

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

20K030

School Name:

I.S. 30 MARY WHITE OVINGTON

Principal:

CAROL HEERAMAN

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS/IS 30 Mary White Ovington School Number (DBN): 20K030
Grades Served: K-2, 6-8
K grade at 415 Ovington Avenue, Brooklyn, 11209
School Address: Grades 1, 2, 6-8 at 7002 4th Avenue, Brooklyn, NY 11209
Phone Number: 718 -491-8440 Fax: 718-491-8445
School Contact Person: Carol Heeraman Email Address: cheeraman@schools.nyc.gov
Principal: Carol Heeraman
UFT Chapter Leader: Joshua Houston
Parents' Association President: Issa Farshoukh
SLT Chairperson: Joshua Houston
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 20 Superintendent: Karina Costantino
Superintendent's Office Address: 415 89th Street, Brooklyn, NY, 11209
Superintendent's Email Address: KCostan@schools.nyc.gov
Phone Number: 718 759 4912 Fax: 718-759-4842

Borough Field Support Center (BFSC)

BFSC: Brooklyn D20 Director: Cheryl Watson-Harris
Director's Office Address: 415 89th Street, Brooklyn, NY 11209
Director's Email Address: cwatsonharris@gmail.com
Phone Number: 718-759-4862 Fax: 718-759-4960

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 that they have been consulted with 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 first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Carol Heeraman	*Principal or Designee	
Joshua Houston	*UFT Chapter Leader or Designee	
Issa Farchoukh	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Kristian Velez	CBO Representative, NIA	
Nadine Mastrogiacomio	Member/ Teacher	
Safaa Moustafa	Member/ Teacher	
Rhianna Moustapha	Member/ Teacher	
Lauren Perciballi	Member/ Teacher	
Deborah DeSantis	Member/ Parent	
Rasha Soliman	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Maria Rose Pawlyk	Member/ Parent	
Joanne Fitch	Member/ Parent	
Rebecca Cartegena	Member/ Parent	
	Member/	
	Member/	
	Member/	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
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.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

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.

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.

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.

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 Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students' academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor's Regulations A-655](#).
- **Step 2:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 3:** Revisit your school's current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you've identified, and will help your school community know when you've reached your goal.

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

PS/IS 30 Mary White Ovington is located in Bay Ridge, Brooklyn; we are one of eight K-8 schools in District 20. We are unique in that we are a growing school in our Elementary grades which started in 2012-13 with Kindergarten with an established middle school program grades six through eight. This school year 2015-16 we have a projected enrollment of approximately 700 students with the expectation of adding approximately 100 students each school year until we have reached a full K-8 capacity in 2018-2019. In our elementary grades we have established a Dual Language (DL) Arabic two-way immersion program, and a Transitional Bilingual Education (TBE) program in Chinese in Kindergarten and 1st grade with the expectation of adding a Kindergarten class each year. We acquired a new building two years ago, together with our Elementary program, which comes with a unique history. Our building is built on the grounds of Bay Ridge old "Green Church". To commemorate the Green Church the architect used some of the stones to construct the school and the illuminated stained glass window from the Church hangs from our 3rd floor ceiling and can be seen from miles away. PS/IS 30 Families are proud residence of this awesome architectural structure and we consider ourselves Bay Ridge Blessing!

IS 30 was first located across the street from our current location occupying one-third of an apartment building transformed into classrooms; this location allowed us the advantage of maintaining a close relationship among our staff and more importantly our students and Families. Even with the move to our new building and the growth in our population; we still continue to maintain and develop close relationships among the students, families, and staff. We tribute our sustained family-oriented culture to the trusting relationships we have built among our SLT, PTA, CBOs, and community neighbors. Our Mission Statement was developed by our SLT and we worked diligently to demonstrate in words the beliefs and philosophy of our school community to ensure that our students experience the well-rounded education they deserve. This school year 2015-16 we are at capacity in our new building and we have to relocate our Elementary students. Our new incoming Kindergarteners will open up PS/IS 30 Early Childhood Academy at 415 Ovington Avenue, the annex, which will eventually house our K-2 students.

Mission Statement

Our K-8 Professional Learning Community Culture will provide our children with coherent and cohesive interdisciplinary curricula that include the Sciences and the Arts (STEAM) delivered through research-based teaching and learning practices. We believe the foundation for academic success is achievable through: 1) Staff knowing the individual needs of our students, 2) Staff providing each student with the resources s/he needs to grow and develop into active learners, 3) Both students and parents being active participants who take ownership for learning, and 4) The school community providing the resources and opportunity to ensure that each student is prepared for his/her next educational level.

At PS/IS 30, we ensure a safe and secure school environment dedicated to teaching Respect for ALL and developing strong, conscientious, caring, and resourceful students. The Positive Behavior Intervention Support program (PBIS), driven by our core values (ROAR), will embed in our students a sense of pride and respect for oneself, each other, and the community.

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

We are an MSQI (Middle School Quality Initiative) Extra school. The “MSQI” focuses on improving adolescent literacy to ensure all our students enter high school on reading level and prepared for careers and college. This school year 2015-16 all grades 6-8 will be participating in MSQI strategic reading periods, 3 periods per week. During these periods we will implement targeted instruction based on students’ need in Math and ELA. We have partnered with community based organization (CBO), Neighborhood Improvement Association (NIA) to provide the “Extra” support for our students. MQSI department has partnered with Harvard Ed. Laboratory, who provides tutors working in collaboration with our teachers and students during the school day offering our students an opportunity to focus in on individual literacy needs. The “Extra” focuses on implementing a comprehensive after school program where students are involved in the Arts, sports, leadership opportunities, academics, and clubs to enhance and promote well-rounded adolescents.

We are continuing the work on building our K-8 STEAM initiative as stated in our mission; we believe our students need to be prepared for college and careers beginning in Kindergarten by providing opportunities in 21st Century learning. To this end we are one of the 20 city schools with an established Software Engineering Program (SEP). Our students, starting in 6th grade, get 2-3 hours of classes per week of SEP. In this program students are introduced to computer programming, web design, robotics and more. Our Elementary grades have been focusing on creating interdisciplinary projects where students are demonstrating their design, inquiry, and critical thinking skills.

Our dual language programs (DLP) beginning in Kindergarten: Two-way immersion (Arabic) and Transitional Bilingual Education (TBE) in Chinese, as research has prove, will only enhance our students’ intellectual and social performance.

We are an iLearn school, offering blended learning and online courses to our students. Our students are required to complete a comprehensive course load of core and encore subjects, fitting in all of NYS mandates in 6 hours and 20 minutes can be a challenge for most schools, (even with innovative and creative scheduling). Our iLearn program allows our students to experience online learning while teaching them responsibility, resilience, and accountability.

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

As we grow our Elementary grades, every year is a transition since it will be our first time with that new grade until we are at full capacity 2018-2019. So a challenge will be adjusting to the changes that will occur but preparing for anticipated occurrences.

Our District 20 Superintendent, Karina Costantino, has made it a mission for Principals to collaborate and share best practices and reach out to one another. My neighboring Elementary Colleagues have been tremendously gracious whenever we have reached out for guidance.

We participated as a Partner School in the Learning Partner Program (LPP) which consisted of one host school and 2 partner schools. This program provided us with the opportunity to truly dig deep into the work of collaboration where the work is serious, intense, challenging, and orchestrates change where students’ achievement is at the center. We will continue with the learnings from this opportunity to build human capacity in our building through peer collaboration and professional learning communities.

Our Framework for Great Schools Report 2015 shows:

1) Our last quality review was on 2013-14 school year. We received a Well Developed for our overall quality review evaluation. We had 4 well developed indicators and 1 proficient indicator. Our area of focus is curricula-aligned assessment practices that inform instruction.

2) We are meeting targets in Student Progress (determined by NYS Math and ELA scores), Student Achievement (determined by NYS Math and ELA scores), and School Environment (determined by School Learning Environment Survey). We are exceeding target in closing the achievement gap (determined by NYS Math and ELA scores).

The 3 year trend shows that we made progress from 2012-13 (first year of CCLS) to 2013-2014 (second year of CCLS) in ELA and Math. Thirty-eight (38) percent of our students are proficient (levels 3 and 4) in ELA and fifty (50) percent of our students are proficient (levels 3 and 4) in Math. Research shows that students have a better chance of attending and completing college when they leave middle school at proficiency. So this is our focus every school year; working towards ensuring our students leave 8th grade on or above proficiency level. Our 2014-15 scores are still not available to measure our progress.

The goals we have established for this school year were developed based on our school data and where we felt we have made progress on our last 2 years CEP goals. We used our Framework for Great school report, Teacher evaluation report, and teachers' annual feed-forward reflections.

20K030 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	0K,01, 06,07, 08	Total Enrollment	623	SIG Recipient
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
Types and Number of Special Education Classes (2014-15)				
# Special Classes	1	# SETSS	11	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	15	# Music	N/A	# Drama
# Foreign Language	9	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	84.1%	% Attendance Rate		94.8%
% Free Lunch	72.6%	% Reduced Lunch		9.2%
% Limited English Proficient	22.6%	% Students with Disabilities		13.9%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	N/A	% Black or African American		2.4%
% Hispanic or Latino	25.9%	% Asian or Native Hawaiian/Pacific Islander		21.8%
% White	49.0%	% Multi-Racial		1.0%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	3.98	# of Assistant Principals (2014-15)		2
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		21.1%
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.3%	Average Teacher Absences (2013-14)		4.83
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	37.6%	Mathematics Performance at levels 3 & 4		49.6%
Science Performance at levels 3 & 4 (4th Grade)	N/A	Science Performance at levels 3 & 4 (8th Grade)		69.9%
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		95.5%
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A
6 Year Graduation Rate	N/A			
Overall NYSED Accountability Status (2014-15)				
Reward		Recognition		
In Good Standing	X	Local Assistance Plan		
Focus District	X	Focus School Identified by a Focus District		
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		YES
White	YES	Multi-Racial		N/A
Students with Disabilities	YES	Limited English Proficient		YES
Economically Disadvantaged	YES			
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	YES	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	YES			
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		N/A
Hispanic or Latino	N/A	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	N/A	Limited English Proficient		N/A
Economically Disadvantaged	N/A			

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

Section 5A – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The Framework for great schools report 2015 revealed we scored 70 out of 100 in Rigorous Instruction (RI) compared to similar city schools. The report showed that we need to focus on how we assess students’ learning. The report also demonstrated that we scored in the 80’s in making common core shifts in ELA and Math and our overall levels 3’s and 4’s did improve in 2013-14 school year. Our 2015 math and ELA scores are not yet available. The Principal’s APPR showed that we received a developing in students’ assessment. We realize that RI requires a growth mindset of all pedagogues where teachers

Comprehensive assessment

- Based on the NYS Common Core 2014 ELA and Math scores 38% and 50% of our students are on proficiency level (levels 3 and 4) respectively. Our school Quality Guide shows the 3 year trends in ELA and Math and shows that our students did improve from the 2012-13 school year when the CCLS were first tested.
- The School Quality Guide also shows that students’ Math median adjusted growth percentile was low compared to ELA which was 21.3 out of 25 in ELA compared to 12.2 in Math.
- Students’ math median adjusted growth percentile for the school’s lowest third was 7.6 out of 25 compared to ELA which was 19.2.
- We received a proficient on indicator 2.2 in our 2013-2014 QR evaluation. Indicator 2.2: Continue to align all assessments to curricula, monitoring to analyze student learning outcomes and to adjust instructional decisions, thereby improving instruction for all sub groups.
- In 2012-2013 to 2013 -2014 we had a teacher turnover in the Math department with 2 teachers less than 3 years experience.
- Informed by Capacity Framework Element - Rigorous Instruction, current data, school quality guide, and the QR, we need consistent practices of checks for understanding and immediate student feedback for every lesson in all grades which entail incorporating UDL strategies and RTI framework to instruct all students. This needs assessment informed the development of the annual goal listed below.
- Based on our Advance reports on Domain 3: Instruction: 72% are effective, 20 % developing and 6% highly effective and 1% ineffective. Our goal is to improve our teacher pedagogue in Instruction where the majority of our teachers are effective and highly effective in Domain 3 to ensure an improvement in students’ performance.

Strengths

- Teachers are strong in their content knowledge

- Collaborative Teams are growing and teachers share best practices

Needs

- We need teaching that is focused on critical thinking and problem solving.
- We are in our 3 year of implementing our new ELA program (Expeditionary Learning) and Math Programs (CMP3). We need Coherent vertical and horizontal curriculum and assessment alignment, which needs to be actively monitored by administrators and coaches.
- Teacher Teams need more time for planning, implementing, modifying curriculum, and checks for understanding on students learning.
- An established and comprehensive assessment system that tracks students’ progress and monitoring of interventions.
- An established and clear system in place where all teachers are using data driven instructional strategies that are focused on improving critical thinking skills for students in all academic areas.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in Professional learning Teams to enhance rigorous instruction measured by using Danielson Framework of Teaching.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<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>
<p>Activities/Strategies</p>	<p>All teachers</p>	<p>September 2015 – June 2016</p>	<p>Principal, APs, Literacy Coach, Creative Schools</p>

<p>We will use the Handbook for Professional Resources as a guide planning and executing our Professional Learning using the text <i>Making Thinking Visible</i> (MTV) by Ron Ritchhart et al. Teacher Teams will be asked to collaborate on close reads with this text and unpack the “routines” that will improve their practices and students’ outcomes.</p> <p>Grade Teams will receive training on embedding the routines of MTV from the consultant who would work with teachers in teams and individually throughout the school year.</p> <p>Departmental Teams will collaborate on identifying common routines to implement in their lessons and units and conduct peer inter-visitation to obtain feedback on the implementation of the routine and the impact on students’ outcomes. Teams will then meet either on Mondays or Tuesdays to conduct real-time discussions on best practices about the routines.</p>			<p>services: PD consultant; Laurie Jackson, teacher development coach (TDC)</p>
<p>All teachers will be involve in the above training including SPED and ESL teachers using the NYC Handbook for Professional Learning as a guide to sustain professional learning.</p>	All teachers	September 2015- June 2016	Principal, APs, Literacy Coach, Consultants.
<p>Literacy coach and APs will collaborate with PTA and establish workshops for parents on the strategies being implemented and create a home packet where parents are able to continue the use of the strategies at home.</p>	Parents and guardians	September 2015- June 2016	Principal, APs, Literacy Coach, PTA, parent coordinator.
<p>Teacher Teams will collaborate on the learning through peer-intervisitation and using the cycle of inquiry to assess teacher and students learning. Members of the grade team will inter-visit over a 6-8 weeks cycle and meet on Mondays to conduct analysis on students’ performance.</p> <p>Instructional Lead Team will conduct on-going walk-throughs to support and monitor the implementation of the routines and the impact on students’ learning.</p>	All teachers	September 2015- June 2016. Benchmarked every marking period	Principal, APs, Literacy Coach, Consultants, Laurie Jackson, TDC.

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>The majority of the Professional development for teachers will occur on Mondays from 2:20 pm to 3:40 pm, where teachers will be working within their collaborative learning teams using the cycle of inquiry to conduct their meetings.</p> <p>The majority of the Parent workshops will be conducted on Tuesdays during parent engagement time from 2:20 pm to 3:00 pm, together with teachers and administrators to inform and support parents on how to assist children at home.</p>

Professional development funds will be allocated to purchase text for all teachers. Budget will be allocated for Consultants; instructional materials(texts); staff coverage during lunch and learns; and supervisory per session for after school and extended planning.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The instructional team and teacher teams will conduct quarterly (every marking period) analysis on the report retrieved from Advance on Domain 3 indicators. The results will be shared with the learning teams and revised action plans will be created for the next quarter. Teacher teams will also utilize the protocol for peer inter-visitations and monitor their cycles of inquiry every 6 weeks or at the end of their unit or lesson. All Teacher Teams will analyze their progress based on students’ outcomes and revise their plans based on need.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5B – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

This school year 2014-15 we have maintained our advisory program with an advisory teacher teaching all students grades 6-8. Students receive two 23 minute mods of advisory per week. The advisory teacher worked in tandem with the Guidance counselor, Dean, Assistant Principal, and Principal to ensure that students feel safe, supported, and are challenged by their teachers and peers. This is our third year implementing our ROAR (Respect, Opportunity, Acceptance, and Resilience) Principles. We conduct morning announcements around our ROAR principles focusing on one principle each week. This school year we implemented additional methods of support for students by having monthly grade meeting acknowledging students’ academics, demonstration of ROAR principles, attendance, and punctuality.

For school year 2015-16 the staff decided to continue with our modular scheduling and decided to have 2 consecutive mods of advisory per class instead of the 2 separate one mod advisory classes. Teachers agreed that the collaboration with the advisory teacher, guidance counselor, and the Dean provided a more support for students and teachers with students identified with “at risk” behaviors. For 2015-16 we will be implementing the Leader in Me and LEAD program partnering for 5 years with the Steven Covey Group. The process of this program spans 5 years for both our Elementary and Middle school students. The Framework for Great Schools report showed that student-teacher trust was at an 81 %, the lowest percent among the relationships in the Trust element. The implementation of the SEL program will require strategic and targeted professional training for staff on how to develop better relationships with students that will create a more trusting environment and culture. In addition, to improve students’ engagement, motivation, and grit for learning students will have a maximum time of 3 mods minimum of 2 mods of instruction for any subject.

Strengths

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

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

A system in place that is not punitive but proactive in providing students with a positive environment to learn and grow. The staff realizes that better relationship building is necessary to address the needs of all our students and to create an environment that is nurturing, caring, and academically rigorous.

We have a 95% teacher-teacher trust.

We have a 93% parent –teacher trust

We have a 94 % parent- principal trust

We have an 85 % teacher-principal trust.....based on the Framework for Great schools report 2015.

Sustained school-uniform policy for all students.

Needs

Based on the 2014-15 survey:

- 78% of students feel there is peer support for academic work.

We need a consistent, strategic, and smooth framework for implementing PBIS.

- Students being held accountable for their learning.
- Effective parental-support.
- Students are falling through the cracks academically because of the gap in the relationships among students and student/teacher.
- Effective monitoring system to identify and support student during the school year.
- Teacher training on how to effectively create a culture of trust and build meaningful relationships with students to promote trust.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, PS/IS 30 staff and students will adopt and implement a K-8 social emotional learning (SEL) program (Leader in Me and Lead) to support and enhance our PBIS framework. This goal will be measured by using the SEL program’s evaluation protocols at the end of the every marking period and our quarterly OORS reports.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<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>
<p>We received the opportunity to participate in a 5 year SEL process with the Leader in Me/LEAD program. The program is taken from the work of Steven Covey and our partnership with his Group will constitute a 2-day hard-core training of all staff and then consistent roll out of the modules of the all the characteristics of effective people with teams of teachers during the school year.</p> <p>The process is a whole-school initiative to improve school culture. Research has shown that eh Leader in me and LEAD programs have directly impacted academic growth and parental engagement. The process is all comprehensive and includes all stakeholders within the school community.</p>	<p>All staff, including school aides, secretaries, security guards and custodial staff.</p> <p>All students.</p>	<p>September 2015- June 2016.</p>	<p>Principal, APs, Coaches, Advisory teacher, Guidance Counselor</p> <p>SAT, PPT, Principal, APs, referring teachers</p>
<p>Parents will participate in workshops to learn about the routines in process and how they can assist at home with continuing routines and tools.</p>	<p>Parents and Guardians</p>	<p>September 2015 -June 2016</p>	<p>Principal, PTA, Parent Coordinator, AP, Coaches</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p>Critical to the implementation of this goal is teacher training. Staff is being asked to attend 2 day training at a selected venue which will be funded using TL funds. The Covey Group will be conducting the majority of the PDs for the staff which is funded by the NYC PSO CEIPEA. The Administrative staff, Dean, Guidance, and Coaches will be facilitating the PDs to all the staff on the roll-out and expectations of the program. PTA president will collaborate with Principal and parent coordinator to schedule workshops to inform parents on how to assist the school on at-home routines to reinforce positive behaviors and expectations for all students.</p>											
<p>Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant

	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	X	Other
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Part 5 – Progress Monitoring

<p>Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</p>
<p>Program process will be monitored by the SEL protocols. Teacher Teams will also be asked to conduct surveys and evaluate how the process is impacting students’ learning time. The SAT will also be asked to evaluate the process monthly during their meetings based on the number of referrals for both academic and behavioral “at risk” students.</p>
<p>Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.</p>

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

Section 5C – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

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

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

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

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

This school year 2015-16 we will be implementing our local LPP where we would be utilizing the Collaborative learning tool kit through peer-intervisitation to address our Rigorous Instruction and Supportive Environment goals.

Strengths

- Teacher Teams have been well established and teachers have built strong working relationships.
- Teachers are supported and encouraged to attend out of the building PD to enhance their craft and turnkey to colleagues.

Needs

- Substantial teacher- team time where teachers are meeting consistently to collaborate on focused items on the RI and SE.
- Substantial monitoring system where teachers and administrators can effectively evaluate the focused work being conducted to make data-driven and informed decisions on next steps for staff and students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of teachers will participate in a cycle of inquiry through peer inter-visitation structures to advance students’ performance measured by students’ performance and the peer inter-visitation protocol at the end of team-cycle visits.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Activities/Strategies</p> <p>We will be utilizing the Handbook for Professional Learning and the Collaborative Learning through Peer-Intervisitation tools for all Professional learning Team meetings. Teacher team leaders will be trained by supervisors in implementing the protocols on conducting and evaluating PL time. Grade teams will conduct 6-8 weeks cycles of inquiry focusing on implementing specific strategies to address the needs of Students with Disabilities, SWDs, and/or the lowest third. During the teacher visits to each other classrooms, teachers will record low inference notes focused on what students are saying and doing. Teachers will meet on Mondays and share the findings and discuss whether the strategy was successful and impacted students’ learning. The strategies that show and improvement in students’ learning will be shared with the whole staff for implementation.</p>	<p>All teachers</p>	<p>September 2015- June 2016</p>	<p>Principal, APs, Coaches, Consultants, Teacher Team Leaders, TDC</p>
<p>Due to this strategic planned PL times teachers will have meaningful and sufficient data to readily inform parents about students’ progress or challenges and to have partner with parents at the early stages of the students’ challenges.</p>	<p>All parents.</p>	<p>September 2015-June 2016</p>	<p>Principal, APs, Coaches, Consultants, Teacher Team Leaders, PTA, PC.</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

The majority of the Professional development for teachers will occur on Mondays from 2:20 pm to 3:40 pm, where teachers will be working within their collaborative learning teams using the cycle of inquiry to conduct their meetings.

The majority of the Parent workshops will be conducted on Tuesdays during parent engagement time from 2:20 pm to 3:00 pm, together with teachers and administrators to inform and support parents on how to assist children at home.

Professional development funds will be allocated to purchase text for all teachers.

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

The instructional team and teacher teams will conduct quarterly (every marking period) analysis on the report retrieved from Advance on Domain 3 indicators. The results will be shared with the learning teams and revised action plans will be created for the next quarter. Teacher teams will also utilize the protocol for peer inter-visitations and monitor their cycles of inquiry every 6 weeks or at the end of their unit or lesson. All Teacher Teams will analyze their progress based on students’ outcomes and revise their plans based on need.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5D – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

The three year trend of our ELA and Math State scores shows a significant decline in students’ performance. Last school year we saw the largest drop in levels 3’s and 4’s in Math. An assessment of factors that may attribute to our decline in scores could be: new teachers, an increase in our SWDs population, assimilation to the CCSS; alignment of curriculum, instruction, and assessment. On our last QR we received a developing on indicator 2.2 Assessment. Having data driven assessment systems in place will provide teachers and administrators with clear directions on next steps. For 2015-16 school year the focus will be providing all teachers with effective professional learning opportunities to enhance their practice and thus students’ performance.

Under curriculum; teacher teams have been updating curriculum in Rubicon Atlas in all subjects. We are focused on closely looking at the tasks students are being asked to do in order to master the standards being addressed. Our math and ELA programs are in the third year of implementation and teachers are still fine-tuning the performance tasks based on the students’ performance. For the math department we are using a combination of resources including EngageNY and CMP3 for the upper grades and Go Math for the elementary grades; in ELA we are using Expeditionary Learning for the upper grades and CKLA/Fundations (Core Knowledge Language Arts) for the Elementary grades. The instructional work we are doing this year evolved from “Literacy in the content” to “Disciplinary Literacy” where all teachers are charged with the work of integrating “thinking routines” in their daily lesson plans to enhance students’ learning through their disciplines. Our curriculum maps should reflect these thinking routines and the tasks to demonstrate students’ understanding and improvement in discipline literacy. Science and Social Studies will follow the NYC scope and sequence with the implementation of the changes in science and social studies.

Under Instruction; teacher teams will be using the cycles of inquiry through peer inter-visitation to integrate the “thinking routines” into their lessons to determine the impact of implementation of these routines on students’ performance. In the past administrators were the main evaluators in the classroom, with the implementation of the peer inter-visitation, teachers are being supported and collaborating with their peers on best practices to improve students’ performance.

Under Assessment: in the past 2 years teachers have been using their own assessments and the assessments from the programs. This school year we will be using common benchmark assessments for across the grades for Math and ELA as well as unit assessments in each core subject. Benchmarks will be scheduled for late November/December 2015 and again late February/March 2016. Unit assessments will be administered at the end of each unit. Department teacher teams will focus on analysis of the data to drive their instruction based on the Standards.

Strengths

- Strong content teachers with strong content knowledge
- Strong teacher- collaborative community

Needs

- Improve instructional leadership: increase opportunities for classroom observations formal and informal; non-evaluative supportive walk-throughs.
- A substantial system to effectively monitor and revise all systems in place that is focused on teacher and student outcomes.
- Providing appropriate and effective support to Administrators to lead their Teams and the goals to demonstrate meaningful impact on teacher and students' outcomes.

Part 2 – Annual Goal

Indicate your school's 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, 100% of administration will monitor and revise systems in place for: Rigorous Instruction, Collaborative Teachers, and Supportive Environment. This goal will be measured by using the Cycle of Inquiry protocol at the end of every marking period.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<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>
<p>We will be unpacking the text, Agents of Change, by Jim Knight with my Cabinet to enhance and improve school culture, teacher capacity, and student ability to think and engage in discourse and learn at deeper levels.</p> <p>Research shows that teachers' are more willing and able to improve their instructional practices when they are engaged in content coaching sessions.</p> <p>Plan will ensure that monitoring and revision of systems are occurring. Principal will organize systems and communicate expectations to all stakeholders. Principal will meet with</p>	<p>Administrators and coaches</p>	<p>September 2015- June 2016</p>	<p>Principal</p>

<p>cabinet every Monday morning and Friday evening to monitor and review weekly expectations.</p> <p>Principal will conduct monthly meetings with Instructional team leads and SAT to ensure RTI systems are in place and protocols are being monitored and followed accordingly.</p> <p>Principal will review APs and coaches schedules and conduct weekly meetings to monitor.</p> <p>Principal and APs will communicate weekly with supervised staff to review and update items of focused goals.</p>			
<p>Administrators and coaches of all departments will be involved in the coaching sessions to ensure impact on all staff and students.</p> <p>Principal and APS will be conducting a cycle of inquiry on a target group of students to measure effective implementation of items of the goals based on students' outcomes.</p>	Administrators and coaches	September 2015- June 2016	Principal
<p>Providing teachers with this opportunity to participate in coaching sessions will improve relationships and conversations and communication among teachers and parents.</p>	Parents	September 2015- June 2016	Principal, APs, Coaches. Teachers

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Appropriate time management and staying focused on the goals are the ultimate resources of this goal. Principal will have to prepare strategic systems for monitoring, ensuring that these items are being addressed by APs and coaches during the weekly and monthly meetings.											
Funding will be used to purchase texts for APs and coaches. Per session will be allocated from funding for after/before school for supplemental tasks needed to accomplish goals.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
This goal is about improving progress monitoring. We will conduct comprehensive progress evaluation every marking period.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

Section 5E – Framework for Great Schools 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

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

We are growing our Elementary grades as we expand to K-8. With this said every year will be adding on an elementary grade until we are at full K-8 in 2018-19. With each new grade come new challenges and learnings within the culture of the school. The work of the SLT and the PTA is to find ways to bridge the gap between these 2 cultures into one cohesive unit. Building school wide communication among ourselves and with our families is one of our focus this school year. PTA established a website where all stakeholders can share school events and provide information to our families. We have established annual events that will be improve parental involvement and engagement at PTA meetings and the everyday education of our students.

Our Kindergartners will be relocating to our Annex at 415 Ovington and we have reached out to NY Cares to assist in making this an early childhood teaching and learning environment for our students where they would love to learn and grow. Our SLT and PTA will be working in tandem to ensure that we maintain the culture even though we are in different buildings. Implementing the Leaders in Me process will provide this consistent thread of expectations for all stakeholders in maintaining the cohesive culture.

During our SLT meetings parents also discussed the need to improve PTA attendance and overall parental engagement.

Strengths

- Strong PTA and SLT who are engaged and involved in decisions
- Parents who are willing to volunteer time into their children’s education.
- Open door policy, where parents are comfortable to discuss ideas and make suggestions on how to improve students’ performance and well being.
- Partnering with Community Based Organization, NIA to enhance our students performance and provide enriching extracurricular activities to develop the well-rounded student.

Needs

- Improve parental engagement
- Provide families with engaging activities and events to celebrate their children’s learning.
- Provide families with events to support their own personal needs to improve their lives.
- Provide opportunities for families to

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, Ps/IS 30 will increase student-driven opportunities for Family and community involvement in activities and events by 50%. This goal will be measured by the results of the school’s learning survey and the agendas, sign-in sheets, and feedback surveys on the events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<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"> • Our Parents Teachers Association will survey parents to get information about interests and needs of our school community. • Regular Parent Teachers Association Meetings: Our Parents’ Association meets regularly (usually once per month, but more if need be.) These meetings often cover topics that have been shown to be of particular interest to the families of our students. The times of these meetings are also flexible in order to ensure the greatest number of parent attendance as possible. This school year we will attempt to conduct meetings in the mornings. • Saturday Academy for Parents: Our school, along with the PTA, will work to develop a Saturday Academy program specifically for parents. The program will be held on a series of consecutive Saturdays and will be open to all parents in the PS/IS 30 Community. The focus will be to teach parents how to work with their children at home on a variety of topics, and offer parents other self-help focus as needed. • Information Workshops for Parents: We will ensure that our parents have all of the support and resources they need to work 	<p>All PS/IS 30 stakeholders</p>	<p>September 2015- June 2016</p>	<p>PTA, SLT, PC.</p>

<p>most effectively with and for their children. Some of the topics 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.</p> <ul style="list-style-type: none"> • Parental Involvement: We will work on increasing the number of parents volunteers at our school to decrease incidents during lunch and recess are parents help our students while eating as well as playing. • Continue to communicate with parents via : <p>Our school website</p> <p>Pupil path application</p> <p>Providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;</p> <p>Developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;</p>			

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
The PTA will be funding and or planning the majority of the activities and events. For the Saturday academy the Principal will allocate funding for supervision during these activities.											
Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF	X	PTA Funded		In Kind	X	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
During quarterly executive board meetings the PTA and the Principal will conduct and evaluation of the attendance and the outcomes of the activities being conducted to review and revise as needed.
Part 5b. In February 2016, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 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)	DRP results in September 2015. Teacher initial referral after conducting the RTI protocol.	Middle school quality initiative: Strategic reading periods during the school week 3x per week. Continuing AIS for other 2 days as needed by coach or AIS teacher. Secondary diagnostics based on DRP scores.	Small group	During the school day 3x per week, and after school.
Mathematics	Ed-Performance assessment results in 2015. Teacher referral after conducting the RTI protocol.	Middle school quality initiative: Strategic reading periods during the school week 3x per week. Continuing AIS for other 2 days as needed by coach or AIS teacher. Secondary diagnostics based on results, use Math XL or iXL.	Small group	During the school day 3x per week, and after school.
Science	Teacher referral after conducting the RTI protocol	Teacher created and iLearn	Small group	After school
Social Studies	Teacher referral after conducting the RTI protocol	Teacher created and iLearn	Small group	After school
At-risk services (e.g. provided by the Guidance Counselor,	Teacher referral after conducting the RTI protocol.	As required and needed.	Small group or one to one.	During the school day.

<i>School Psychologist, Social Worker, etc.)</i>				
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Section 7: Title I Program Information

Directions:

- All Schools must indicate their Title I status in Part 1.
- All elements of the *All Title I Schools* section must be completed in Part 2.
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3.
- All Schoolwide Program (SWP) Schools must also complete the *SWP Schools Only* section in Part 4.
- If a required component is addressed elsewhere in this plan, you may refer to the section where the response can be found [for example, Section 5A-Part 4].
- 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.
<ol style="list-style-type: none"> 1. The Principal will work closely with the network HR point to ensure that non-HQT meet all required documentation and assessment deadlines. 2. Mentors are assigned to support new teachers 3. Teachers are provided with continuous support and shared resources on best practices using the DOE website and the wealth of information available to educators. 4. Creating ILT and SIT where teachers are teaching each other on best practices creates a cohesive professional culture where new teachers have the opportunity to be open to their colleagues with the fear of failing or feeling unsuccessful. 5. Addition of a literacy coach who is not only sharing literacy teachings with ELA teachers, but with content area teachers well, creating a professional learning community where teachers feel comfortable sharing their lesson planning and their classrooms with each other. 6. Principal encourages teachers to subscribe to professional associations and also funds some, for teachers to stay current on the rolling out of the common core within each subject. 7. Principal provides opportunities for all teachers to experience and visit other schools and teachers to observe and share best practices. <p>Implementing Teacher-Teams with a teacher as the Lead empowering teachers to assist each other as they implement school goals and CCLS.</p>

2b. High Quality and Ongoing Professional Development

Describe the activities and strategies for high quality professional development for teachers, principals, paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).
<ol style="list-style-type: none"> 1. Teachers are provided with continuous support and shared resources on best practices using the DOE website and the wealth of information available to educators.

2. Creating ILT and SIT where teachers are teaching each other on best practices creates a cohesive professional culture where new teachers have the opportunity to be open to their colleagues with the fear of failing or feeling unsuccessful.

3. Addition of a literacy coach who is not only sharing literacy teachings with ELA teachers, but with content area teachers well, creating a professional learning community where teachers feel comfortable sharing their lesson planning and their classrooms with each other.

4. Principal encourages teachers to subscribe to professional associations and also funds some, for teachers to stay current on the rolling out of the common core within each subject.

5. Principal provides opportunities for all teachers to experience and visit other schools and teachers to observe and share best practices.

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The Principal chose the curriculum programs 2 years ago and the teachers were provided with training over the summer and during the school year on implementation of the programs for both Math and ELA. Teachers collaborate weekly on curriculum modification and sharing of lesson plans led by the Grade-Team leader. Teachers are given the autonomy to use the assessments provided in the program or to create common assessments across the grades. The Assistant Principal provides teacher support and guidance on teachers’ needs and required materials for all assessments administered in the classroom. In addition to teacher-created assessments we administer benchmark assessments twice a year, diagnostic assessments in the beginning and the end of the school year, and the MOSLs for teachers’ evaluations.

4c. “Conceptual” Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school’s Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	505,794.00	X	13,16,18,21,25
Title II, Part A	Federal	0		
Title III, Part A	Federal	18,392.00		
Title III, Immigrant	Federal	0	X	13
Tax Levy (FSF)	Local	4,228,849.00	X	13,16,18,21,25

¹Explanation/Background:

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

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

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

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

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

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

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the Parent Involvement Policy and aligned with student achievement goals in the school comprehensive educational plan.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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's Title I Parent Advisory Council (PAC) 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 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. **Mary White Ovington PS/IS 30**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **Mary White Ovington PS/IS 30** will support parents and families of Title I students by:

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

The school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. The

school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of the school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability, grade-level curriculum, and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, School Quality 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

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

I. School Responsibilities:

Provide high quality curriculum and instruction consistent with Common Core 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 with all members of the school community;
- supporting parental involvement activities as requested by parents;

- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

- attend school regularly and arrive on time;

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

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

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

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

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

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

Part A: School Information	
Name of School: _____	DBN: <u>20K030</u>
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: _____
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input type="checkbox"/> 2 <input type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u>
of certified ESL/Bilingual teachers: <u>2</u>
of content area teachers: <u>2</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

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

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

The Saturday program will begin in January 2015 through May 2015 and all ELLs in the upper grades will be invited to participate. We have approximately 43 ELLs in our upper grades and the program will be open to all ELLs in grades 6-8. The Saturday program will be for 31/2 hours where students will be receiving assistance in Math and ELA for approximately 11/2 hours in each subject. There are two groups of students the ESL teacher will be pushing in with each group for 45 minutes in each session for each subject. The day will begin at 8:30 am with the ESL, Math, and ELA teachers and supervisor reviewing topics on the SIOP text. Students will be in at 9:00 am until 12:30 pm. The students will be broken up in 2 groups and they will switch between the teachers who will consist of a Math, ELA, and an ESL teacher. Teachers will be using the school curriculum with supplemental materials; iXL for Math, Access Code, and other online resources from the school's daily curriculum. The Saturday Academy will provide students with that one on one time needed for them to successfully access the curriculum. The Kindergarten and 1st graders will receive extra ESL support from the ESL teacher which will be offered on Wednesdays and Thursdays 2:30 pm to 4:00 pm; beginning January 28th 2015 to May 28th, 2015. Students were identified by the ESL teachers in collaboration with the classroom teachers; there are approximately 15-20 students. There will be approximately 15 weeks in the session; the intention is to rotate a new group of students after 7-8 weeks to allow more students to receive the support since we have a high Elementary ELL population. Instructional materials were purchased from Curriculum Associates to supplement the regular day curriculum.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

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

Part D: Parental Engagement Activities

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

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

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

Part E: Budget

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • 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. 	_____	_____

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

Allocation Amount: \$0

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Must be clearly listed.		
Educational Software (Object Code 199)	_____	_____
Travel	_____	_____
Other	_____	_____
TOTAL	_____	_____

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

Principal Carol Heeraman	Assistant Principal Elizabeth Maley
Coach Calliope Athanasakos	Coach type here
ENL (English as a New Language)/Bilingual Teacher Laura Kelly/Mohamad Salama/	School Counselor Audra Allen
Teacher/Subject Area Nadine Mastrogiacomomath	Parent Elma Atmani
Teacher/Subject Area Mary Grace Owususcience	Parent Coordinator Donna Moscatello
Related-Service Provider Allison Kaplon	Borough Field Support Center Staff Member Aaron Perez
Superintendent Karina Costantino	Other (Name and Title) Liza Lloyd SPED Liason

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	7	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	4
Number of certified bilingual teachers currently teaching in a bilingual program	1	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7-12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	5
Number of certified ENL teachers <u>not</u> currently teaching in the ENL program	1	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K-6]	1	Number of special education teachers with bilingual extensions	2

D. Student Demographics

Total number of students in school (excluding pre-K)	676	Total number of ELLs	168	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/>
	6 <input checked="" type="checkbox"/> 7 <input checked="" type="checkbox"/> 8 <input checked="" type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>

This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education	1	1	1											0
Dual Language	1	1	1											0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	168	Newcomers (ELLs receiving service 0-3 years)	134	ELL Students with Disabilities	28
SIFE	1	Developing ELLs (ELLs receiving service 4-6 years)	29	Long-Term (ELLs receiving service 7 or more years)	5

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	35	0	0	0	0	0	0	0	0	0
DL	23	0	0	0	0	0	0	0	0	0
ENL	110	0	75	30	1	15	5	0	3	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Chinese	2	17	16											0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

**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																		
Arabic	1	13	10	18	12	15													0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

* EP=English proficient student

**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 is for Dual Language Programs Only

Number of students (students fluent in both languages): <u>0</u>	Number of students who speak three or more languages: <u>2</u>
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Freestanding English as a New 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	3	16	14	0	0	0	8	5	3					0
Chinese	0	9	1	0	0	0	4	2	2					0
Russian	0	2	2											0
Bengali	0	1					1		1					0
Urdu	0	3						1						0
Arabic	0	2	6				7	6	6					0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	0	1					1	2						0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	21	4	6				6	4	3					0
Emerging (Low Intermediate)	3	7	3				0	2	1					0
Transitioning (High Intermediate)	5	10	6				2	0	0					0
Expanding (Advanced)	17	29	28				13	10	7					0
Commanding (Proficient)	22	6	11				3	5	2					0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA
 GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS

	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total				0	0	0	1	1	0	0	0	0	0	0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	6	13				9	12	9					0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	0	0	0	0	0
5	0	0	0	0	0
6	19	2	0	0	0
7	12	0	0	0	0
8	10	0	0	0	0
NYSAA	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3	0	0	0	0	0	0	0	0	0
4	0	0	0	0	0	0	0	0	0
5	0	0	0	0	0	0	0	0	0
6	10		3		2	0	5		0
7	5	0	6	2	0	0	0	0	0
8	7	1	1	1	0	0	0	0	0
NYSAA	0	0	0	0	0	0	0	0	0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4	0	0	0	0	0	0	0	0	0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math _____	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other _____	0	0	0	0
Other _____	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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)	0	0	0	0	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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
 For our K-2 grades our teachers preliminarily use the NYSITELL to assess appropriate incoming students. Fountas and Pinnell reading assessments are also used to gauge students' literacy development. For our bilingual classes teachers use teacher-created assessments with the ENLs. The assessments data provide our teachers with information used to guide preparation of lesson plans and differentiated student tasks based on the learning targets. The NYSITELL and the NYSESLAT data also provide information on how ENLs perform on the specific modalities. We use the data from the the City and State exams to align our curriculum units with the needs of our students. The data also provides us with information on the amount of instructional services each ENL requires based on Part 154. We are particularly aware of the new requirements and are setting teacher programs to align with these mandates. This year PS/IS 30 is using the results from the 2014-15 NYSESLAT, the NYSITELL, the Item Skills Analysis from the ELA state exams, and the baseline MOSLs to determine the literacy skills of our current students. In addition, the content teachers are reflecting on the MOSLs to assess early literacy skill of the ENLs they are teaching. The Kindergarten ENLs will be given the DRA to determine the literacy skills in addition to the teachers using the results of the MOSLs. The data allows us to target specific literacy standards in reading and writing where teachers of ENLs are able to plan and prepare by scaffolding tasks and lessons to ensure that the ENLs have multiple entry points for meeting the learning targets. The use of the data and what our teachers are doing is aligned to our instructional plan which is integrating literacy in all subjects. Teachers are using their collaborative time to ensure coherency in literacy skills. Students will be able to see and make the literacy connections within the subjects. In about 80 percent of our classrooms teachers are specifically teaching Tier II and III vocabulary using specific strategies, which is posted in the classrooms. In about 80 percent of the classrooms teachers have sentence and statement prompts for students to use when responding to each other and writing.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Throughout the years since the implementation of the CCLS, we have noticed the increased number of long term ELLs in the upper grades. Additionally, some of our 8th graders are going into HS still as ENLs.
 Of the 63 ENLs in Kindergarten 45 of them are at the entering English proficiency level, of which 28 of them are in a bilingual program; the other ENLs are in expanding, based on the NYSITELL and are in one of the 3 programs offered at PS/IS 30. All the students in the 6-8 grades are in a stand alone ENL program where ENL teachers are pushing in to either ELA, Science,

SS and/or WIN classrooms. In the current 6th grade there 20 ENLs: 12 Expanding, 3 emerging/transitioning level, and 5 entering. The data shows that 8 of the 6th grade ENLs showed improvement on the NYSESLAT; of the 12 Expanding ENLs, 6 of them went down in the raw score within that proficiency in various modalities especially reading and writing. There are 9 ENLs in our 7th grade, 6 are Expanding, 1 transitioning, and 2 entering. Of the 6 expanding ENLs, 5 of them decreased within the proficiency level and the majority of the ENLs scored a level 1 on the ELA state exams. There are 18 ENLs in the 8th grade; of which there are 7 expanding, 6 emerging/transitioning , and 7 entering. The expectations of the Common Core Standards in the NYSESLAT test and the ELA exams had an impact on the students scores and we now have a clearer picture of where our students are based and what their current needs are.

3. How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Because of the new Common Core standards the patterns across the NYSESLAT modalities showed a significant decrease in the reading and writing modalities. Thus the implementation of the integrated model now mandated where students are receiving the majority of their services in the content area classrooms. The ENL teachers are co-teaching throughout content areas. ENL students are using the same instructional text as the non-ENLs with scaffold materials being made available when possible. eg pictures, translating tools and differentiated tasks

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

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

4. For each program, answer the following:

- a. What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
- b. Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
- c. What is the school learning about ELLs from the periodic assessments? How is the home language used?

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

On the 2014-2015 NYSESLAT there were no 8th graders that were commanding going into high school. On the 6th grade and 7th grade 2 students each were on the commanding level , however they dropped to level 1 on the ELA exam. On the 6,7 and 8 th grade Math test we provide the students with Arabic translators. . This is of some benefit to a limited group of students.

b. We have not used the Periodic Assessments for the Kindergarten grade. According to the teachers' assessment of the students in the DL program, there are variations of the native language being used among the ENL students. Therefore Simplified Arabic language is being taught in the classroom. In the TBE program the students are being taught in English and in Chinese. Our students are not all fluent readers, the focus initially, is on the listening and speaking modalities and making the transitions to reading and writing.

In the upper grades, 6-8, the periodic assessment becomes a barometer of student performance on the NYSESLAT.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).]

We initiated a kindergarten grade with the intention to gradually expand to grade 5. Therefore, presently we are serving ENLs in the kindergarten, 1 st and 2 nd grade through our Transtional Bilingual Education Program in Chinese/English, Dual Language Program Arabic/English, and the stand alone ESL Program. These ENLs in grade K have been assessed with the NYSISTELL and with a series informal classroom assessments that guide the instruction in the classrrom. In addition, the results of the MOSL have been used to guide instruction.

We are supporting ENLs enhanced academic outcomes by:

Fostering Basic Interpersonal

6. How do you make sure that a student's new language development is considered in instructional decisions?
In each language lesson and during literacy instruction the focus is upon language acquisition and improving existing language skills. Therefore, our ENL and native speakers have opportunities to participate in appropriate activities that meet their needs and foster growth.
We maintain and monitor teacher observations and assessments to ensure that our English learners are acquiring academic knowledge as they develop English language proficiency.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- The English proficient students are assessed by teacher-created assessments in Arabic. In Arabic Language Arts, assessments in Arabic are administered quarterly. Math assessments are administered monthly. Science follows the NYS Scope and Sequence and students are tested six times a year. Students also complete four to six projects per year.
- The EPs are all beginners in the targeted language.
 - State and City Assessments are not applicable for Kindergarteners.
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).
We evaluate the program according to the data from the school report card, the results from the Standardized tests, and the Progress report. In addition, we will examine the success of the program by using the data from our interim reports and our students' performance on their report cards. Evaluation of the program will also be determined by the ENL, BL, and DL teachers and their feed-forward of how beneficial the particular program is to the students.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.
 - Throughout the school year, when new students come to register, the Pupil Personnel secretary, Gloria Romeo, alerts Ms. Kelly, an ENL certified teacher. Ms. Kelly provides the parent/guardian with the Home Language Identification Survey (HLIS) and ensures that all the components are completed. Ms. Kelly then conducts the informal oral interview and the formal initial assessment in English. If Ms. Kelly is unavailable, one of the other certified ENL teachers completes the process. For Spanish-speaking parents, the Bilingual teacher is utilized to translate. For all other languages, available bilingual staff is used. If we are not able to provide the translation, we call the Translation Unit to assist us in this matter. Within ten days, the ESL teacher administers the NYSITELL, if the student is eligible for testing. The Spanish LAB is also administered within ten school days if a student with an OTELE code of Spanish, does not score Commanding on the NYSITELL. Using the information from the revised NYSITELL/NYSESLAT eligibility Roster (RLER) ATS report, ENLs are evaluated annually using the New York State English as a Second language Achievement Test (NYSESLAT). The NYSESLAT scores are used to identify the proficiency levels (emerging, expanding, transitioning, commanding) of the students and this information is distributed to all teachers of ENL students as a tool to inform instruction.
 - To ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, freestanding ESL), parents view, in their native language, the NYCDOE Orientation Video for parents of English Language Learners during individual parent orientation sessions held at the time of their interview by the ENL teacher. The necessary translators are available for parents to explain and clarify each program choice. If the necessary translator is unavailable the DOE translation service is contacted.
 - To ensure that the Parent Survey and Program Selection forms are returned, parents complete the forms during the individual parent orientation session.
 - The Parent Survey and the Program Selection forms are carefully reviewed with the parents and the ENL teacher and the translator (if needed). Parents provide the ENL teacher with all the information about the students' literacy level in their native language. The parents are informed about all ENL programs that are offered in NYC schools and are given the option to make a program selection. The child is then placed honoring the parent selection. The letters are copied, the original goes into the students cumulative records, and the copy is kept on file.

The implementation of the Kindergarten program continues to recruit students in the target language (Arabic) to ensure a successful implementation of a dual language program. Mr. Salama is the ENL teacher that conducts the parent meetings for our

students for the dual language program. The TBE program was developed at the request of parents in early September 2013 when PS/IS 30 was the overflow site for PS 69 in District 20.

2. Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

The ENL coordinator works with the admissions secretary to determine if a child should be designated as a SIFE. Our ESL coordinator administers the Oral Interview Questionnaire. The information gathered allows the the school to determine if there has been a gap of two year or more in the student's formal education. This interview also provides valuable information regarding language and literacy.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to [ELL Policy and Reference Guide, ELL Identification](#) section).

The LPT is minimally comprised of

- A school administrator
- A certified teacher or related service provider with a bilingual extension and/or a teacher of English to speakers of other languages
- A special education teacher
- The student's parent or guardian

A qualified interpreter or translator of the language or mode of communication the

Ms. Kelly, a certified ENL teacher reviews the student information and convenes the LPT as necessary.

The LPT determines whether the student should take the NYSITELL. The LPT considers evidence of the student's English language development, including, but not limited to the following:

The student's history of language use in the school and home or community

The results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6), which includes assessments administered in the student's home language

Information provided by the Committee on Special Education (CSE) as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

Based on the evidence, the LPT must make a determination as to whether the student may have second language acquisition needs or whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English

The parent is informed of his/her right to accept or reject the LPT recommendation within 20 days.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

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

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

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section).

Included in the information that is sent home and translated are instructions as to how a parent may appeal the ENL status of a student. Ms. Kelly is responsible for issuing and maintaining this information.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

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

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

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

The ENL coordinator carefully reviews all documents submitted and arranges additional orientation meetings as necessary. Additionally the ENL reviews ATS reports regularly to ensure that reports are up to date and complete.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. Again the ENL coordinator and team review this information and reach out to families that have not completed the survey or selection form. Ongoing communication with these parents takes place utilizing any school staff necessary. Translators assist in providing and gathering information to the families. If the parent does not respond the default choice is bilingual.
9. Describe how your school ensures that placement parent notification letters are distributed. Parent notification letters are sent home with students with an additional copy being mailed to the home. The ENL coordinator and guidance counselor coordinate their efforts to ensure that each family is made aware of their child's placement.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL coordinator maintains binders of all pertinent information in a secure location. The pupil personnel secretary places the appropriate documentation in the student file.
11. 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.

Using the ATS reports RLER and the RLAT the ENL coordinator and the AP of ENL services meet initially to determine which students must be tested. An initial schedule is determined between the ENL coordinator, AP and programmer. This includes the time allotted for each portion of the test, necessary directions and classrooms or offices that will be utilized. As necessary schedules are adjusted to meet the mandated requirements. The information is disseminated to all ENL faculty. Upon review this information and the necessary guidelines are given to all staff and faculty.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. During the school year Ms. Kelly works with teachers to ensure that every child receives the notification letter. Student records are reviewed by the team and an evaluation is made in terms of entitlement and transitional support. Letters are sent home with the students and mailed to individual households.
13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

Many parents continue to select English dominant classes for their child. PS/IS 30 honors parental selection and makes the necessary classes available to families within the DOE guidelines.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class]).
 - a. Freestanding ENL program.

Freestanding ENL programs are homogeneously grouped by grade and proficiency level. For the integrated portion of service an ENL certified teacher and a content area teacher deliver instruction. For stand alone service an certified ENL teacher delivers instruction.
 - b. TBE program. *If applicable.*

The TBE class is heterogeneously grouped. In the TBE program Science and Social Studies are provided in the students' native language by a certified Bilingual teacher. All other content areas are instructed in English. The mandated ENL services are provided by the certified Bilingual classroom teacher.
 - c. DL program. *If applicable.*

For the Dual Language students, 50% of their instruction is in Arabic. They are instructed in Arabic in Math, Science, and Arabic Language Arts. The remaining 50% of their instruction is in English. They are instructed in English in Social Studies and ELA. For their mandated ENL instruction, the students are grouped according to their proficiency level, and receive their instruction in the Integrated model and/ or, the Stand Alone model as prescribed by the the Chancellor's Regulations.

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

The NYSESLAT proficiency levels are reviewed for each child. The units of study and how they are delivered are determined by the mandated CR Part 154 -2.

3. Describe how core content is delivered in each program model. 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.

Our Arabic Dual Language Program includes an ENL component designed to develop skills in listening, speaking, reading, and writing in English

All content-area courses/subjects are taught in the home language and English

A home language arts component is designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture

50% of the students are ELLs of the same home language; 50% of the students are not ELLs (former ELLs or never ELLs)

Our transitional Chinese bilingual education program includes the following

an ENL component designed to develop skills in listening, speaking, reading, and writing in English

2 content-area courses that are taught in the home language and English at the entering and emerging levels

a home language arts component designed to develop skills in listening, speaking, reading, and writing in the students' home language while cultivating an appreciation of their history and culture

all of the students in a TBE program share the same home language

Stand-alone ENL instruction is provided to develop English language skills so that students can succeed in core content courses. It is delivered by a certified ENL teacher. A student may not receive stand-alone ENL in lieu of core content area instruction.

Integrated ENL instruction is used to build English language skills through content area instruction. It is delivered by a dually certified teacher (ENL and a content area) or co-teaching by a certified ENL teacher and a certified content area teacher (i.e., English language arts, math, science, or social studies). Both methods of integrated ENL instruction include content area subject matter and English language development using ENL strategies. All ELLs and former ELLs up to 2 years after exiting ELL status must receive a minimum number of units of integrated ENL.

At the secondary level, ENL is often departmentalized; however, at the elementary level, ENL is delivered in the following 2 ways: The push-in model: an ENL teacher works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. There is a common preparation time between the 2 teachers and/or prior collaborative lesson planning.

The pull-out model: ELLs who spend the majority of their day in all-English content instruction are brought together from various classes for English-acquisition-focused instruction. ENL teachers need to plan carefully with general education teachers to ensure curricular alignment and continuity of instruction.

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

To ensure that ELLs are appropriately evaluated in their native language, standards based instruction is provided in the native language and in English for the duration of students' education in Transitional Bilingual Education. Literacy instruction is consistent with the program model design. All classrooms have genre-based libraries in English and support material in the native language; including but not limited to fiction and nonfiction texts, bilingual glossaries and dictionaries. Students have easy access to reading material in English and in the native language and teachers are supported and encouraged to develop native language proficiency as well as academic English skills. ELLs are also provided with bilingual glossaries and dictionaries for state examTo ensure that ELLs are appropriately evaluated in their native language, standards based instruction is provided in the native language and in English for the duration of students' education in Transitional Bilingual Education. Literacy instruction is consistent with the program model design. All classrooms have genre-based libraries in English and support material in the native language; including but not limited to fiction and nonfiction texts, bilingual glossaries and dictionaries. Students have easy access to reading material in English and in the native language and teachers are supported and encouraged to develop native language proficiency as well as academic English skills. ELLs are also provided with bilingual glossaries and dictionaries for state examaste response to question here:

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

We ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year through a variety of measures. Including department wide benchmark assesments, curriculum based assessments, informal and formal in class assessments, one on one conferencing with students and teacher observations. We also analyze data from the ELL periodic and predictive assessments to inform and drive our instruction.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

- d. Long Term
- e. Former ELLs up to two years after exiting ELL status

Teachers at PS/IS 30 differentiate instruction for ENL subgroups by implementing numerous strategies including but not limited to; building prior knowledge, integrating opportunities to use oral and written language for learning purposes, scaffolding to provide multiple entry points, collaborative grouping through partnerships and group activities, writing and literature response groups, informal assessments, writing reports, and sharing projects to promote English language, literacy and content knowledge development. Teachers maintain high expectations for all ENLs by providing standards based instruction while tailoring instruction to meet individual student needs. They use multiple modes of assessing learning including careful observations of students while students complete performance-based tasks, portfolio entries, learner self assessments and testing accommodations for formal standardized tests. They provide students with access to common core curriculum, facilitate English language development and afford students opportunities for social integration into their multicultural classrooms by offering comprehensible input for language acquisition. Teachers of ENLs make their context-embedded instructional talk more understandable by speaking clearly, repeating key points, defining essential vocabulary in context, and pairing talk with non-verbal communication cues such as pictures, audiovisual clips, graphs, objects and gestures. In addition, teachers are aware and specifically develop appropriate language, content and social/affective objectives including a low-anxiety environment to promote language acquisition and content knowledge.

In addition to these methods of differentiation, we employ a number of other techniques to provide multiple entry points for all ELLs.

- a. Our SIFE students participate in extended day, as well as small group instruction during the school day based on need.
- b. Our plan for newcomer ELLs includes access to extracurricular programs (funded by Title III funds) programs). Most of our newcomer students participate in extended day, as well as, small group instruction during the school day based on need.
- c. Our plan for our developing ENLs include access to extracurricular programs (funded by Title III funds). Long term ENLs are placed in an appropriate class setting based on their ELA and NYSESLAT levels, as well as other individual needs they may have (ie, students with disabilities, students in superintendents classes, etc. Other students are supported within their content area classes by an ENL teacher. Many of our long term ENLs also participate in extended day. Based on need, long term ELLs also receive small group instruction and/or AIS services during the school day.
- d. Our plan for long term ELLs (6+ years) includes access to extracurricular programs (funded by Title III funds). Long term ENLs are placed in an appropriate class setting based on their ELA and NYSESLAT levels, as well as other individual needs they may have (ie, students with disabilities, students in superintendent classes, etc. Many of our long term ENLs also participate in extended day. Based on need, long term ENLs also receive small group instruction and/or AIS services during the school day.
- e. Former ENLs (1 to 2 years after testing proficient) are also invited to participate in extracurricular programs created for the

Teachers at PS/IS 30 differentiate instruction for ENL subgroups by implementing numerous strategies to including but not limited to; building prior knowledge, integrating opportunities to use oral and written language for learning purposes, scaffolding to provide multiple entry points, collaborative grouping through partnerships and group activities, writing and literature response groups, informal assessments, writing reports, and sharing projects to promote English language, literacy and content knowledge development. Teachers maintain high expectations for all ENLs by providing standards based instruction while tailoring instruction to meet individual student needs. They use multiple modes of assessing learning including careful observations of students while students complete performance-based tasks, portfolio entries, learner self assessments and testing accommodations for formal standardized tests. They provide students with access to common core curriculum, facilitate English language development and afford students opportunities for social integration into their multicultural classrooms by offering comprehensible input for language acquisition. Teachers of ENLs make their context-embedded instructional talk more understandable by speaking clearly, repeating key points, defining essential vocabulary in context, and pairing talk with non verbal communication cues such as pictures, audiovisual clips, graphs, objects and gestures. In addition, teachers are aware and specifically develop appropriate language, content and social/affective objectives including a low-anxiety environment to promote language acquisition and content knowledge.

- 7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student’s academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [*ELL Policy and Reference Guide, Re-Identification of ELL Status*](#) section.
The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ENL or non-ELL to request (within 45 school days of enrollment only) that the ENL Identification Process be administered a second time. The Re-identification Process may be utilized for students who have a home language other than English, are ENLs and non-ENLs
The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following: a

student's parent or guardian, a student's teacher (if the teacher's request includes written consent from the parent or guardian) a student of 18 years of age or older.

The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

1. School receives written request to initiate the Re-identification Process (e.g., parent writes letter to principal).
2. School reviews all documents related to the initial or reentry identification process detailed above.
3. School reviews the student's work in English and in the home language.
4. School may administer the NYSITELL to the student if the original determination was that the student should not be administered the NYSITELL. Under no circumstances can the Re-identification Process include a second administration of the NYSITELL.
5. School consults with parent or guardian.

8. 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?

An IEP team consisting of a special education teacher, a general education teacher, the school psychologist, the ENL coordinator and the special education liaison ensure that ENL-SWD receive their mandated services and that their programs reflect the appropriate hours of ENL. Our ENL teachers push in to our content classes to ensure all ENL students receive the proper support required. Our teachers at PS/IS 30 support students language, literacy and content learning by implementing numerous strategies and instructional methods including but not limited to: building academic language, integrating opportunities to use oral and written language for learning purposes, scaffolding for support, targeted grouping strategies, targeted formative and summative assessments, writing projects, and sharing projects to promote English language, literacy and content knowledge development. Teachers maintain high expectations for ENLs by providing standards based instruction while tailoring instruction to meet individual student needs. They use multiple modes of assessing learning including careful observations of students, performance-based portfolio entries, learner self assessments and testing accommodations for formal standardized tests. They provide students with access to common core curriculum facilitate English language development and afford students opportunities for social integration into their multicultural classrooms by offering comprehensible input for language acquisition. Teachers of ENLs make their context-embedded instructional talk more understandable by speaking clearly, repeating key points, defining essential vocabulary in context, and pairing talk with non verbal communication cues such as pictures, graphs, objects and gestures. In addition, teachers are aware and specifically develop appropriate language, content and social/affective objectives including a low-anxiety environment to promote language acquisition and content knowledge.

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

Our school looks closely at individual student needs and learning styles by analyzing past student portfolios, teacher anecdotal and test scores to assess appropriate interventions. We have developed an Inquiry Team and Professional learning communities (PLC) to examine trends and establish suitable learning environments. Teachers, administrators and support staff convene regularly for professional development, to discuss students individual educational plans, to fine-tune schedules if needed, and to address the complex composition of our schools population. Students with disabilities whose IEP recommend ENL services are programmed to receive ENL instruction as per CR-Part 154. The frequency of instruction has been determined by their English language acquisition and NYSESLAT score. Students are motivated and supported through a strong school-to-home connection. Students with Disabilities and ENLs are strongly encouraged to participate in our extended day programs. Students who have been designated at risk receive focused attention and are offered a variety of interventions in an effort to prevent being referred to a committee on special education including but not limited to: Individual and group counseling, parent and school based support team conference, guidance intervention, at risk SETSS special education teacher support service recommendation for 6-8 weeks prior to a formal recommendation for special education services Students who are offered the above mentioned interventions and are still recommended for special education services obtain the school psychologists' evaluation, receive a recommendation based on a school team comprised of a psychologist, social worker, mainstream teacher, and a special education teacher's observations and analysis. Parents are invited to the meetings and are given an opportunity to view the recommended learning environment. Students are always placed in the least restrictive environment initially and are monitored periodically to ensure proper placement.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

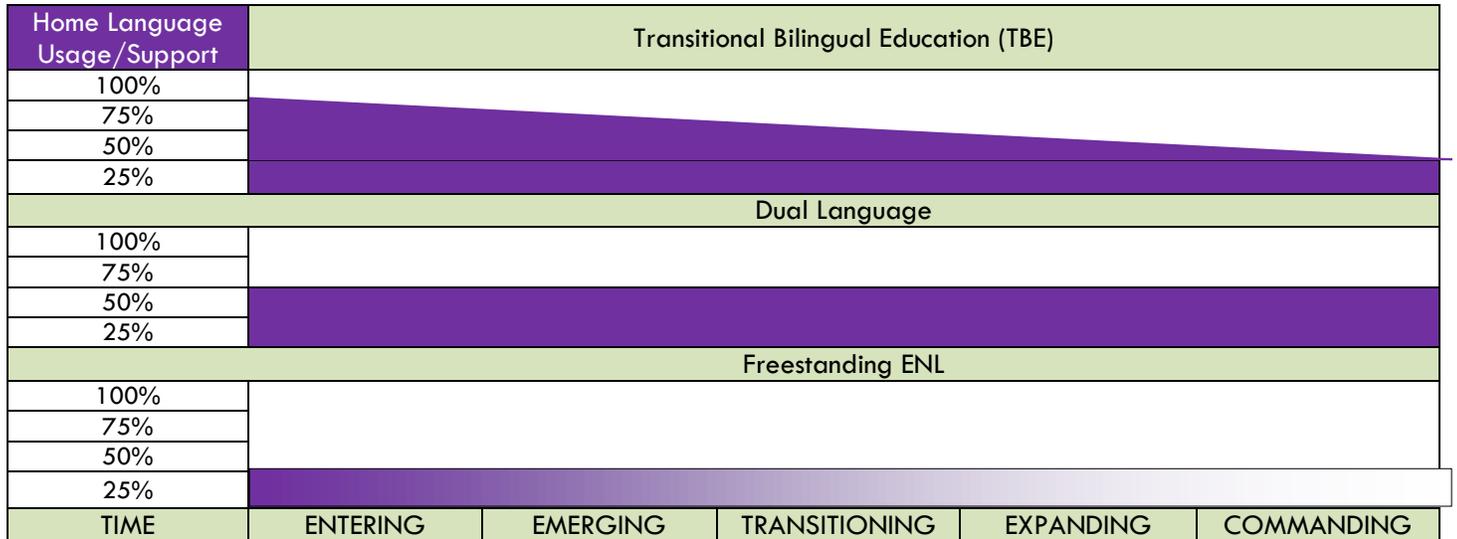


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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.
We have provided academic intervention programs which specifically target the ENL students in the bottom third of our student population. These programs target ELA and Math skills. These programs are delivered in English.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
As previously identified, there is concern about the number of students who maintain ELL status for prolonged period of time.
12. What new programs or improvements will be considered for the upcoming school year?
All students in non-superintendent classes are scheduled for an intervention program during the school day. During this school year a particular emphasis is being placed upon grouping ENL students of similar ability in these small group instructional periods. "WIN" (what I need) instructors will have the opportunity to utilize materials specifically designed for ENL students.
13. What programs/services for ELLs will be discontinued and why?
There are no programs or services being discontinued for ENL students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All students are invited to participate in extra-curricula activities. PS/IS 30 is partnered with MSQI and NIA. Through these partners hips students in 6th, 7th and 8th grade are offered a free after-school program from their 2:20 dismissal time until 5:00PM. Students and their families, as well as, their teachers have input into the programs children participate in. Course selections offer a variety of opportunities for students to grow academically and socially. ENL students are also invited to a Saturday Academy that develops skills necessary for successful performance on the NYSESLAT as well as content area of studies.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
ENLs have access to laptops and Ipads in many of their classes. They are engaged in project based learning activities requiring the use of computers throughout the curriculum units. Smartboards are installed in classrooms giving students the ability to interact in the lesson. Our school has a strong technology program to support language acquisition for our ENL population. Students use various web based program that use differentiated non-fiction readings to boost ENLs reading comprehension, fluency, and writing skill. using iPads and Macbooks in the classroom to promote language acquisition. We are exploring best practices through the use of these technologies. Our school is a STEAM school that encourages all students to develop a love and interest in technology, science and the arts.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
TBE Model: Native language support is delivered during the mandated Native Language Arts instruction. The instruction is delivered in Chinese. Students follow the literacy curriculum as mandated by the New York State Education department. The Native Language Arts classroom contains a classroom library in the native language. Certified Bilingual teachers deliver instruction in Math, Science, and Social studies. Students receive the mandated number of periods in NLA. ENL Model: All teachers of students in the Freestanding ESL program have received ExC-ELL (Expediting Comprehension for English Language Learners) strategies during professional development sessions provided by educational consultants of Dr. Margarita Calderon. Bilingual Dictionaries and Glossaries are used to support the native language well as I-Pads with translations applications We have recently won a grant which allowed us to stock our school library with an impressive collection of books in a variety of Native Languages.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
We have ensured that the required services support and resources are aligned with the student's age, grade level and proficiency levels by adopting a robust curriculum (EL) that is unpacked by a grade team on an ongoing basis. Our grade teams meet and plan weekly during a common planning period and after school for a total of 3 weekly hours in a professional learning community. The goals of the teams include but are not limited to enriching the curriculum by adding relevant and appropriately motivating resources to assist students in understanding, and making meaning out of the texts. Teachers are diligent in making sure students are properly mastering the skills of reading, writing, speaking and listening. They are sensitive to the students cultural background and age and modify material as agreed upon by the team.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
Our parent coordinator ensures that our newly enrolled ENLs are provided with the summer reading assignment and supply lists. She provides information about school uniforms and contact information regarding parents preferred method of correspondence with the school. Our newly enrolled students are oriented to our school with a tour given by our parent coordinator or our ENL coordinator. New ENL students are assigned a "buddy", in their respective classes who speaks the same language and can help the student acclimate to his/her new school environment.
19. What language electives are offered to ELLs?

We offer Spanish as an elective language.

20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

: For the Dual Language students, the Side by Side model is used. 50% of their instruction is in Arabic. They are instructed in Arabic in Math, Science, and Arabic Language Arts. The remaining 50% of their instruction is in English. They are instructed in English in Social Studies and ELA. For their mandated ENL instruction, the students are grouped according to their proficiency level, and receive their instruction in the Integrated model and/ or, the Stand Alone model as prescribed by the the Chancellor's Regulations. The English proficient students are assessed by teacher-created assessments in Arabic. In Arabic Language Arts, assessments in Arabic are administered quarterly. Math assessments are administered monthly. Science follows the NYS Scope and Sequence and students are tested six times a year. Students also complete four to six projects per year.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers participate in training that includes specific methodologies for ENL students. This occurs during the Monday and Tuesday after-school PD. Administration shares with all staff, opportunities to participate in ENL professional development prepared and offered by DOE and non-DOE personnel. Scheduling accommodations are made for in-house and off site trainings. Time is allocated during the school day and after for teachers to collaborate on best practices.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Our teachers avail themselves of the offerings of the Brooklyn South Field Support Team. They cover a variety of topics including, but not limited to, compliance, common core standards, and supportive ENL methodology. Our ENL teachers are currently being trained in the use of Lightsail, an electronic program which recognizes varying lexile levels, and provides an appropriate text for each student.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Our guidance counselor and Advisory teacher, have consultation groups with both eighth grade students and their parents. They talk about high school choices and determine if it is a fit for the student. Our guidance counselor reaches out to the schools which the majority of our students attend and arranges to have our students go on a tour.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.

Each school must provide professional development to all teachers and administrators that specifically addresses the needs of English language learners. A minimum of fifteen percent (15%) of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. For all bilingual and English as a new language teachers, a minimum of fifty percent (50%) of the required professional development hours must be dedicated to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. Records are maintained by using a sign-in sheet and keeping a copy of the agenda.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

PS/IS 30 maintains an open door policy that allows parents to meet with their child's teachers on a regular basis. Parents are invited to scheduled meetings in addition to the Tuesday afternoon parental engagement time. Schools must individually meet with the parents or guardians of English language learners at least once a year. This is in addition to parent-teacher conferences, initial parent orientations, quarterly progress meetings or other scheduled meetings provided for parents or guardians, to discuss the goals of the program, their child's language development progress, their child's English language proficiency assessment results, and language development needs in all content areas. This additional meeting should include school staff necessary to sufficiently inform the parents or guardians about the child's language development in all content areas in English and in the child's home language in the case of students enrolled in a bilingual education program. Such meetings are conducted with a qualified interpreter/translator in the language or mode of communication the parent or guardian best understands. Schools must determine the manner and form of such individual parent meetings, in accordance with collective bargaining agreements. Schools should record attendance using existing procedures.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [ELL Policy Reference Guide, Parent Selection and Program Placement](#) section.

ENL teachers maintain a Meeting Log for the use of Individual Annual meetings. A phone log is maintained in the ENL office for phone correspondence. Copies of letters to parents are filed in the ENL office.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents are invited to an after-school program to improve their own language skills. Parents are welcomed to bring their children and child care services were provided. Parents of all students are encouraged to volunteer during the school day and for after school activities . Through volunteering parents become more knowledgeable about their child's school experience and the resources available to them. The Parent Coordinator makes special efforts to reach out to the ENL community.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS/IS 30 partners with the NIA, which offers both academic and extra curricular activities to English Language after school. Beginning in January 2016, parents will be offered ESL classes and Literacy classes. We also partner with the Qatar foundation which supplies professional resources, training, and support for our Arabic dual language program.

5. How do you evaluate the needs of the parents?

Parent needs are assessed by surveys, individual conversations and feedback from teachers, the PTA and SLT.

6. How do your parental involvement activities address the needs of the parents?

Parents are encouraged and supported as active members in their child's education. This allows parents to feel as if they are welcomed and valued members of the school community.

D. Additional Information

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

School Name: PS/IS30

School DBN: 20K030

Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Carol Heeraman	Principal		7/27/15
	Assistant Principal		11/12/15
Donna Moscatello	Parent Coordinator		11/12/15
Mohamad Salama/Laura Kelly	ENL/Bilingual Teacher		11/12/15
Issa Farshouhk	Parent		11/12/15
Nadine Mastrogiacomo/Math	Teacher/Subject Area		11/12/15
Mary Grace Owusu/Science	Teacher/Subject Area		11/12/15
Calliope Athanasakos	Coach		11/12/15
	Coach		1/1/01
Audra Allen	School Counselor		11/12/15
Karina Costantino	Superintendent		11/12/15
	Borough Field Support Center Staff Member		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **20K030**

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

Superintendent: **K. Costantino**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the home language ATS report to provide us with the various languages spoken by our parents and students. Once that is determined all of the bag-packed notices and information sent home is translated in that language by our staff and/or translation site. Our new messenger system allows us to program messages in various languages so parents receive that phone communication in their spoken language. For walk-in visitors who require translation in another language, a staff member is used the majority of the time, if unavailable the DOE translation service is usually called to assist visitors. During the first days of school all students are given the "blue emergency contact cards" to complete and return. On the card we request "parent's preferred language of communication; written and oral." Ms. Romeo, PA secretary, inputs all the data into ATS and we use the ATS report RAPL (Adult Preferred language) to determine our parents' written and spoken language at home. This report is printed by class and all documents sent home to parents are in the preferred language indicated. We monitor the accuracy of our blue cards having our school aides do a monthly cross-check with the ROCL and the RAPL, since we also have intermittent registration during the school year. In addition, informal assessments in the classroom are also conducted to identify the language that is spoken at home. We send notices home to parents in English as well as in the second language based on ATS students' home languages data report. Our parent coordinator continues to provide outreach to our non-English speaking parents by gathering data to determine how to meet the needs of our non-English speaking parents. Members of the staff who speak another language also provide translation for our parents and assist in translating written information as well. We also utilize the free translation or interpretation services provided by the DOE. Our members of the SLT and members of the PTA are also involved and provide translation of materials on information being sent home as well.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

English, Arabic, Chinese, Spanish, Urdu, Polish, Korean, Russian, Urdu, Bengali, Indonesian, Albanian

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

- A. Parent Notices: ongoing
 - a. Parent-Teacher conferences as prescribed and at parental request.
 - b. Due process notices
 - c. Student Intervention Teacher Letter to Parents/AIS
 - d. Principal Suspension Notices
 - e. School Attendance Lateness/Policy September
 - f. Promotion and Grading Policy
 - g. Immunization: as needed
 - h. Cell phone policy
 - i. NYS Testing notices
 - j. SLT notices

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Each Tuesday parental engagement time- translators are provided as necessary
Coffee and conversation with PTA 8:30 Tuesday mornings
Parent/Teacher conferences as prescribed.
Curriculum Night September
Open House for incoming sixth graders-Sept/June
Open House for incoming Kindergartners-Sept/June
Independent tours
Teachers are provided with head-sets and receivers to orally translate at school meetings.
Student volunteers translate at various school events for community service

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Documents with available translation are distributed to official classes
Parent volunteers translate when possible
In-house staff and faculty translate written documents
Occasionally outside vendors are contracted to provide oral translation

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

As the need dictates, we contact the Translation and Interpretation Unit for both over the phone translation and person to person translation. For Parent Teacher conferences, interpreters are occasionally provided by an outside vendor. We also avail ourselves of translation support from teachers who are bilingual. Student volunteers from local high schools assist in translation during parent meetings.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

Signs in all major languages are displayed in the school lobby informing parents of the availability of translation and interpretation services
Each teacher received the Language Palm card and information about phone interpretation
The main office and security desk have the Language ID Guide
Announcements are made to indicate the availability of translators during meetings.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's

Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

PS/IS 30 provides parents with the following translated letters in native languages from the website:
Office of English Language Learners: Parent Brochure; Parent Survey & Program Selection Form ;Placement Letter ; Entitlement Letter ; Continued Entitlement Letter Non Entitlement Letter ; Transition Letter ; Registration Form, interclass transfer, and extended parent conversation letters
immunization letters.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

The parent coordinator regularly meets with parents and gains feedback
parent volunteers share information with the PTA
The SLT discusses these issues and shares information with the community at large
Teachers communicate with administration and share parental concerns.