> <p>Mondays, Wednesdays, and Thursdays during second period.</p>

		consultation with school leaders and based on results instruction is formulated.		
Science	Analyzing student data and determining the students who fall in the bottom third of mathematics and literacy assessments as well as students who do not meet grade level standards.	Grade 4 students will utilize Passages to reinforce Science vocabulary words and Simple Solutions, a supplemental homework program in Science that includes: pre-test, post-test and weekly quizzes. Grade 3-5 students will improve their conceptual understanding of science topics through authentic hands-on experiences in the science lab with the science cluster 3 times per week.	Small group, guided reading groups and one to one.	During the school day.
Social Studies	Analyzing student data and determining the students who fall in the bottom third of literacy assessments as well as students who are not meeting grade level standards.	Grade 4 students will utilize Passages to reinforce Science vocabulary words and Simple Solutions, a supplemental homework program in Science that includes: pre-test, post-test and weekly quizzes. Grade 3-5 students will improve their conceptual understanding of science topics through authentic hands-on experiences in the science lab with the science cluster 3 times per week.	Small group, guided reading groups and one to one.	During the school day.
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist,	Based on the recommendations provided by a student's	Our mandated IEP counselor provides services to those entitled by their IEP's	Small group, guided reading groups and one to one.	During the school day.

<p><i>Social Worker, etc.)</i></p>	<p>Individualized Education Plan (IEP) as well as advice provided by the Child Study Team (CST).</p>	<p>and offers support to at-risk students. All of these support services are woven into a school fabric to better serve the community. Activities related to anger management, bereavement counseling, conflict resolution, play therapy and referral to mental health and community agencies. We also refer parents to the programs provided by East Side House Settlement which enables adults to continue with evening adult education courses (ESL, GED, and Computer Courses). These services provide the community with expanded opportunities for adults to continue their education as the means to attain self-fulfillment, both academically and economically.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

The strategies and activities used to attract highly qualified teachers are:
 The BEDS surveys will be monitored to ensure that status of teachers. Should the information on the BEDS survey indicate teachers are not highly qualified we will contact our HR person for support.

- 100% of our teachers are highly qualified
- In order to attract highly qualified teachers school administrators will be going to hiring fairs hosted by the DOE and City Universities.
- School administrators will attend networking events and fairs hosted by Teach for America and New York Teaching Fellows.
- Mentors are assigned to support struggling and unqualified teachers.
- Teachers who need to complete courses will be made aware of options for release time or funds to support their certification requirements.
- Continue ongoing PD for all teachers.

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).

Staff member will participate in: We have a professional development plan which is anchored in the CCLS, Danielson Framework and Citywide instructional expectations. The PD plan is differentiated to meet teacher needs. The New Teacher Institute was developed to give new teachers an in depth professional development opportunity to support success.

Teacher Effectiveness

- Measures of Teacher Practice
- Generation Ready (formally AUSSIE)
- GoMath
- Ready GEN
- In House PD

Network 401

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.).

Orientation sessions in June for parents of children entering Kindergarten (Agenda and school brochure includes overview of school programs, non-negotiable school rules, uniform policy procedures (ingress and egress). School tours are available for parents and students. To place incoming kindergartners a baseline assessment is given to determine ready readiness. Open House in early September includes discussions about curriculum, student expectation, and parent involvement.

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.

Weekly common planning sessions, where teachers follow a consistent protocol for looking at student work and making instructional decisions based on outcomes. Also, a data team will be formed to analyze student assessment data and decide on strategies that will be implemented to improve success in assessments. In addition, a teacher group is formed to make a decision on the Measures of Student Learning (MOSL) to measure student success as well as teacher efficiency.

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	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

		FY '15 school allocation amounts.)	has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal	\$495, 515		
Title I School Improvement 1003(a)	Federal	N/A		
Title I Priority and Focus School Improvement Funds	Federal	N/A		
Title II, Part A	Federal	\$167,215		
Title III, Part A	Federal	\$11,200		
Title III, Immigrant	Federal	TBD		
Tax Levy (FSF)	Local	\$2,885,063		

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:

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

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

3. **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
4. **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
5. **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs

6. **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
7. **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
8. **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

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

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

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The **School-Parent Compact (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in the school's policy.

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

Parent Involvement Policy (PIP) Template

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **PS 30: The Wilton School**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **PS 30: The Wilton School** will support parents and families of Title I students by:

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

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

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

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

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

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

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

School-Parent Compact (SPC) Template

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

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



Department of English Language Learners and Student Support

Milady Baez, Senior Executive Director
 52 Chambers Street, Room 209
 New York, New York 10007
 Phone: 212-374-6072

<http://schools.nyc.gov/Academics/ELL/default.htm>

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

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

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

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

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

Part A: School Information	
Name of School: Public School 30X	DBN: 07X030
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: 60
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5

Part B: Direct Instruction Supplemental Program Information

6 7 8 9 10 11 12

Total # of teachers in this program: 4
of certified ESL/Bilingual teachers: 4
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:

Based on the ELA, NYSESLAT, and Science State assessment scores our English Language Learners need improvement in reading comprehension. It was established that language development was needed for students to be proficient in the curriculum that is aligned with the Common Core State Standards. As a result, we determined that ELL students in grades 2-5 in general education and special education classes (including new arrivals) will receive additional instruction during our Saturday Academy Program. This program will focus on developing academic vocabulary through use of the content area and the arts. By focusing on academic vocabulary, we will increase English language proficiency as well as reading comprehension. There will be 4 classes for direct instruction. Students will be grouped based on their English Language proficiency levels (Beginner, Intermediate, Advanced/Proficient **for those students who are former ELLs and are entitled to services**) The service providers for the classes will be certified Childhood 1-6 teachers with an ESL or Bilingual Extension. The language development will be provided by a certified ESL/Bilingual teacher using the push-in model to provide support for the students. The Title III ELL academy will begin December 6th, 2014 and will end April 4th, 2015. There will be a total of 15 instructional sessions for the Saturday Title III program. The program will meet from 8:30am to 12:30pm (The school will complement the cost of the Title III program, using other funding source). There will be 15 students to one teacher. The instructional materials being used include: Discussions 4 Learning (an arts based program to develop academic vocabulary), Building Fluency Through Reader's Theater, and Mega Math.

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: _____

In an effort to increase academic vocabulary across the grades, teachers with English Language Learners will be provided with Professional Development to teach them research based skills and strategies to teach their ELL students. In addition, teachers will be given additional support in using relevant data to drive their instruction and to find ways to better support ELLs. Topics for Professional include, but are

Part C: Professional Development

not limited to:

- ESL Teaching Strategies
- Increasing academic vocabulary through the content area
- Using data to drive instruction
- The Common Core Standards and English Language Learners (new ESL standards).

In addition to schoolwide professional development for teachers, all four (4) service providers for the Title III ELL Academy will be given professional development on how to use the language development programs that are being used. There will be one (1) professional development day on Saturday, November 15, 2014 from 8:30am to 12:30pm.

Professional Development: Unpacking ESL Resources and Planning

8:45am-9:30am: Discussions 4 Learning

9:35am-10:15am: Building Fluency Through Reader's Theater

10:20am-10:40am: Mega Math

10:45am-12:15am: Planning For Saturday

12:20am-12:30am: Questions

Daniel Berdugo will be providing the professional development. He is currently serving as the ESL teacher and ELL coordinator at PS 30X. Mr. Berdugo is certified in Childhood 1-6 with a Bilingual Extension.

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 Parent Coordinator, in conjunction with the ESL teacher will work with parents of ELLs to ensure ongoing involvement in school activities. In addition, in order for parents to reinforce the academic vocabulary their children learn, an Adult ESL academy will be provided. The program will start December 6th, 2014 and will end April 4th, 2015. It will begin at 8:30am until 12:30pm. There will be fifteen (15) instructional sessions on Saturdays. The program will teach parents everyday English Language skills that is necessary to be a productive member of the community. In addition, parents will be taught technological skills so they can translate English in to their native language. Finally, guest speakers will be invited to speak on the following topics:

- Immigration
- Health Care
- Housing
- Finance

Part D: Parental Engagement Activities

Parents will be notified of this program by sending letters in English and their Native Language as well as the Parent Coordinator reaching out to parents by calling them and inviting them to attend the program.

Part E: Budget

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

Allocation Amount: \$ _____

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

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

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

Part I: School ELL Profile

A. School Information [i](#)

District 07	Borough Bronx	School Number 030
School Name Wilton Schools		

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 Debra Michaux	Assistant Principal Maria Martinez
Coach Susan Lopez	Coach Rosa Veras
ESL Teacher Elsa Cartagena	Guidance Counselor type here
Teacher/Subject Area Evelyn Gomez/DL 2nd Grade	Parent type here
Teacher/Subject Area	Parent Coordinator Ana Vasquez
Related Service Provider Darlene Maldonado/Bil Speech	Other LaRhonda Butler
Network Leader(Only if working with the LAP team)	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	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	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	1

D. Student Demographics

Total number of students in school (Excluding Pre-K)	567	Total number of ELLs	86	ELLs as share of total student population (%)	15.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	1	0	1	1	0	0	0	0	0	0	0	3
Dual Language <small>(50%:50%)</small>	1	1	1	0	0	0	0	0	0	0	0	0	0	3
Freestanding ESL														
Push-in	0	0	0	0	1	1								2
Pull-out	0	3	3	3	3	1								13
Total	1	4	5	3	5	3	0	0	0	0	0	0	0	21

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	51	ELL Students with Disabilities	10
SIFE	2	ELLs receiving service 4-6 years	22	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	19	2		3			0			22
Dual Language	26	0		0			0			26
ESL	31	0		7			0			38

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	76	2	0	10	0	0	0	0	0	86
Number of ELLs who have an alternate placement paraprofessional: <u>1</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	0	6	0	11	5								22
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	6	0	11	5	0	22						

*EP=English proficient student

Dual Language (ELLs/EPs*) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish	8	15	10	13	8	11													26	39
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	8	15	10	13	8	11	0	26	39											

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

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages): <u>18</u>	Number of third language speakers: <u>3</u>	
Ethnic breakdown of EPs (Number):		
African-American: <u> </u>	Asian: <u> </u>	Hispanic/Latino: <u>32</u>
Native American: <u> </u>	White (Non-Hispanic/Latino): <u>7</u>	Other: <u> </u>

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	0	3	3	8	9	9								32
Chinese		3												3
Russian														0
Bengali														0
Urdu														0
Arabic						1								1
Haitian														0
French					2									2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	1											2
TOTAL	0	7	4	8	11	10	0	40						

Part III: Assessment Analysis

Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1	2	0	1	3	3								10
Intermediate(I)	0	3	12	6	10	5								36
Advanced (A)	0	13	8	2	11	6								40
Total	1	18	20	9	24	14	0	0	0	0	0	0	0	86

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	18	3	0	0	21
4	11	3	0		14
5	0	2	0		2
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	22	1	4	2	0	0	0	0	29
4	14	4	1	0	0	0	0	0	19
5	12	0	2	3	0	0	0	0	17
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	1	0	8	2	5	2	0	0	18
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)	4	5	1	4	0	0	0	0
Chinese Reading Test	0	0	0	0	0	0	0	0

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.
The assessment tools our school uses to assess the early literacy skills of our ELLs are the Fountas and Pinnell Benchmark Systems in English and Spanish. We also use Estrellita in grades K-2. After analyzing the data we noticed our ELLs need support in fluency, vocabulary, and reading comprehension. This data helps inform our instructional plan by guiding us in purchasing appropriate

materials to strengthen the needs of our ELLs. We have ordered materials such as Mondo Readers in Beginners, Intermediate, and Advanced levels to support ELLs in their native language and strengthen their English Proficiency levels.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The State did not release the spring 2013 NYSESLAT scores in combined modalities.

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

Patterns across NYSESLAT modalities show that many students do poorly in the areas of reading/writing. Therefore programs are ordered to support students in these areas. Programs such as Imagine Learning, Award Reading and MyOn are being used by teachers to help students build upon these 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?

The patterns across proficiency levels in the TBE program are increasing so the amount of time spent teaching English is accelerated through ELA and ESL strategies and language skills development. TBE students fare better in the ELA state exam as compared to the Spanish ELE.

ELLs in the dual language program are performing at or above in their native language as reflected by Estrellita benchmarks and teacher made checklists and observations.

In the ESL program, Ells are progressing in their language acquisition. They're developing their listening, speaking, writing, and reading skills. They are meeting New York State NYSESLAT by becoming proficient and testing out of the ESL program. However, they are not performing well on the NYS ELA exams. They are below the Common Core State Standards.

ELLs need improvement in developing skills and strategies in vocabulary, fluency and reading comprehension. ELLs in monolingual classes receiving ESL services are becoming proficient in English and perform better in tests taken in English.

Our school opted to not use the ELL Periodic Assessments.

ELLs in TBE and dual language classes are taught math and social studies in the native language as based on NYSESLAT scores. Books are ordered in their native language based on their levels of proficiency. Students also have access to bilingual glossaries, dictionaries, and leveled books.

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](#).)

All ELLs receive tier 1 instruction delivered by the teacher using an evidence based core curriculum ReadyGen. Students needing tier 2 instructions will receive intervention in small groups focusing on specific learning needs. Progress monitoring will determine whether students need to continue receiving tier 2 instruction. If students don't show marked progress either other strategies are implemented or the frequency and duration of tier 2 instruction will increase. If students still don't show progress they will then be placed in tier 3 instruction.

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

When our school makes instructional decisions we take into account our students' second language development and educational history. For our ELLs in TBE classes we use data from the Fountas and Pinnell Benchmark Assessment, NYSESLAT, State Tests and informal observations to determine which materials will best support them. Content areas such as math and social studies are taught in the native language in TBE classes.

For the ELLs who receive ESL, the ESL teacher uses the data from the NYSESLAT to determine students' proficiency levels and the modalities to address students individually and in small groups. Students' reading levels and results from the state tests are also considered to ensure materials are appropriate. Mondo materials and books in English and Spanish are used to support students language development and acquisition. Ongoing teacher made assessments are conducted to evaluate students' language development and progress.

The Dual Language teachers use data from Estrellita, NYSESLAT, Fountas and Pinnell Benchmark Assessment in English and Spanish, LAB-R spanish results and informal observations to make instructional decisions. Foundations is used in Dual Language programs to develop students' phonics, decoding and encoding. When English Proficient students test out of Estrellita, the teachers use a balanced literacy approach to support their students' second language development. All classroom libraries reflect students' reading levels in English and Spanish. We make sure to purchase Mondo books for all our programs based on students' proficiency levels. Materials such as Spanish-English dictionaries, thesauruses and online programs such as Imagine Learning and Award Reading are purchased to

help our ELLs develop their English proficiency levels.

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

English-proficient students are assessed in the second language with Estrellita and Fountas and Pinnell Benchmark System in Spanish.

We have 39 EPs in our dual language classes. Of these 39, 46% are proficient, 5% are advanced, 25% are intermediate, and 23% are beginners.

Our dual language classes are Kindergarten, first, and second grades. Our second graders will test next year in third grade. There are no dual language programs in the testing grades this year.

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

The assessment tools we use to evaluate the success of our programs for ELLs are the New York State ELA exams for students in grades 3-5 and the NYSESLAT for all grades. We look at this data to determine if students are making progress. The NYS ELA exam demonstrates if our students are making reading and writing progress from the previous year. The NYSESLAT determines if students are developing in their proficiency abilities and modalities. We also look at the Fountas and Pinnell Assessment results to ensure students are progressing in reading levels.

Part IV: ELL Identification Process

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

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

In order to ensure optimal language and academic services for students from kindergarten through fifth grade at PS 30, the following start up procedures are in place for the 2013 – 2014 school year. Home Language Identification Survey will be completed by parents and reviewed by Ms. E. Cartagena, the ESL Teacher and trained staff members who are all pedagogues. The Parent Coordinator, Ana Vasquez will be available to help parents who need assistance with reading the HLIS. An informal oral interview will be conducted by Ms. E. Cartagena and trained staff members for the intake process. The HLIS and the informal interview will be analyzed to determine whether the child will be eligible for LAB-R Testing. The English LAB-R is administered for initial identification and placement of students whose home language is other than English. The English LAB-R is hand scored and filed in the principal's office. If the LAB-R score is below the state designated level of proficiency the student is administered the Spanish LAB-R if their native language is Spanish. The parents are notified in writing with the Parent Entitlement Letter. A parent letter is generated inviting them to a Parent Orientation. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are offered the option to come and view the video in their Native Language at their convenient time in room 103, the Parents' Room. The ESL Teacher along with the assistance of the Parent Coordinator, Ana Vasquez help the parents with this process. Since 75% of the parents are Hispanic a parent orientation is held by Ms. M. Martinez, Assistant Principal, Ms. E. Cartagena, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the transitional bilingual, dual language and Free Standing ESL will be introduced and explained. Research shows that Dual Language is the best program for students to acquire a new language. Second is transitional bilingual and last is a Free Standing ESL program. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Continuation letters are given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance. Any agendas and handouts related to the Parent Orientation are filed in the main office for future compliance. The RLER is generated every Monday by ATS and will inform the schools of students who are eligible for LAB-R testing. Identified ELL's are continually being assessed by the NYSESLAT until they become proficient.

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.

Parents are notified in writing with the Parent Entitlement Letter once their child's LAB-R is hand scored. A parent letter is generated inviting them to a Parent Orientation. The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are offered the option to come and view the video in their Native Language at their convenient time in room 103, the Parents' Room. Ms. E. Cartagena, the ESL Teacher with the assistance of the Parent Coordinator, Ana Vasquez help the parents with this process. Since 75% of the parents are Hispanic a parent orientation is held by Ms. M. Martinez, Assistant Principal, Ms. E. Cartagena, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the transitional bilingual, dual language and Free Standing ESL will be introduced and explained. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. Continuation letters are given to parents notifying them of their child's NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal's office for future compliance.

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

The entitlement letters are given to teachers, who in turn hand deliver to parents. Copies are kept in the main office in case a parent was unable to meet directly with the teacher. Parent Surveys are given out and returned at registration. The selection forms are completed and returned at the orientation session. If a parent does not complete it at that time, the parent coordinator and ESL teacher will do outreach to follow up. The forms are then placed in a binder and secured in the Principal's office.

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

Students are identified by the home language survey. Those students who need to be tested by the survey results are given the LAB-R. Next, the parents are notified of scores and based on the selection form; students are placed in either Transitional Bilingual Program, Dual Language or in the Free standing ESL program as appropriate. Parents are then invited to a Parent Orientation to view the Parent Orientation Video in their native language. The three programs offered at PS 30 which are the transitional bilingual, dual language and Free Standing ESL are then introduced and explained. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days.

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

The ESL teacher goes to Network Training and turn-keys the information to the staff involved in testing. Teachers receive training in administering all sections of the NYSESLAT. Out of classroom support staff are also trained and pull out students to be tested. TBE and Dual Language classroom teachers administer the reading, writing and listening portions of the NYSESLAT. Trained support staff administer all portions of the test to ELLs who receive ESL and the speaking portion to ELLs from all programs.

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](#)

After viewing the video many parents select Dual Language and general ESL programs.. Since there were still parents interested in the Dual Language program we did create the self contained Dual Language class. In previous years nearly 80% of parents surveyed chose the Transitional Bilingual Education Program, however, review of recent trends in the parent survey and selection forms indicate that nearly 90% of parents are requesting Freestanding classes and Dual Language.

The programs in PS 30 are aligned with parent requests. Currently TBE programs are available in fourth/fifth grade bridge class and a Second grade Bilingual Special Ed (12:1). We also have Kindergarten, 1st grade and Second grade Spanish Dual Language programs. Students in other grades who need bilingual services are offered ESL services in monolingual classes. Services are provided by a full time ESL teacher.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs](#))
 - a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
 - b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?
- 1 A. At P.S. 30 the following organizational models are implemented; Push-In (Co-Teaching) A certified ESL teacher goes into the classroom to provide ESL instruction and Pull-Out: Students travel to classroom 208 to receive ESL instruction by a certified ESL teacher.
- 1 B. The students are heterogeneous grouped with mixed proficiency levels in one class on each grade level except for fourth and fifth graders who are in a bridge class.
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 data provided by the LAB-R, NYSESLAT, and running records will determine the grouping and levels of our students. The program cards reflect the mandated minutes of instruction in NLA, ESL, and ELA. In the TBE and dual language programs, Reading and writing is taught for 90 minutes in English each day. Word study/phonics is taught for 1 period, 45 minutes each day in English in TBE classes. The dual language classes teach phonics in English one week and Spanish the following week. Math and Science is taught for 2 periods, 90 minutes in Spanish each day. These schedules will be reviewed by the administration to assure that these mandates will be adhered to. The schedules will be posted in the classrooms. The Principal and Assistant Principal review program cards, schedules and observe teachers to ensure that proper implementation of language allocation are being used. Lesson plans are reviewed to determine appropriate instruction in accordance with Part 154 requirements. Administration monitors instruction to ensure that lessons are conducted in the native language as described in NYC Recommendation for ELL's and guidelines from Part 154. The following language allocation is used in our school.

Beginning - 60% Spanish and 40% English.
Intermediate - 50% Spanish and 50% English.
Advanced – 25% Spanish and 75% English.

Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. Classroom libraries incorporate leveled literary text and informational text.

Literacy instruction is delivered using Ready Gen Units of Study. The units that are implemented are meant to foster student's growth, while focusing on specific strategies to help students become effective readers at different levels. Grades K-5 are currently focusing on the following strategies: retelling, using schema/ making connections, visualizing, wondering/questioning,

making inferences, determining important ideas, understanding text structure, summarizing and synthesizing. Teachers conduct guided reading lessons at least three times per week with students. These focused lessons will help to foster decoding, fluency and comprehension skills in students. Teachers work daily on developing students' ability to hear, recognize and manipulate sounds and words using Foundations in grades K-2, Wilson in third grade for intervention and Words their Way in grades 3-5.

Fountas and Pinnell assessments are used for conducting ongoing reading records that provide teachers with reading levels of students. Teachers also maintain records of conference notes that reflect the students' strengths and weaknesses in reading. Word walls and process charts are used to scaffold and support the different learning styles of students.

Based on the analysis of spring 2013 ELA data, a pacing calendar will be prepared with lessons that target identified skills that students need more support in. Teachers will implement these Test Sophistication lessons beginning February 2014.

We have an A.I.S. Liaison/Coach and a UFT Teacher Center Teacher/Coach/AIS teacher who will oversee Tier 1 intervention in the classrooms. The A.I.S. teachers use Fountas and Pinnell Leveled Literacy Intervention, Award Reading and Times for Kids Nonfiction Reading programs as Tier 2 interventions. We also have a Special Education Liaison who provides support for ELLs in Special Ed. Classes. The Special Education Liaison utilizes the Wilson Reading System and Foundations program as intervention tools to support ELL students.

The Literacy Coaches and the Network Achievement Coach work with bilingual teachers in strengthening their skills in teaching reading and writing. Classes participate in 120 minutes literacy block which offers more classroom time devoted to the enhancement of reading skills. The classroom instruction, whether in a bilingual or monolingual setting, utilizes the balanced literacy curriculum through the Ready Gen Units of Study for Teaching Reading and Writing. Classroom libraries are leveled and organized by theme or genre as Literary and Informational Text. English and Spanish books are included in the library. Ongoing reading records provide teachers with reading levels of students. Teachers maintain conference notes that reflect the students' strengths and weakness in the area of reading and writing. Word walls and process charts in English and Spanish are used to scaffold and support students understanding. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL.

Teachers conduct guided reading lessons at least three times per week. These focus lessons will help to foster decoding, fluency and comprehension skills. Teachers work daily on developing students' ability to hear, recognize, and manipulate sounds and words. Lessons on phonics, vocabulary and comprehension are done everyday in the native language. Test preparation in Spanish includes native language close passages and teacher made tests.

Our Literacy Coaches work with the Network Achievement Coach and the Special Ed Liaison to improve the quality of their teaching. They also attend Professional Development to support all teachers. Teachers participate in professional development opportunities offered by colleges, central and other organization which focus on strategies to help struggling students. Professional development is offered to bilingual teachers in understanding and analyzing the NYSESLAT, ELE, state assessments, Acuity, Fountas & Pinnell benchmark and other data sources.

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.

The content areas of math and social studies in TBE classes are taught in Spanish every day. The dual language classes teach math, social studies and phonics in English one week and Spanish the next week.

At PS30x teachers use the following instructional approaches and methods to make content comprehensible to enrich language development:

1. Differentiated instruction
2. Thematic interdisciplinary instruction
3. There are three levels of instruction
 - a. Level one – Beginners
 - b. Level two – Intermediate
 - c. Level Three – AdvancedThey are divided into small group instruction (Ex. Guided Reading)
4. Music is an excellent vehicle for language learning specifically using songs, vocabulary, sentence structure, rhythm and intonation can reinforce language development.
5. Integrating the four skills (listening, speaking, reading, and writing)

6. Modeling Techniques for content area

7. Integrating context and language goals and objectives

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

ELLs are evaluated in Kindergarten, 1st grade and 2nd grade with the Fountas & Pinnell Sistema de evaluación de la lectura (SEL) and the Estrellita program. The ELE Assessments are used to evaluate ELLs in 3rd - 5th in their native language.

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

Teachers administer Reading running records four times a year to determine students' reading level. Teachers conduct writing on demands and performance tasks to assess students' writing abilities. Teachers make observation and record anecdotes of the students' listening and speaking skills. The ESL teacher conducts workshops for teachers to infuse strategies to support students in all modalities of English acquisition.

6. How do you differentiate instruction for ELL subgroups?

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

a. The administration and classroom teachers have knowledge when a student has interrupted schooling and based on that premise the teacher will modify instruction to meet the needs of the student. The modifications may include; small group instruction, use of visuals and hands on activities. Instructional materials are available to teachers on the instructional level of the student in order to provide appropriate lessons. The ESL teacher works with SIFE students and provides instruction in English to promote literacy skills, letter and sound relationships, phonics and number sense. All SIFE students are grouped together for additional help in our Title III ELL Saturday Academy. Materials are provided on the instructional level of students and instruction is delivered by certified teachers.

b. When a student first arrives at school, a plan is in place to determine his/her English proficiency. The process is similar for new monolingual students. Informal assessments are conducted and a review of test history, attendance, grades and other records are reviewed by administrators or assessment liaison to determine the proper class placement or any special services needed. The parent is given an orientation regarding programs and services that are available in the school. PS 30 offers a full range of parent workshops to assist them in working with their children as well as to help them improve their literacy and math skills.

During the first three years in the school, strong emphasis is placed on building background knowledge, developing fluency, improvement in reading and writing skills in both languages, and a strong ESL component to help the child transition into a monolingual setting. The students receive ongoing assessments in both languages and various tools are used including Fountas & Pinnell Benchmark, teacher-made assessments, unit tests and NYSESLAT. The administration and teachers compile a wealth of data, the analysis of which will determine the strategies to be implemented for the student.

The classroom instruction, whether in a bilingual or monolingual setting, utilizes ReadyGen curriculum. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ESL. Throughout the school year, professional development sessions are given to teachers on effective and research based strategies to use with ELL students, as well as understanding of the cultural and linguistic needs of our population. The school implements Academic Intervention Services (AIS) and ESL pull-out and push-in programs to offer additional assistance as required. The extended day and Saturday programs offer a language acquisition component to provide additional opportunities for targeted students. The results of the NYSESLAT exams will help determine placement for the subsequent years. If extensions of services are required, providers, classroom teachers, and parents will all be part of developing a program to meet the needs of the students the following year.

c. For ELL students in years 4 to 6 a close examination of data is required. The classroom teachers, along with the ESL teacher will review NYSESLAT scores. This along with close monitoring of the student in the classroom setting will help provide the tools necessary to create a Learning Plan for the student. Ongoing assessments will help determine progress towards identified targets.

d. Some students, even after they have exhausted their extension of services period, still do not successfully transition to a monolingual setting. At this point, conversations are held with the classroom teacher, parent, ESL/Bilingual Coordinator, and AIS lead teacher. An in depth analysis of data over the years is presented. Suggestions for placement and services the school can offer are made. The plans for students who have not progressed over an extended time are varied. They range from evaluation for students who seem to have difficulties which go beyond low performance, a change of class type to one which will offer opportunities presented in a different way than current structures, a change in the type of AIS services offered, which would include, different materials, different modes of instruction (technology), and/or different service providers. In some cases, the use of outside consultants, mentors, or members of the CBO community will be utilized to break through the barriers. Individualized differentiate instruction plan for each ELL student.

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?

The teachers of ELL-SWD use many instructional strategies and grade level materials to support their learners. They use print-rich

texts, explicit and direct teaching, modeling, repetition, preferential seating, manipulatives, infuse of technology/use of the SMART board, small group instruction, strategy groups and guided reading. In addition for those students who require extra support in literacy (reading/writing), they get a daily dose of Wilson Reading/Fundations Program to support their phonemic awareness. All ELL's with special needs are placed in a bilingual setting as per Individualized Educational Plan (IEP) recommendation. ELL's with special needs adhere to the same instructional plans and curriculum guidelines as the general education population who are ELL's, with the exception that instruction is modified and specific strategies are incorporated to meet students' individual language and academic needs. Students are monitored for academic development, language acquisition and proficiency to determine individual progress. Once a student is identified as proficient by the teacher and/or by NYSESLAT results, a Type 3 is generated to request a re-evaluation to determine whether the student is able to function in a monolingual setting. When the re-evaluation is completed and the proficiency level is confirmed, a monolingual placement is then offered for the student.

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?

The students at P.S. 30 are placed within the least restrictive environment. This often means that students are placed in a general education setting for one to three periods a day in the area in which they can show the most gains. This flexible scheduling has proven to be successful within our building. Additionally, there are those students who spend half of their day in two or more settings. Our goal is to ultimately meet the needs of our learners so that they all can acquire the skills necessary to succeed. In order for this programming to work within our building, all classroom teachers in grades K-2 are doing literacy at the same time, as well as the classroom teachers in grades 3-5. This is inclusive of the self-contained and bilingual classes.

The following services are available for special needs ELL's who are classified as learning disabled or speech impaired:

- Bilingual program (transitional bilingual program that serves students with related services as per the IEP)
- Bilingual 12:1 Special Education Class (12 students with one bilingual special education teacher in a self-contained setting)*
- Special Education Teacher Support Services (SETSS) up to 8 students with one special education teacher.)*
- Bilingual Speech and Language Therapy (Services can be provided at the students' language proficiency levels)
- Speech and Language Therapy (Services can be provided at the students' language proficiency levels)
- ESL Push-In/ Pull-out Services
- ELL Saturday Academy (After School E.S.L. Program)
- Additional Instructional Services (50 minutes, 2 times weekly)

Courses Taught in Languages Other than English ⓘ

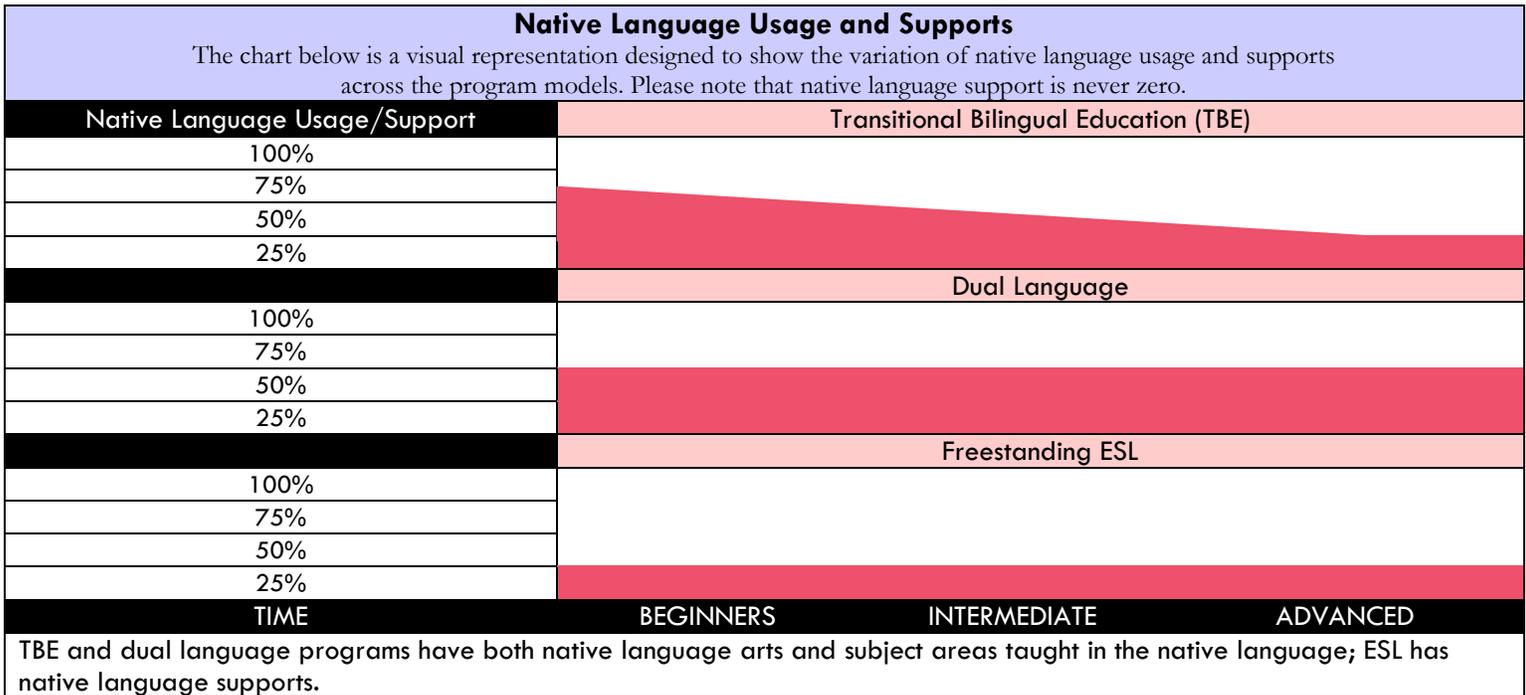
NOTE: This section refers to classes/subject areas in which the language of instruction is English and another language which all students in the class speak. Do not include:

- 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:			

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



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.
- A program has been designed to target ELLs in order to work with students strategically to increase their reading proficiency based on their needs. One subgroup targeted is the students who scored ELA levels ranging from 1.8-2.1. This group of students will receive instructional support using the intervention programs Imagine Learning and Award Reading . Another subgroup targeted is the students with ELA scores ranging from 2.5-3.1. These students will be encouraged to attend the Title III ELL & Title I Academy in addition to receiving assistance from coaches and support staff. They will receive instruction in English using ESL strategies.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our programs are effective in meeting the needs of our ELLs in both content and language development as evidenced by student progress on test results.
- Our ESL program is meeting the needs of our ELLs as reflected by the NYSESLAT. They are developing rigorous content vocabulary, reading strategies and writing skills. Through small group instruction, the ESL teacher tailors and scaffolds the learning by adapting and modifying instructional learning into mini-strategy lessons. The ESL teacher works and structures her teaching based on the proficiency levels of the ELLs in the classroom. The ESL program is aligned with the New York State ELA and ESL standards.
- The dual language and TBE curriculum is aligned with the Common Core Learning Standards and therefore prepares ELLs with the necessary skills to succeed in the program. The program is also designed specifically to meet the needs of ELLs. The reading and writing compononet has specific activities such as vocabulary development, visuals, and online activities that help develop language skills. At the end of every unit in reading and math students are assessed to ensure they are learning and progressing in both content and language develop. Tier 2 intervention is implemented with students who are not progressing.
11. What new programs or improvements will be considered for the upcoming school year?
- This year teachers in the lower grade will implement the Award Reading Program. Teachers in the upper grades will have access to Imagine Learning English to use as a supplemental resource. All classes also use MyOn Reading to develop and stregthen students' reading skills.
12. What programs/services for ELLs will be discontinued and why?
- No programs/services for ELLs will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- PS 30 has a myriad of programs. All programs are open to all students. The school offers an extended day which offers remedial and enrichment instruction to all students from all classes. Title III has provided opportunities specifically for the ELL population. All ELL students will be invited to attend a Title III after school program on Saturdays. Students are grouped by their proficiency level to ensure their needs are being met.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- In order for our Ell's to recognize and optimize their full potential, the students are provided with in-depth language development activities. These activities are beneficial for those students who are encountering English for the first time and are having difficulty communicating. They will have access to intervention computer programs such as Imagine Learning English and Award Reading. The ESL Teacher will implement the BOOKSHOP Reading Program from Mondo that is aligned to the five elements of reading as identified by the National Reading Panel; phonemic awareness, phonics/word study, vocabulary, comprehension, and fluency, and adds a crucial sixth element oral language.
- The teachers of ELL-SWD use many instructional strategies and grade level materials to support their learners. They use print-rich texts, explicit and direct teaching, modeling, repetition, preferential seating, manipulatives, infuse of technology/use of the SMART board, small group instruction, strategy groups and guided reading. In addition for those students who require extra support in literacy (reading/writing), they get a daily dose of Wilson Reading/Fundations Program to support their phonemic awareness. Activities for improving instruction and student performance in English Language Arts include the implementation of balanced literacy using a 120 minute literacy block schedule. Classroom libraries provide books that are on the instructional and independent reading level of students. Teachers conduct ongoing observations, conferences, running records, and assessments to monitor student progress. One goal is for students to move from teacher directed activities to more independent activities with support from the teacher. Literary and informational classroom libraries, Time for Kids Grammar, Fundations, Wilson and Words Their Way are used in classrooms to support spelling, phonics, decoding, vocabulary and word study. Independent reading and

writing, Shared Reading and Writing, Interactive Writing, Read Aloud, Word Study and Guided Reading are used daily by teachers to provide a balanced approach to reading and writing. Teachers use the ATS Reports, Acuity Predictive and Instructionally Target Assessment (ITA), Fountas and Pinnell reading benchmarks and other data to evaluate students and plan instruction.

We are also fortunate to have AUSSIE consultants for science and math. We are implementing a science lab to engage students with hands on experiments and projects.

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

Native language is used to support the English language acquisition. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The analysis of various data shows that ELL's are not making adequate progress even when tests are given in the native language which is used to provide support for our new arrivals and SIFE students. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students' understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, library books and communications are available in English and Spanish.

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

Yes. The support is offered in a manner appropriate to grade and age levels. For example, in grades 1 and 2 , we push in due to the fact that the large number of ELL's in those grades dictate that this mode best meets the needs of the students. All materials purchased and put in the classroom are the results of analyzing the assessments of the students and determining the appropriate materials to meet their needs.

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.

Students are invited to attend the Title III summer enrichment program and Monday Academy, The program includes classroom activities around themes which utilize community trips in helping develop language skills, as well as assisting the students to become acquainted with their neighborhood and local resources.

18. What language electives are offered to ELLs?

We do not offer language electives in our school.

19. For schools with dual language programs:

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

Dual Language classrooms are self-contained for speakers of Spanish and English. Students of two different language groups are purposely mixed in the same educational environment to provide communicative and academic language development through an interactive and cross-cultural setting. Program participation begins in kindergarten.

Upon entry into the dual language program, the student's primary language is determined. The program is conducted in both languages, interchanging weekly. One week Spanish and the other week English with the exception of our reading program (Ready Gen) which is conducted in English regardless language instruction of the week. Therefore, the curriculum/program uses a 40/60% model. The TBE program teaches math, phonics and social studies in the native language and the other subjects in the L2. As students move into upper grades, the program transitions students into using more English in their instructional day.

The philosophy/goal of the Dual Language Instructional program is to provide quality content area instruction, develop student's academic language skills in their primary language, and accelerate the development of the English language for students identified as English language learners.

Our Literacy model is both comprehensive and detailed with a number of activities that take into account the academic and linguistic developmental growth of children developing their first language and adding a second language. The model's philosophy is that children can indeed learn subject matter effectively in either their L1 or L2, given the use of appropriate instructional strategies and activities that support the L2 learner. An emphasis in the program is to keep academic work at grade level in both languages at all times. As part of our Spanish Literacy Reading curriculum, we are implementing the "Estrellita Spanish Reading Program", which is an accelerated, systematic, and explicit phonics program that provides children with the phonics tools necessary to decode beginning reading materials in Spanish. This developmentally appropriate program provides an individualized approach whereby students' progress at their own pace. This program

provides a strong foundation in the primary language. Once students master Estrellita, a well-balanced literature program is implemented.

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.

Teacher training is provided by ReadyGen consultants, Network Achievement Coach, Literacy Coach/UFT Teacher Center, BETAC, and ESL coordinator who work with teachers in strengthening their skills and develop strategies to improve reading and writing proficiency using the workshop model. Our literacy coaches work with classroom teachers everyday to improve the quality of their teaching and focus on new strategies to help struggling readers and at risk students.

The ESL teacher along with the guidance counselor collaborate with the planning and preparing of instruction to attain student's goals and objectives in order to transition students from elementary to middle school.

New teachers receive 7.5 hours (10 hours for Spec. Ed. Teachers). The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy. Teachers complete a form indicating the professional development they received and what they learned from their training. These records are given to the Payroll Secretary who then files them in the teacher's records.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?
 1. PS 30 offers a full range of parent workshops to assist parents in working with their children as well as to help them improve their literacy and math skills.
 2. At Public School 30 we are attempting to remedy these situations by offering parents numerous workshops to master their own skills as well as how to assist their children at home. Professional development opportunities are being increased in the areas of ESL understanding, cultural diversity and creating an instructional and appropriate learning environments to meet the needs of all students. Early detection and interventions are being put into place as we identify the needs of students as they arrive at PS 30. Proper class placement, appropriate materials, support personnel and AIS services would be available to meet the student's needs.
 3. A parent survey is distributed. Based on the needs expressed in the surveys, workshops are developed and offered to meet the specific needs. In addition, parents are invited to workshops designed to provide them with the skills necessary assist their children at home. The workshops are offered in both Spanish and English to ensure that all parents understand the information being disseminated.
 4. All parent involvement activities are offered based on the stated needs of the parents, and as the result of understanding the needs of the community the school serves. Activities may include health concerns and/or accessing health services, community safety issues, and activities for children during non school hours. This is in addition to the workshops specifically geared to school based issues and concerns and maintaining a strong home/school connection

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.

Our ESL goal is preparing our Second Language Learners to understand and use English in a variety of contexts. For our ESL students to have the opportunity to acquire English proficiency, academic cognitive, and the cultural knowledge they need to become active participants in our society.

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other _____		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: **07X030**

School Name: **Wilton School**

Cluster: _____

Network: **401**

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.

The parents' responses to the HLIS, Parent Information/Part 3, is used to determine the language that the parents prefer to receive written and oral communication from the school.

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 prefer to receive written translations and oral interpretations in their language based on what they responded when they filled out the HLIS.

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.

Any notices or letters sent to the parents will be translated in the preferred language selected on the HLIS. Translation services will be handled in-house by school staff such as the parent coordinator, ESL teacher and bilingual teachers.

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 will also be handled in-house by school staff. The ESL teacher, parent coordinator and bilingual teachers will assist with translating over the phone or in person.

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>.

The Chancellor's Regulations regarding parental notification requirements for translation and interpretation services will be fulfilled by providing parents with notification letters in their native language. The school also has a translator available at all parent workshops and orientations. The DOE Family and Parents Website provides information in their native language as well.