

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

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

**05M030**

**School Name:**

**P.S. 030 HERNANDEZ/HUGHES**

**Principal:**

**TERI STINSON**

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

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

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

**Section 4: CEP Overview**

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

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

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Rafael Hernandez/Langston Hughes School Number (DBN): 05M030  
Grades Served: Pre-K through 5  
School Address: 144-176 East 128<sup>th</sup> Street  
Phone Number: 212-876-1825 Fax: 212-876-4034  
School Contact Person: Teri Stinson Email Address: [tstinso@schools.nyc.gov](mailto:tstinso@schools.nyc.gov)  
Principal: Teri Stinson  
UFT Chapter Leader: Gladys Miller  
Parents' Association President: Willie Bartley, Jr.  
SLT Chairperson: Willie Bartley, Jr.  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Angela Jenkins  
Student Representative(s): N/A

**District Information**

District: 05 Superintendent: Gale Reeves  
Superintendent's Office Address: 425 West 123rd Street, New York, NY 10027  
Superintendent's Email Address: [Greeves@schools.nyc.gov](mailto:Greeves@schools.nyc.gov)  
Phone Number: 212-769-7500 Fax: 212-769-7619

**Borough Field Support Center (BFSC)**

BFSC: Manhattan Director: Yuet Chu  
Director's Office Address: 333 Seventh Avenue, 8<sup>th</sup> Floor, New York, New York 10001  
Director's Email Address: [YChu@schools.nyc.gov](mailto:YChu@schools.nyc.gov)  
Phone Number: 646-470-0721 Fax: 917-3397/165

## 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<br>(Blue Ink) |
|--------------------|---|-------------------------|
| Teri Stinson       | *Principal or Designee  |                         |
| Gladys Miller      | *UFT Chapter Leader or Designee   |                         |
| Willie Bartley, Jr | *PA/PTA President or Designated Co-President  |                         |
| N/A                | DC 37 Representative (staff), if applicable   |                         |
| Angela Jenkins     | Title I Parent Representative (or Parent Advisory Council Chairperson)  |                         |
| N/A                | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                    | Student Representative<br><i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i> |                         |
|                    | CBO Representative, if applicable   |                         |
| Oscar Garcia       | Member/Parent   |                         |
| Marleen Tabon      | Member/ Parent  |                         |
| Jennie Aguirre     | Member/ Parent  |                         |
| Brenda Shufelt     | Member/ UFT   |                         |
| Dorothy Matthew    | Member/ UFT   |                         |
| Tonya Spry Thomas  | Member/ UFT   |                         |

| <b>Name</b> | <b>Position and Constituent Group Represented</b> | <b>Signature<br/>(Blue Ink)</b> |
|-------------|---|---------------------------------|
|             | 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.

| <b>The Six Elements of the Framework for Great Schools</b>  |
|---|
| <b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills. |
| <b>Supportive Environment:</b> 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.

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

Students with Disabilities (SWD) constitute approximately 30% of our school population and English Language Learners constitute approximately 14%. We support our SWD population with needed reading supports such as Great Leaps , Foundations , and Saturday Tutorial Academy. We provide support for our ENL population with reading programs such as Foundations and Really Great Reading as well as the addition of a part-time instructor who works one-to-one with struggling ENLs.

Framework for Great Schools Report 2015 - Areas of Success

Rigorous Instruction - Shifts in Literacy

Collaborative Teachers: Reflective dialogue. Teacher Teams work together to plan and discuss data and implications for instruction. The Teams also identify strategies and best practices. Planning, sharing and critiquing. Teacher's meet with their grade level cohort to plan and discuss, unit plans, student work, lesson plans and next steps. Teacher's become critical friends by giving feedback to each other after an inter-visitation or viewing task assignment.

Supportive Environment: Social-emotional measure. Classroom protocols that support the lesson also provide an engaging, supportive, academic risk-taking environment.

Effective School Leadership: Program coherence. Principal instructional leadership.

Strong Family – Community Ties: PS 30M is a Community Learning School in partnership with the United Federation of Teachers (UFT). We invite our stakeholders-parents, educators, students, businesses and local churches to work with us to provide programs and services that enrich and support our school community.

Trust: Parent-teacher trust and teacher-teacher. trust.

### 05M030 School Information Sheet

| School Configuration (2014-15)                                  |                      |                  |   |   |
|---|----------------------|------------------|---|---|
| Grade Configuration   | PK,0K,01,02,03,04,05 | Total Enrollment | 289   | SIG Recipient                                 |
|   |                      |                  |   | N/A   |
| 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 |
|   |                      |                  |   | N/A   |
| Types and Number of Special Education Classes (2014-15)         |                      |                  |   |   |
| # Special Classes   | N/A                  | # SETSS          | N/A   | # Integrated Collaborative Teaching           |
|   |                      |                  |   | N/A   |
| Types and Number of Special Classes (2014-15)                   |                      |                  |   |   |
| # Visual Arts   | N/A                  | # Music          | N/A   | # Drama                                       |
| # Foreign Language  | N/A                  | # Dance          | N/A   | # CTE   |
|   |                      |                  |   | N/A   |
|   |                      |                  |   | N/A   |
| School Composition (2013-14)                                    |                      |                  |   |   |
| % Title I Population  |                      | 89.3%            | % Attendance Rate                               | 87.9%   |
| % Free Lunch  |                      | 92.2%            | % Reduced Lunch                                 | 1.7%  |
| % Limited English Proficient                                    |                      | 13.6%            | % Students with Disabilities                    | 28.5%   |
| Racial/Ethnic Origin (2013-14)                                  |                      |                  |   |   |
| % American Indian or Alaska Native                              |                      | 1.4%             | % Black or African American                     | 43.7%   |
| % Hispanic or Latino  |                      | 51.9%            | % Asian or Native Hawaiian/Pacific Islander     | 0.3%  |
| % White   |                      | 2.7%             | % Multi-Racial                                  | N/A   |
| Personnel (2014-15)   |                      |                  |   |   |
| Years Principal Assigned to School (2014-15)                    |                      | 4                | # of Assistant Principals (2014-15)             | 1   |
| # of Deans (2014-15)  |                      | N/A              | # of Counselors/Social Workers (2014-15)        | 5   |
| Personnel (2013-14)   |                      |                  |   |   |
| % of Teachers with No Valid Teaching Certificate (2013-14)      |                      | N/A              | % Teaching Out of Certification (2013-14)       | N/A   |
| % Teaching with Fewer Than 3 Years of Experience (2013-14)      |                      | 0.4%             | Average Teacher Absences (2013-14)              | 5.87  |
| Student Performance for Elementary and Middle Schools (2013-14) |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | 17.0%            | Mathematics Performance at levels 3 & 4         | 15.3%   |
| Science Performance at levels 3 & 4 (4th Grade)                 |                      | 87.9%            | Science Performance at levels 3 & 4 (8th Grade) | N/A   |
| Student Performance for High Schools (2012-13)                  |                      |                  |   |   |
| ELA Performance at levels 3 & 4                                 |                      | N/A              | Mathematics Performance at levels 3 & 4         | N/A   |
| 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                       | YES   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | YES              |   |   |
| Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)     |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | NO  |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | Limited English Proficient                      | N/A   |
| Economically Disadvantaged                                      |                      | NO               |   |   |
| Met Adequate Yearly Progress (AYP) in Science (2012-13)         |                      |                  |   |   |
| American Indian or Alaska Native                                |                      | N/A              | Black or African American                       | YES   |
| Hispanic or Latino  |                      | YES              | Asian or Native Hawaiian/Other Pacific Islander | N/A   |
| White   |                      | N/A              | Multi-Racial                                    | N/A   |
| Students with Disabilities                                      |                      | YES              | 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 2015 New York State Education results show that 33% of our grade 3 students performed at level 2 on the ELA State Exam and 30% performed at level 2 on the Math State Exam.

2014 - 2015 Quality Review, Proficient rating on Quality Indicator 1.1 How interesting and challenging is the curriculum; Proficient on Quality Indicators, 1.2 How effective is the teaching and learning; and Proficient on Quality Indicator 2.2 How well does the school assess what students are learning.

2015 Framework for Great Schools Report - 99%, four percent higher than city average on Common Core Shirts in literacy and 94%, one percent higher than city average in Math.

### 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, students' performance for grade 3 in both Math and ELA will increase by 15% to levels 3 and 4 as measured by the 2015-2016 State Exams for grade 3.

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Danielson Framework, 3b, 3c, and 2d. PD for Teachers.  | Teachers   | October, November 2015                              | Administrators, Coaches  |
| Classroom Inter-visitations  | Teachers   | October 2015 - ongoing, as needed                   | Administrators, Coaches  |
| Accountable Talk Stems modeled and represented inside the classroom. Teacher models and monitors use.  | Students   | September 2015                                      | Teachers, Coaches  |
| Close Reading. Strategy taught by teacher  | Students   | September 2015                                      | Teachers, Caches   |
| Signpost for Fiction, Coding for Non-fiction. Reading strategies taught by teacher.  | Students   | October 2015  | Teachers, Coaches  |
| Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ENLs. Each teacher identifies 7 students for Math and 7 students for ELA to monitor his/her learning through weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Recorded in red data binders.   | Students   | November 2015                                       | Teachers   |
| One-to-One volunteer tutoring program (Marble Collegiate Church) 5 second graders and 10 third graders   | Students   | October 2015  | Administrators, Program Coordinators   |
| Small group pull-out tutorial program, gads 3 - 5, for Math and ELA. Use of technology and written materials   | Lowest 1/3                                       | November 2015                                       | Administrators   |
| Open Access Days - 2nd Tuesday of every month from 8:00am - 10:30 am. Parents visit and observe his/her child in classroom during instruction.   | Parents  | November 2015                                       | Administrators, Teachers   |
| "Coffee Chats" with Parent Coordinator and PTA President, 2nd Tuesday of every month beginning at 10:30 am after classroom visit from 10:3am - 11:00 am.   | Parents  | November 2015                                       | Parent Coordinator, Administration   |

|  |         |  |                               |
|--|---------|--|-------------------------------|
| Parent Engagement Tuesdays. Whole school workshops to address common concerns on topics such as asthma. 2nd Tuesday of each month.                                   | Parents | November 2015  | Teacher, Workshop Facilitator |
| Open Access Library Tuesdays to parents. Weekly  | Parents | November 2015  | Librarian                     |
| Progress Reports are sent home the months that report cards are not to keep parents informed of his/her child's progress   | Parents | December 18th, January 29th, April 22nd and May 27th | Teachers                      |
| Report Cards   | Parents | November 5th, March 3rd, and June 28th               | Teachers                      |
| Q & A Library with PTA/SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school. 4th Tuesday of each month | Parents | November 2015  | PTA/SLT                       |

#### **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.

Human Resources: Teachers, coaches, tutors

Instructional Resources: Curriculum materials, skills consumable workbooks for tutorial sessions, computers in library, laptops, ipads, classroom libraries, library books, Red Databinders to tract student progress.

Schedule Adjustments - Schedule for tutorial program.

**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 | X | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
|   | C4E      |   | 21 <sup>st</sup> 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.

Benchmarks are given 3 times a year – November, February and May for ELA and Math. By February 2016, students across grades K - 5 performance results with increase by 20% per grade level on the mid-year Benchmark given in February 2016.

**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.

2015 Framework for Great Schools Report, 94% for Safety and Order which is one percent below the city average; 84% classroom behavior, one percent below the city average.

2014 - 2015 Quality Review, Proficient on Quality Indicator 3.4. How clearly are high expectations communicated to students and staff.

2015 Advance rating for 2a, Creating an environment of respect and rapport, 33% of teachers were highly effective and 45% were effective.

### **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, 90% of teachers will be effective in 2a and 2d as measured by the Advance data.

### **Part 3 – Action Plan**

| <b>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:</b> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Danielson Framework, 2a, 2d. PD for Teachers.  | Teachers   | Sept 2015   | Administrators, Teachers, Coaches  |
| Family Support Team (FST) meetings   | Students   | Twice a Month                                       | Guidance, School Psychologist  |
| Self-Esteem Clubs  | Students   | Tuesdays and Thursdays Weekly                       | Guidance Counselors  |
| Classroom Inter-visitations  | Teachers   | October 2015  | Administrators, Coaches  |
| Snapshots and Informal Observations  | Teachers   | October 2015  | Administrators   |
| Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLs. Each teacher identifies 7 students for Math 7 students for ELA to monitor his/her learning through weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Recorded in red databinders.  | Students   | November 2015                                       | Teachers   |
| One-to-One volunteer tutoring program (Marble Collegiate Church) 5 second graders and 10 third graders   | Students   | October 2015  | Administrators, Program Coordinator  |
| Small group pull-out tutorial program, grades 3 - 5 for Math and ELA. Use of technology  | Lowest 1/3                                       | November 2013                                       | Administrator, Tutors  |
| Open Access Days - 2nd Tuesday of every month from 8:00 am - 10:30 am. Parents visit and observe his/her child in classroom during instruction.  | Parents  | November 2015                                       | Administrators, Teachers   |
| "Coffee Chats" with Parent Coordinator and PTA President. 2nd Tuesday of every month beginning at 10:30 am after classroom visit from 10:30am - 11:00 am.  | Parents  | November 2015                                       | Parent Coordinator, Administration   |
| Parent Engagement Tuesdays - Whole school workshops to address common concerns on topics such as behavior plans..  | Parents  | November 2015                                       | Teachers, Workshop Facilitator   |
| Open Access Library Tuesdays to parents. Weekly  | Parents  | November 2015                                       | Librarian  |
| Progress Reports are sent home the months the report cards are not to keep parents informed of his/her child's progress.   | Parents  | December 18th, January 29th,                        | Teachers   |

|   |         |                                       |          |
|---|---------|---------------------------------------|----------|
|   |         | April 22nd and May 27th               |          |
| Report Cards.   | Parents | November 5th, March 3rd and June 28th | Teachers |
| Q & A Library with PTA/ SLT - Tuesdays. Intentional positive outreach with incentives to encourage participation and partnering with school. 4th Tuesday of each month. | Parents | November 2015                         | PTA/ SLT |

**Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |   |                  |  |                   |   |                      |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|---|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |   |                  |  |                   |   |                      |
| Human Resources: Teachers, coaches, resource coordinator, guidance counselors, Marble Collegiate volunteers.  |          |   |                                |  |            |   |                  |  |                   |   |                      |
| Instructional Resources: incentives to be purchased for clubs, meeting protocols, classroom materials, library.   |          |   |                                |  |            |   |                  |  |                   |   |                      |
| Schedule Adjustments: Lunch time self-esteem clubs.   |          |   |                                |  |            |   |                  |  |                   |   |                      |
| <b>Part 4b.</b> 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 | X | Title II, Part A |  | Title III, Part A |   | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |  | In Kind           | X | Other                |

**Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> 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. |
| By February 2016, 50% of teachers will be effective in 2a and 2d as measured by the Advance data..  |
| <b>Part 5b.</b> In <b>February 2016</b> , 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 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.

The Manhattan Borough Field Support data, SWDs performance at level 2 for ELA was 23.7% and performance at Level 2 for Math was 21.1% as measured on the 2015 State Exams.

2015 Framework for Great Schools Report for Collaborative Teachers 94% for cultural awareness; 94% for inclusive classroom instruction; 92% for innovation; 97% for reflective dialogue; 93% for peer collaboration; and 90% for focus on student learning. Areas for focus are 83% for Quality of professional development compared to the city average of 78%; 86% for school commitment compared to the city average of 85%; and 87% for collective responsibility compared to the city average of 85%.

2014 - 2015 Quality Review, Proficient for 4.2 How well do teachers work with each other.

### 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 95% teachers will engage in grade level inquiry team work as measured by team artifacts and attendance sheets.

### Part 3 – Action Plan

| <b>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:</b> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote teacher-parent collaborations to improve student achievement.</li> </ul> | <b>Target Group(s)<br/>Who will be targeted?</b> | <b>Timeline<br/>What is the start and end date?</b> | <b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b> |
|--|--|---|--|
| Meeting Protocol Recorder Form   | Teachers   | October 2015  | Teacher Teams, Administrators  |
| Specific target area - Extension of Professional Learning Mondays  | Teachers   | October 2015 Mondays                                | Teachers, Workshop Facilitator   |
| Gap Analysis on student work   | Students   | Bi- Weekly, October 2015                            | Teacher Teams  |
| Gap Analysis on Teacher practice   | Teachers   | Bi-Weekly, October 2015                             | Teacher Teams  |
| Teacher Teams identify skill set needed to achieve mastery of standard(s) and next steps   | Students   | October 2015 then bi-weekly                         | Teacher Teams  |
| Teacher Teams will create differentiated tasks using the individual student data to create entry point tasks to address skill level along the continuum of the standard(s)   | Students   | October 2015 then bi-weekly                         | Teacher Teams  |
| Teacher Teams create standards based Benchmarks given three times a year   | Students   | November, February, May                             | Teacher Teams  |
| Curriculum Maps. Updates and reviews   | Teachers   | September 2015, January 2016, March 2016, June 2016 | Teacher Teams  |
| Pacing Calendars, Book Club and Math Madness Wednesdays. Standards-based/skills stations. AIS  | Students   | October 2015 initial then on-going                  | Teacher Teams  |
| Critical Friends Protocol  | Teachers   | October 2015  | Administration, Coaches  |
| Collaboration with clusters, librarian and service providers   | Students   | Mondays   | Teachers   |
| Collaboration with tutors  | Students   | October 2015  | Teachers   |
| Assessments. Benchmarks are given three times a year for grades K -5. Teacher Teams create standards-based Benchmarks for ELA and Math   | Students   | October 2015, February 2016 and May 2016            | Teachers and Assessment Team   |
| Diagnostic Reading Assessment is given three times a year for grades K - 3   | Students   | Sept. - Oct. 2015, January 2016 and May 2016        | Assessment Team  |
| Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLs. Each teacher identifies 7 students for math and 7   | Students   | November 2015                                       | Teachers   |

|   |          |  |                                     |
|---|----------|--|-------------------------------------|
| students for ELA to monitor his/her learning through weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Recorded in red data binders. |          |  |                                     |
| One-to-One volunteer tutoring program (Marble Collegiate Church) 5 second graders and 10 third graders  | Students | October 2015   | Administrators, Program Coordinator |
| Small group pull-out tutorial program, grades 3 - 5 for Math and ELA  | Students | November 2015  | Administrators                      |
| Open Access Days - 2nd Tuesday of every month from 8:00 am - 10:30 am. Parents visit and observe his/her child in classroom ring instruction.   | Parents  | November 2015  | Teachers                            |
| "Coffee Chats" with Parent Coordinator and PTA President. 2nd Tuesday of every month beginning at 10:30 am after classroom visit from 10:30am - 11:00am.                                  | Parents  | November 2015  | Parent Coordinator, Administration  |
| Parent Engagement Tuesdays - Whole school workshops to address common concerns on topics such homework help, ELA, Math and progress discussions.  | Parents  | November 2015  | Teacher                             |
| Open Access Library Tuesdays to parents   | Parents  | November 2015  | Librarian                           |
| Progress Reports are sent home the months that report cards are not to keep parents informed of his/her child's progress  | Parents  | December 18th, January 29th, April 22nd, and May 27th. | Teachers                            |
| Report Cards  | Parents  | November 5th, March 3rd and June 28th                  | Teachers                            |
| Q & A Library with PTA/SLT - Tuesdays Intentional positive outreach with incentives to encourage participation and partnering with school   | Parents  | November 2015  | Librarian                           |

#### **Part 4 – Budget and Resource Alignment**

|   |          |   |                                |  |            |   |                  |  |                   |  |                      |
|---|----------|---|--------------------------------|--|------------|---|------------------|--|-------------------|--|----------------------|
| <b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc. |          |   |                                |  |            |   |                  |  |                   |  |                      |
| Human Resources: Teachers, coaches.   |          |   |                                |  |            |   |                  |  |                   |  |                      |
| Instructional Resources: Attendance and Recording Protocol; student work; professional books.   |          |   |                                |  |            |   |                  |  |                   |  |                      |
| Schedule Adjustments: Common Planning Periods.  |          |   |                                |  |            |   |                  |  |                   |  |                      |
| <b>Part 4b.</b> 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 | X | Title II, Part A |  | Title III, Part A |  | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       |  | In Kind           |  | Other                |

#### **Part 5 – Progress Monitoring**

|   |
|---|
| <b>Part 5a.</b> 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. |
|---|

Benchmarks are given 3 times a year – November, February and May for ELA and Math. By February 2016, students grades K - 5 performance results will increase by 20% per grade level on the mid-year Benchmark given in February 2016.

**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.

2015 Framework for Great Schools Report, 92% in *Program Coherence* as compared to the city average of 85% and 92% *Principal Instructional Leadership* as compared to the city average of 87%. Areas of focus will be *Inclusive Principal Leadership* at 88% as compared to the city average of 91% and *Teacher Influence* at 60% compared to the city average of 61%.

**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, Administration will implement systems and structures that impact student learning as evidenced by 75% of students grades K - 5 increasing by 35% overall on the standards-based benchmarks.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul> | <p><b>Target Group(s)<br/>Who will be targeted?</b></p> | <p><b>Timeline<br/>What is the start and end date?</b></p> | <p><b>Key Personnel<br/>Who is responsible for implementing and overseeing the activity/strategy?</b></p> |
|---|---|--|---|
| <p>Danielson Framework for Teaching. Advance Schedule for observations</p>  | <p>Teachers,</p>  | <p>Sept 2015 through June 2016</p>                         | <p>Administrators, Coaches, Mentors, Teachers</p>   |

|   |                    |   |  |
|---|--------------------|---|--|
|   |                    |   |  |
| Teacher Feedback Form. Weekly informal support of teacher practice and implementation of PD and Initiatives   | Teachers           | Weekly  | Administrators                                 |
| Formal observations, informal observations, snapshots with feedback.  | Teacher            | Daily Visits  | Administrators                                 |
| Red Databinders - Tracking of conferencing, tracking and quality of feedback to students.,  | Teacher            | Monthly   | Administrators                                 |
| Teachers conference with targeted students. Tracking of conferencing.   | Students           | Nov 2015 then weekly                                      | Teachers                                       |
| Targeting of Lowest 1/3 (all grade levels) which includes SWDs and ELLS. Each teacher identifies 7 students for Math and 7 students for ELA to monitor his/her learning through weekly conferencing identifying area of weakness and addressing with a strategy as well as next steps. Additional support through participation in small group pull-out tutorial program, grades 3 - 5, for math and ELA. | Students, Teachers | November 2015   | Administrators, Coaches, Mentors, Teachers     |
| PS 30M tutorial program. Grades 3 - 5. Lowest 1/3 pulled out to receive small group tutoring in math and/or ELA.  | Students           | November 2015 - April 2016                                | Administrators, Teachers                       |
| Marble Collegiate Church Tutoring Program. Five students from grade 2 and ten students from grade 3. Lowest 1/3. Each student is pulled out once a week for ELA and Math. A half an hour for each subject area.   | Students           | October 2015. Tues. and Thurs. through June 2016          | Program Coordinator, Marble Volunteers         |
| Run with the Champions Afterschool Program. Homework component, phonics for K - 1; genre book studies for grades 2 - 5; read-alouds for k - 1 and math constructed responses for grades 2 - 5. The evening ends with games or movement activity.  | Students           | Weds., Thurs. and Fridays, October 2015 through June 2016 | Administrators, Teachers                       |
| Run with the Champions Saturday Tutorial. Grade 3 - 5. State Exam Prep.   | Students           | January - April 2016                                      | Administrators, Teachers                       |
| Monthly Family Engagement Afternoons<br><br>Parent Engagement Tuesdays - grade level engagement with parents to strengthen the home school connection and support parents by providing information on curriculum - current themes/topics, skills, strategies.<br><br>Parent Engagement Tuesdays - Whole School workshops to address common concerns on topics such as asthma                              | Parents, Students  | Sept 2015 through June 2016                               | Teachers, SLT, PTA, Librarian, Administrators. |
| Monthly Progress Reports. Review and feedback on comments from teachers to parents  | Teachers           | December, January, February, April and May                | Administrators                                 |

**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.

Human Resources: Administrators, coaches, teacher teams, teachers.

Instructional Resources: Advance Observation tools, Teacher feedback form, Benchmarks for ELA and Math, skills books for afterschool and Saturday programs.

Adjustments: Common planning periods, inter-visitations as scheduled.

**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 | X | Title II, Part A |   | Title III, Part A |   | Title III, Immigrant |
|   | C4E      |   | 21 <sup>st</sup> Century Grant |  | SIG/SIF    |   | PTA Funded       | X | 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.

By February, 50% will receive feedback as evidenced by PS 30M teacher feedback form.

By February 2016, students across grades K - 5 performance results will increase by 20% per grade level on the mid-year Benchmark give in February 2016.

**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.

2015 Framework for Great Schools Report shows a chronic absenteeism rate of 47%. Using the Period Attendance Report (PAR) to assess our end of the year absences for the 2014 - 2015 school year our absenteeism rate was 90.2%.

**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, chronic absenteeism will decrease by 10% and our attendance rate will increase to 93% by implementing an attendance and punctuality outreach incentive program for parents and students as measured by the June 2016 ATS Attendance Report.

**Part 3 – Action Plan**

| <p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</li> </ul> | <p><b>Target Group(s)<br/><i>Who will be targeted?</i></b></p> | <p><b>Timeline<br/><i>What is the start and end date?</i></b></p> | <p><b>Key Personnel<br/><i>Who is responsible for implementing and overseeing the activity/strategy?</i></b></p> |
|--|--|---|--|
| <p>Attendance Incentive's Plan</p>   | <p>Parents and students</p>                                    | <p>September 2015</p>   | <p>Family Worker, Guidance Counselors</p>  |
| <p>Monthly Assemblies</p>  | <p>Students</p>  | <p>October 2015</p>   | <p>Guidance Counselors</p>   |

|  |                      |                                  |  |
|--|----------------------|----------------------------------|--|
| Weekly and Monthly Incentives  | Students and Parents | October 2015                     | Guidance Counselors, Attendance Committee        |
| Outreach - daily telephone calls, home visits as needed  | Parents              | September 2015, daily            | Family Worker                                    |
| Interpretation for all school correspondences. Telephone calls in Spanish to Spanish speaking families. All correspondences, PTA meetings and other meetings | Parents              | September 2015 through June 2016 | ENL Teacher, Guidance Counselors, Administrators |
| Attendance Committee Meetings  | Parents and students | Twice a month                    | Guidance, SBST                                   |

**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.

Human Resources: Attendance Team

Instructional Resources: Incentives will be purchased to support this goal.

Schedule Adjustments: None

**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 <sup>st</sup> 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.

Monthly tracking of attendance rate and students who are chronically absent. By February 2016, chronic absenteeism should decrease by 5% as measured by the February 2016 ATS Attendance Report.

**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)                 | DRA, Benchmarks, State Exam, formative assessments, student work | Targeted Student Conferencing  | One-to-one  | Weekly  |
|   |  | Pull-out Tutorial  | Small group   | Twice a week  |
|   |  | Reading Recovery   | One-to-one  | Daily   |
|   |  | AIS Reading Specialist   | Small group   | Twice a week  |
|   |  | Silent Sustained Reading   | Whole Class   | Daily   |
|   |  | Foundations  | Whole class and small group   | Daily   |
|   |  | Great Leaps  | One-to-one  | Twice a week  |
|   |  | Test Sophistication - Book Club Wednesdays                                       | One-to-one  | Twice a week  |
|   |  | Re-teach Mondays   |   |   |

|                    |  |   |                                   |                                  |
|--------------------|--|---|-----------------------------------|----------------------------------|
|                    |  | Afterschool Program                         | flexible grouping                 | Wednesdays                       |
|                    |  | Saturday Tutorial Program                   | Whole class and flexible grouping | Mondays                          |
|                    |  |   | Whole/Small grouping              | Wednesdays, Thursdays, Fridays   |
|                    |  |   | Small group/flexible grouping     | Saturdays, January through April |
| <b>Mathematics</b> | Math Predictor, Benchmarks, State Exam | Targeted Student Conferencing               | One-to-one                        | Weekly                           |
|                    |  | Pull-out Tutorial                           | Small group                       | Twice a week                     |
|                    |  | Mental Math                                 | Whole Class                       | Daily                            |
|                    |  | Test Sophistication Math Madness Wednesdays | Whole class and flexible grouping | Wednesdays                       |
|                    |  | Re-teach Mondays                            | Whole class and flexible grouping | Mondays                          |
|                    |  | Saturday Tutorial Program                   | Small group/flexible grouping     | Saturday, January through April  |

|   |   |   |  |   |
|---|---|---|--|---|
| <b>Science</b>  | Benchmarks, unit assessments, formative assessments, Foss Assessments.              | Writing in the content area using close reading strategies to deepen understanding of the text as well as questioning and discussion techniques<br><br>Grade Level Projects/Essays  | Whole class, small groups, one-to-one conferencing<br><br>Whole class, small groups, one-to-one conferencing with specific feedback      | Two times a week as scheduled<br><br>End of Unit  |
| <b>Social Studies</b>   | Benchmarks, unit assessments, formative assessments in Social Studies.              | Writing in the content area using close reading strategies to deepen understanding<br><br>Grade Level Projects/Essays   | Whole class, small groups, one-to-one conferencing<br><br>Whole class, small groups, one-to-one conferencing with specific feedback      | Two times a week as scheduled<br><br>End of Unit  |
| <b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.) | Students performing in lowest third on assessments; ELLs; at-risk behavior students | Target student conferencing<br><br>Pull-out tutorial<br><br>Reading Recovery<br><br>AIS Reading Specialist<br><br>Great Leaps<br><br>Lunchtime Self-Esteem Clubs<br><br>Foundations | One-to-one<br><br>Small groups<br><br>One-to-one<br><br>Small group<br><br>One-to-one<br><br>Small group<br><br>Whole Class, afterschool | Weekly<br><br>Twice a week<br><br>Daily<br><br>Twice a week<br><br>Twice a week<br><br>Twice a week during student's lunchtime<br><br>Daily |

## 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. |                                 |   |                    |
| <b>X</b>   | <b>Schoolwide Program (SWP)</b> | <b>Targeted Assistance (TA) Schools</b> | <b>Non-Title I</b> |

### Part 2: All Title I Schools

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

|  |
|--|
| Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.   |
| PS 30M has a high retention rate. Through the observational process we determine staff's strengths and encourage members to work in their areas of strength for the benefit of the students and where the staff member can excel as well. We provide support to teachers through our coaches, administrators, and collegial teacher teams. Our goal is to support our teachers to develop habits that support and deepen student learning. This is done through professional learning experiences such as inter-visitations, book studies, professional conversations and the introduction of strategies that promote best practices and/or refine current habits of practice. |

#### 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).   |
| Professional Development is provided and the teacher teams work with their grade level cohort to embed the practice into the lessons in all classes for coherency. The past few years, teams use the following structures as part of their weekly planning: Curriculum Alignment of standards, learning outcomes, lesson plan, task/assignments and implementation of lesson; writing meaningful essential questions and outcomes that are aligned with the CCLS; Danielson Framework for Teaching – 3b and 3c; Close Reading Strategy for Fiction; Close Reading Strategy for Non-Fiction; Close Reading Strategy for Math; Writing Smartgoals and Learning Targets; Reflecting on Practices; Effective Feedback. |

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

N/A

**Part 4: SWP Schools Only**

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

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

Use of Creative Curriculum and Gold Assessment along with the Pre-K Core Standards. Students' skills are monitored in all areas. Parents bring and pickup students directly from the classroom. This gives opportunities for daily interactions with the Pre-K staff. In addition, special workshops and gatherings such as Pre-K Open Houses are sponsored throughout the school year. Thanksgiving and Christmas Holiday Celebrations for the parents and students are two of the traditional celebrations hosted inside of the classrooms. Pre-K students participate in Hi-Art beginning in January and enjoy centers inside of the classroom.

**4b. Measures to Include Teachers in Decisions Regarding Assessments**

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

Grade level cohorts design Benchmarks based on CCLS. Inquiry teams meet to discuss student work, assessments, curriculum maps, pacing calendars, lesson plans and next steps. The teacher teams also discuss practices and delivery of instruction. Teachers use curriculum unit assessments, create formative assessments and authentic tasks to be used for assessment purposes. Professional Development is provided by teachers for the teachers in larger groups as well as teacher teams. The assessment results are used to analyze and to determine next steps for lesson implementation. Flexible groups are formed based on the data as well concepts are re-taught on Re-teach Mondays. Additionally, There's a designated MOSL team that represents the school in selecting the local and state measures as a school community will be rated.

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

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

| Program Name | Fund Source<br>(i.e. Federal,<br>State or Local) | Funding Amount<br>Indicate the amount<br>contributed to<br>Schoolwide pool.<br>(Refer to Galaxy for<br>FY '16 school<br>allocation amounts) | Place an (X) in <u>Column A</u> below to verify<br>that the school has met the intent and<br>purposes of each program whose funds are<br>consolidated. Indicate in <u>Column B</u> , section<br>references where a related program activity<br>has been described in this plan. |                                  |
|--------------|--|---|---|----------------------------------|
|              |  |   | Column A<br>Verify with an (X)  | Column B<br>Section Reference(s) |
|              |  |   |   |                                  |

|                        |         |              |   |                    |
|------------------------|---------|--------------|---|--------------------|
| Title I Part A (Basic) | Federal | 173,619.00   | X | 5A, 5B, 5C, 5D, 5E |
| Title II, Part A       | Federal | 150,256.00   | X | 5A, 5B, 5C, 5D, 5E |
| Title III, Part A      | Federal | 0            |   |                    |
| Title III, Immigrant   | Federal | 0            |   |                    |
| Tax Levy (FSF)         | Local   | 2,039,547.00 | X | 5A, 5B, 5C, 5D, 5E |

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

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

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

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

- 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.

<sup>2</sup>The **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 (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 30M]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 30M]** 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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.

#### **School-Parent Compact (SPC) Template**

**[PS 30M]** , 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;

- advising parents of their right to file a complaint under the Department’s General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

**II. Parent/Guardian Responsibilities:**

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child’s school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child’s education;
- communicate with my child’s teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department 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: <u>P.S. 30</u>   | DBN: <u>05M030</u> |
| This school is (check one):  |                    |
| <input checked="" type="checkbox"/> conceptually consolidated (skip part E below)<br><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 checked="" type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy   |
| Total # of ELLs to be served: <u>30</u>  |
| Grades to be served by this program (check all that apply):  |
| <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5<br><input type="checkbox"/> 6 <input type="checkbox"/> 7 <input 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: _____  |

## 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: Begin description here:

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

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

With Title III funds P.S. 30 will purchase an intensive Phonics program called, "Really Great Reading". This program will address Grades 1-5. The program is split in two depending on the grade, Grades K-2 is called Blast and Grades 3-5 is called Boost. The lower grades portion is designed for struggling readers in grades K-2 and is a phonics and phonemic awareness supplemental program with hands-on multisensory and manipulative based instruction. The scope and sequence covers explicit instruction in the foundational skills needed to help students who struggle with basic skills in reading in kindergarten through 2nd Grade. They will learn how to master words with cvc, digraphs, two-sound blends, trigraphs, and the vowel-consonant-e spelling. Students also learn how to apply functional strategies to successfully read multisyllabic words with ease. Blast targets the skills students need to build confidence with decoding skills in order to become accurate fluent readers. The ELLs in P.S. 30 have entered with limited to no base in their first language making it difficult to acquire the second language in English. The Really Great Reading Program will allow the teachers to pinpoint each students individual phonetic deficiencies as well as decoding weaknesses. The program includes assessments to target the students deficiencies as well as allows for small group/individualized instruction in order to address where the students are struggling to make them better readers and improve their reading comprehension skills. The Really Great Reading program allows for growth and supplies materials to allow students to transition from one level to the next. For grades 3-5 the Boost program will help the students who have significant and severe decoding weaknesses, and helps students who are not acquiring decoding skills at an appropriate pace. The primary focus of the lessons is phonemic awareness, phonics concepts, and essential word-attack skills and the net effect of these lessons is faster and more accurate reading of complex text. Students placed in Phonics Boost have typically struggled to acquire key foundational literacy skills, and need a slower pace and more practice than their peers. The Really Great Reading Program will be implemented as a supplemental program to students in grades 1-5 as a before school program two times per week for a one hour block, Wednesdays and Thursdays between 7:00am and 8:00am for a total of 21 instructional sessions. Grades 1-2 will be invited to attend beginning November and December 2014 and grades 3-5 will be invited to attend January and February. The ESL fully certified teacher who is the ESL teacher at P.S. 30, will create a rotating schedule of students who will receive this intensive program and will be the one to teach the before school program.

With Title III funds P.S. 30 will also have an afterschool program which will be taught by one fully certified ESL teacher who has been hired to work at P.S. 30 three days per week, Tuesdays, Wednesdays, Thursdays starting in December 2014 and ending in March 2015. This after school program

## Part B: Direct Instruction Supplemental Program Information

will take place on the three days specified beginning at 2:30pm and ending at 5:00pm for a total of 44 instructional sessions. During the Spring of 2014 the ELLs in the testing grades 3-5 showed to need improvement in the state Math exams as well as in some areas of the ELA. The ESL teacher will work with a group of 12 students using the Finish Line program in both Math and ELA. Prior to the ESL program beginning the newly hired ESL afterschool teacher will collaborate with the ESL teacher and classroom teachers at P.S. 30 in order to analyze data and look at what skills he should be specifically working with during the afterschool program. The ESL afterschool program teacher will monitor for progress using teacher made assessments specifically targeted for each student and the skills they are working on.

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

## Part C: Professional Development

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

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

Begin description here: \_

During the school year the two ESL teachers, who will be implementing the supplemental services to the ELLs, will participate in Professional development which will train them in the programs that they will be using with the ELLs. On October 3rd and 29th the ESL teacher who will be implementing the Really Great Reading Program before school, will receive training on the program. This training will be provided by Scott Desimone who is the program vendor. During this training the ESL teacher will receive training on how to assess the students using the Really Great Reading Assessment tools in order to group the students and know where to begin in terms of instruction. The ESL teacher will receive a second intensive training on the Really Great Reading program on December 8th and 9. This training will be provided once again by Scott Desimone, the program vendor, on how to use the Really Great Reading Program using the online tools as well as the structure of the program and how it should be implemented.

The after-school ESL teacher and the P.30 ESL teacher will work together on December 1st and 2nd with the purpose of designing a curriculum for the afterschool program using the Finishline Program. The two teachers will work together at looking at data and obtaining the skills the students need help with. A pacing calendar will be created by the teachers that will go along with the curriculum. During the course fo the Title III program the classroom teachers will paticipate in professional development during the professional development Mondays. For these classroom teachers there will be three professional development sessions each of which will last one hour. The person who will be providing the staff development is Ms. Santos, the schools fully certified ESL teacher. The topics that will be covered are as follows;

1. How to identify an ELL, what signs to look for in your classroom? How to read NYSESLAT scores and how to use them in flexible grouping 2. Lesson planning for ELLs, How to differentiate the Expeditionary Learning curriculum for ELLs 3. Testing modifications for ELLs, what are their rights during statewide

### Part C: Professional Development

testing? What strategies are available to prepare ELLs for city wide testing?

Teachers will also be able get individual staff development as per individual needs vis a vis, the literacy coach, funded by Tax Levy FSF. The success of the PD sessions provided will be assessed by on going teacher assessment, and observation of teacher work in classrooms as well as student progress.

The rationale for selecting the topics mentioned above for professional development is that, " language acquisition develops slowly and when conditions are perfect. The best are those that are provided in low anxiety situations, which contain messages that students really want to hear. These methods do not force the second language on the student, if not it allows students to produce when they are reading". (Krashen, 1981) Teachers will be given the tools and teaching strategies to understand the second language acquisition process and the teaching tools that are needed to make the second language learning process a successful and pleasant one for our students.

### Part D: Parental Engagement Activities

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

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

Begin description here: \_\_\_\_\_

At the beginning of the 2014-2015 school year a needs assessment was prepared for distribution to all the parents that are a part of the P.S. 30M community (not only to the parents of students who are English Language Learners). These needs assessments were sent home in the home language that the parents have provided the school with. All letters that are sent home to parents are sent in English with a Spanish translation at all times for those parents whose first language is Spanish. If the need arose that there were a parent who spoke another language not available at the school for written translation, an oral translation is provided. P.S. 30 will be working collaboratively with Shell Lewis the community school event planner, Deborah Burns the school social worker, Rose Lewis the school psychologist, and Mrs. Cordero and Mrs. Robinson, school guidance counselors. These individuals will plan monthly workshops for parent by topic, based on the needs assessments of the parents. There are also family reading nights in which different activities are provided and planned based on the needs of the parents and students. The family reading nights are for both the parents and the students of P.S. 30M. The following is what has been planned November 2014 through February 2015 for all parents including the parents of English Language Learners.

November: Harvest Night

Really Great Reading: How can I use the phonetic strategies at home with my child? (This workshop will be geared specifically for the parents of ELLs)

December: Budgeting for Parents

Asthma

January: Crazy Hat Night

Getting a better understanding of your child's I.E.P.

February: NYS Testing and the English Language Learner: What exams do ELLs have to take? What

**Part D: Parental Engagement Activities**

testing modifications are they entitled to? (This workshop will be geared to the parents of ELLs)

Teachers such as the ESL teacher and the coaches are invited to be a part of the presentation of these workshops as well. These workshops are approximately an hour to an hour and a half long. There is always a Spanish interpreter present for the parents who speak Spanish and when necessary and as per a parents request other language interpreters are present as well, although it has been rarely requested. Parental attendance at these meetings have been proven to be best during the evening hours. Therefore we expect that the bulk of the parents that will participate will be during the morning which is when these workshops are offered.

The rationale for selecting these workshops for parents is that, "motivation, self-confidence, and anxiety all affect language acquisition and learning". (Krashen, 1981) We as educators recognize that a child's first educator is the parent, and with the right strategies and tools they can help their child feel confident and motivated in wanting to learn. We feel that there has to be a connection between the home and the school for an optimal learning experience.

**Part E: Budget**

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

Allocation Amount: \$ \_\_\_\_\_

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

**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 <b>05</b>   | Borough <b>Manhattan</b> | School Number <b>030</b> |
| School Name <b>Langston Hughes-Rafael Hernandez School</b> |                          |                          |

### 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 <b>Teri Stinson</b>   | Assistant Principal <b>Denise Johnson</b>                  |
| Coach <b>Johnnie May Russel</b>   | Coach <b>Tonya Thomas</b>                                  |
| ENL (English as a New Language)/Bilingual Teacher <b>Jessica Santos</b> | School Counselor <b>Ivette Cordero</b>                     |
| Teacher/Subject Area <b>type here</b>                                   | Parent <b>type here</b>                                    |
| Teacher/Subject Area <b>type here</b>                                   | Parent Coordinator <b>Ms. Testamark</b>                    |
| Related-Service Provider <b>type here</b>                               | Borough Field Support Center Staff Member <b>type here</b> |
| Superintendent <b>type here</b>   | Other (Name and Title) <b>type here</b>                    |

### 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            | 1 | Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program   | 1 | Number of teachers who hold both content area/common branch and TESOL certification | 1 |
| Number of certified bilingual teachers currently teaching in a bilingual program  | 0 | 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      | 0 |
| 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]     | 0 | Number of special education teachers with bilingual extensions                      | 1 |

### D. Student Demographics

|  |     |                      |    |   |       |
|--|-----|----------------------|----|---|-------|
| Total number of students in school (excluding pre-K) | 299 | Total number of ELLs | 34 | ELLs as share of total student population (%) | 0.00% |
|--|-----|----------------------|----|---|-------|

# Part II: ELL Demographics

## A. ELL Programs

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

### This school offers (check all that apply):

|  |   |  |                               |
|--|---|--|-------------------------------|
| Transitional bilingual education program (TBE) | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| Dual language program (DL)                     | Yes <input type="checkbox"/>            | No <input checked="" type="checkbox"/> | If yes, indicate language(s): |
| 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 # |
| <b>Transitional Bilingual Education</b> |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Dual Language</b>                    |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>Total</b>                            | 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 |    |   |    |   |    |
|-----------------------------|----|---|----|---|----|
| <b>All ELLs</b>             | 34 | <b>Newcomers</b> (ELLs receiving service 0-3 years)       | 25 | <b>ELL Students with Disabilities</b>                     | 11 |
| <b>SIFE</b>                 | 0  | <b>Developing ELLs</b> (ELLs receiving service 4-6 years) | 9  | <b>Long-Term</b> (ELLs receiving service 7 or more years) |    |

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

|              | ELLs by Subgroups                       |      |     |   |      |     |  |      |     | Total |
|--------------|---|------|-----|---|------|-----|--|------|-----|-------|
|              | Newcomer ELLs<br>(0-3 years of service) |      |     | Developing ELLs<br>(4-6 years of service) |      |     | Long-Term ELLs<br>(receiving 7 or more years of service) |      |     |       |
|              | All                                     | SIFE | SWD | All                                       | SIFE | SWD | All  | SIFE | SWD |       |
| <b>TBE</b>   | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>DL</b>    | 0                                       | 0    | 0   | 0   | 0    | 0   | 0  | 0    | 0   | 0     |
| <b>ENL</b>   | 25                                      | 0    | 9   | 9   |      | 2   | 0  | 0    | 0   | 0     |
| <b>Total</b> | 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 |
|--------------|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| SELECT ONE   |   |   |   |   |   |   |   |   |   |   |    |    |    | 0     |
| <b>TOTAL</b> | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0 | 0  | 0  | 0  | 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 | ELL   | EP |   |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       | 0  | 0 |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       | 0  | 0 |
| SELECT ONE   |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |     |    |       | 0  | 0 |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  | 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 | ELL | EP | ELL | EP | ELL | EP | ELL   | EP |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| SELECT ONE   |     |    |     |    |     |    |     |    | 0     | 0  |
| <b>TOTAL</b> | 0   | 0  | 0   | 0  | 0   | 0  | 0   | 0  | 0     | 0  |

**This Section is for Dual Language Programs Only**

|  |   |
|--|---|
| Number of students (students fluent in both languages):<br>_____ | Number of students who speak three or more languages: _____ |
|--|---|

### 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      | 2        | 2        | 3        | 4        | 9        | 3        |          |          |          |          |          |          |          | 0        |
| Chinese      |          |          |          |          |          | 1        |          |          |          |          |          |          |          | 0        |
| Russian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Bengali      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Urdu         |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Arabic       |          | 1        |          |          |          | 1        |          |          |          |          |          |          |          | 0        |
| Haitian      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| French       |          |          |          |          |          | 2        |          |          |          |          |          |          |          | 0        |
| Korean       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Punjabi      |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Polish       |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Albanian     |          |          |          |          |          |          |          |          |          |          |          |          |          | 0        |
| Other        |          | 2        |          | 2        | 2        |          |          |          |          |          |          |          |          | 0        |
| <b>TOTAL</b> | <b>0</b> |

## 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 |
|---|---|---|---|---|---|---|---|---|---|---|----|----|----|-------|
| <b>Entering</b><br>(Beginning)              | 1 | 1 |   | 2 | 1 |   |   |   |   |   |    |    |    | 0     |
| <b>Emerging</b><br>(Low Intermediate)       | 1 |   | 1 |   | 3 |   |   |   |   |   |    |    |    | 0     |
| <b>Transitioning</b><br>(High Intermediate) |   |   |   | 2 |   |   |   |   |   |   |    |    |    | 0     |
| <b>Expanding</b><br>(Advanced)              |   | 3 | 2 | 2 | 4 | 5 |   |   |   |   |    |    |    | 0     |
| <b>Commanding</b><br>(Proficient)           |   | 1 |   |   | 3 | 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     |

#### 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 |   |   |   |   | 3 | 2 |   |   |   |   |    |    |    | 0     |

| NYS ELA |         |         |         |         |       |
|---------|---------|---------|---------|---------|-------|
| Grade   | Level 1 | Level 2 | Level 3 | Level 4 | Total |
| 3       | 8       | 3       | 0       | 0       | 0     |
| 4       | 4       | 1       |         |         | 0     |
| 5       |         |         |         |         | 0     |
| 6       |         |         |         |         | 0     |
| 7       |         |         |         |         | 0     |
| 8       |         |         |         |         | 0     |
| NYSAA   |         |         |         |         | 0     |

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

| NYS Science           |         |    |         |    |         |    |         |    |       |
|-----------------------|---------|----|---------|----|---------|----|---------|----|-------|
|                       | Level 1 |    | Level 2 |    | Level 3 |    | Level 4 |    | Total |
|                       | English | HL | English | HL | English | HL | English | HL |       |
| 4                     |         |    |         |    | 4       | 0  | 1       | 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 |                            |               |                             |               |
| Integrated Algebra/CC Algebra         |                            |               |                             |               |
| Geometry/CC Algebra                   |                            |               |                             |               |
| Algebra 2/Trigonometry Math _____     |                            |               |                             |               |
| Chemistry                             |                            |               |                             |               |
| Earth Science                         |                            |               |                             |               |
| Living Environment                    |                            |               |                             |               |
| Physics                               |                            |               |                             |               |

| 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 |                            |               |                             |               |
| Geography                    |                            |               |                             |               |
| US History and Government    |                            |               |                             |               |
| LOTE                         |                            |               |                             |               |
| Government                   |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| Other _____                  |                            |               |                             |               |
| NYSAA ELA                    |                            |               |                             |               |
| NYSAA Mathematics            |                            |               |                             |               |
| NYSAA Social Studies         |                            |               |                             |               |
| NYSAA Science                |                            |               |                             |               |

| Home Language Assessments  |   |                        |                        |                        |  |                        |                        |                        |
|----------------------------|---|------------------------|------------------------|------------------------|--|------------------------|------------------------|------------------------|
|                            | # of ELLs scoring at each quartile (based on percentiles) |                        |                        |                        | # of EPs (DL only) scoring at each quartile (based on percentiles) |                        |                        |                        |
|                            | Q1<br>1-25 percentile                                     | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile | Q1<br>1-25 percentile  | Q2<br>26-50 percentile | Q3<br>51-75 percentile | Q4<br>76-99 percentile |
| ELE (Spanish Reading Test) |   |                        |                        |                        |  |                        |                        |                        |
| Chinese Reading Test       |   |                        |                        |                        |  |                        |                        |                        |

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 

P.S. 30 uses a variety of assessment tools to assess the early literacy skills of the ELLs in our school. DRA is used to assess the reading levels the students are currently on in grades K-5. DRA/DWA is done in grades K-2 three times a year, the beginning, midyear and at the end in order to measure student progress. In grades 3-5 it is done twice a year, beginning of the school year and at the end. DRA/DWA is used to measure literacy levels. Teachers use the DRA/DWA results in order to group their students during the literacy block for reading and writing. Some use the strategy for placing students in groups who are on the same DRA/DWA level, other teachers like to group their students with some being on grade level or higher with students who are below grade level. Results obtained are also analyzed and are used to see what skills the students are the weakest in. The skills are listed and small groups are formed in order to address the skills that the students are struggling with. When students are re-assessed using the same assessments it is noted if there has been growth or if the student has remained stagnant.

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

The ENL teacher has adapted the Really Great Reading Program. This program includes an assessment that is administered by the ENL teacher at the beginning of the school year. This assessment gives the ESL teacher information about what areas of literacy the ELLs are struggling in. The Really Great Reading assessment gives the ENL teacher insights about what vowels, sight words, inversions, fluency, etc. the ELLs are struggling with. Based on the results the ESL teacher groups the students in small groups based on the results and the areas of need.

2. What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
After analyzing the NYSESLAT and NYSITELL results, the performance levels are as follows:
- Five students are at the entering level of proficiency. One is in kinder, one in first grade, two in third and one in fourth. All of the students who are at the entering level of proficiency are newcomer students. These are students who have just entered the NYC public schools, with the exception of one who is within her first year.
  - Five students are at the emerging level, one in kinder, one in second grade, and three in fourth grade.
  - Two students in grade three are at the the transitioning level.
  - 16 students are at the expanding level and there are six who are at the commanding level of proficiency. 22 of the 34 ELLs at P.S. 30 are at the expanding and commanding level .

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

P.S. 30 utilizes AMAO data and the AMAO tool to target specific groups of ELL students in order to raise student achievement and maintain progress on annually rising AMAO targets. For example, students who have been identified as AMAO push students will be grouped homogeneously for targeted instruction in AIS program. Students who have been identified as at risk in relation to AMAO targets (have not made progress) are referred for our schools RTI program and receive targeted instruction based on their academic needs. Using a baseline that mirrors, NYSESLAT, P.S. 30 hones in on the areas of weakness for these students using small group instruction in an effort to move these students toward proficiency. Students who have been identified as at risk level 3 or above based on ELA and Math scores in addition to NYSESLAT scores are also referred for various supplemental programs such as the after school program for literacy and math as well as the AIS programs. Students whose at risk status is affected by attendance are referred to the attendance teacher who meets with parents regarding student attendance rates.

4. For each program, answer the following:
- What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
  - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
  - What is the school learning about ELLs from the periodic assessments? How is the home language used?

After analyzing the NYSESLAT and NYSITELL results, the performance levels are as follows:

- Five students are at the entering level of proficiency. One is in kinder, one in first grade, two in third and one in fourth. All of the students who are at the entering level of proficiency are newcomer students. These are students who have just entered the NYC public schools, with the exception of one who is within her first year.
- Five students are at the emerging level, one in kinder, one in second grade, and three in fourth grade.
- Two students in grade three are at the the transitioning level.
- 16 students are at the expanding level and there are six who are at the commanding level of proficiency. 22 of the 34 ELLs at P.S. 30 are at the expanding and commanding level .

On the NYS ELA and Math exams the performance levels were as follows:

In grade 3 8 students obtained a level 1 on the ELA, and 3 students obtained a level 2 on the ELA. In Grade 3 8 students obtained a level 1 on the math, and 3 students obtained a level 2.

In Grade 4, 4 students obtained a level 1 on the ELA and 1 student obtained a level 2, on the state Math, all five students obtained a level 1. In the NYS science exam 4 students obtained a level 3 and one student obtained a level 4.

Students felt most comfortable taking the NYS math and science exams in English, 0 students opted to take the math exam in their home language.

P.S. 30 has not opted into the ELL periodic assessments.

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

P.S. 30M uses progress monitoring data to make educational decisions about changes that will take place in an ELLs goals, in their instruction, services as well as when a referral for special education is being considered. When the progress of an ELL is being monitored P.S. 30 takes into account the child's educational and language background. The data for the ELL that is being monitored

is compared with levels demonstrated by peers that share the same culture, and experiential backgrounds who have received the same intervention. Data is also used to determine if the instructional core is ineffective as well as determining when it is necessary to adjust instruction for ELLs. The ELL is placed in different tiers as shown in the RTI framework for ELLs. If the student does not progress in Tier 1 instruction that they receive from their classroom teacher, they are then moved on to Tier II where they receive AIS small group instruction. Each Tier is allotted its own amount of time depending on the necessity of the ELL in the area of reading. The student is then placed in Tier III where they would receive more one to one intensive instruction if he/she does not show improvement in Tier II.

If the student shows no improvement in Tier III the student is then referred to Special Education, after being placed in all the Tiers as well as evaluating the student in his/her native language. It is very important for P.S. 30 to understand where the student is in their L1 before planning any interventions that the student may need.

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

P.S. 30 understands that in order to meet an ELL's needs, it is important to understand their characteristics as learners and to understand their characteristics as language learners. The ENL teacher at P.S. 30M investigates all the ELLs that come into the school in terms of where the ELL is coming from, what exposure to English the ELL has had, the student's degree of proficiency in English and in their native language, what opportunities the student has had to learn language, prior schooling experiences, whether the student is proficient in their native language. The ESL teacher and classroom teacher build upon the linguistic capabilities that the student brings to the classroom., for example a Spanish speaking child who is struggling with vocabulary but has a strength in vocabulary in his native language, Spanish, the teacher may use words in English that sound similar, or look similar, cognates in order to build vocabulary and reading comprehension.
  7. For dual language programs, answer the following:
    - a. How are the English-proficient students (EPs) assessed in the target language?
    - b. What is the level of language proficiency in the target language for EPs?
    - c. How are EPs performing on State and other assessments?
- Paste response to questions here:
8. Describe how you evaluate the success of your programs for ELLs (e.g., meeting AYP for ELLs).

P.S. 30 evaluates the success of the Freestanding ENL program by looking at the annual progress report. The English Language Learners are a subcategory on the progress report. This past school year, the ELLs showed a 82% improvement on the state exams. P.S.30 also looks at subgroups when it comes to the DRA, and the ELLs being one of their subgroups are measured in terms of progress. This data is looked at three times a year, to see how much growth the ELLs show as per DRA/DWA as well as the school wide math assessments that are in place. P.S. 30 also includes the results of the AMAO tool in order to consider which students have made progress and which students are at highest risk.

## Part IV: ELL Identification Process

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

1. 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.

In order to ensure that English Language Learners are appropriately identified, P.S. 30M follows the following steps for initial identification of ELLs, this is done within the first ten days that the child was first admitted to the school:

When parents first come in to register, they are given a Home Language Survey (HLIS) by the ENL teacher. The ENL teacher conducts an informal interview at the time when the HLIS is given. The ENL teacher who is fully certified in ESL K-12, sits with the parent and conducts a more formal interview in which she asks the parents the questions on the HLIS form. The HLIS is provided in the parents home language to ensure a complete understanding of the questions being asked. If the parent needs help with understanding the written questions we have Spanish speaking interpreters on hand at the school at all times as well as the HLIS in the home language.

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

After the registration process is completed and all the interviews are complete, the ENL teacher looks over all HLIS forms and determines which students are those that speak a language other than English as it is found on the HLIS forms. The ENL teacher enters the code according to the parents answers. These students are identified as students who are eligible for NYSITELL testing. Before administering the NYSITELL the ENL teacher makes sure the students are first time admits if they are coming in in any grade other than kindergarten. This is done to make sure that the student has never before taken the NYSITELL and there arent any repeated exams. The ENL teacher also makes sure that the student had not left the NYC public schools and was gone for two years, students who fall in that circumstance would have to take the NYSITELL again and start the ELL identification process again.

Parents of the students who are eligible to take the NYSITELL are notified via back packed letters. These letters are sent to inform the parents that their child has been identified as being a student who speaks a language other than English and that they will be taking the NYSITELL exam to determine full eligibility for ESL services. The letters are sent in the parents native language as it was indicated on the HLIS form. Students are given the NYSITELL and the ENL teacher grades it as per the state guidelines in order to see if the child is eligible. Once the teacher grades the exam, hand scores are kept on file and parents are notified as to whether or not their child is entitled to receive bilingual services. If a child is deemed entitled as per NYSITELL and their first language is Spanish they are also administered the Spanish LAB-R. When using NYSESLAT from the prior spring, ESL teacher looks at the results and determines which students have tested out and which will be continuing to receive ESL services. Students who obtain commanding on the NYSESLAT are sent home letters informing parents that even though they have obtained a commanding on the exam they will continue to receive ENL services for the next two years, those who are still entitled will receive letters as well in the parents preferred language indicating that they will still receive ENL services. This will all be done within the first 10 days of enrollment.

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).

Within 30 days from initial enrollment P.S. 30M will take necessary steps in order to determine SIFE status in a recent enrollee. Determining SIFE status will begin at the time of the completion of the HLIS where a parent is asked about prior schooling. If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling P.S. 30 will conduct the oral interview questionnaire. For the students that have a home language that is Arabic or Spanish the school will administer the LENS. The initial SIFE status will be indicated on the DOES data collection system no later than 30 days of the initial enrollment.

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).

NYSITELL eligibility for students entering P.S. 30 with an IEP will be based on the determination of the LPT (P.S. 30 is currently putting an LPT in place but will include Ms. Santos who is certified in ESL k-12 as well as the Assistant Principal in charge of special education, Ms. Austin). Ms. Santos the ESL teacher along with the LPT will consider evidence of the students English Language Development including the students history of language use in the school and home community, the results of the individual evaluation of the student, information that is provided by the committee A translator of the language or mode of communication the parent or guardian best understands will be present at each meeting of the LPT. The LPT will determine whether the student should take the NYSITELL. The LPT will consider evidence of the student's English language development, including the results of the individual evaluation of the student which includes assessments administered in the student's home language and 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 will 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. If the LPT determines that the student may have English language acquisition needs, the student will take the NYSITELL. If the LPT determines that the student does not have English language acquisition needs and should not take the NYSITELL, the recommendation will be sent to the principal for review. The principal will accept or deny this recommendation. If the principal rejects the recommendation of the LPT to not administer the NYSITELL, the NYSITELL is immediately administered to the student. If the principal accepts the recommendation not to administer the NYSITELL, the recommendation will be sent to the superintendent or the superintendent's designee for a final decision. The parent or guardian will be notified within 3 school days of the decision in the parent's/guardian's preferred language. The final decision will be made by the superintendent or superintendent's designee. The superintendent or designee will have 10 school days to accept or reject the LPT's recommendation. If the superintendent determines that the student must take the NYSITELL, the school has 5 additional school calendar days to administer the NYSITELL. The form titled Language Proficiency Team NYSITELL Determination Form will be completed and placed in the student's cumulative folder.

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.

Ms. Santos the ENL Teacher/Coordinator notifies parents of the students who are eligible to take the NYSITELL. The parents are notified via back packed letters. These letters are sent to inform the parents that their child has been identified as being a student who speaks a language other than English and that they will be taking the NYSITELL to determine full eligibility for ENL services. The letters are sent in the parents native language as it was indicated on the HLIS form. Students take the NYSITELL and the ENL teacher grades it as per the state guidelines in order to see if the child is eligible. Once the teacher grades the exam hand scores are kept on file and parents are notified as to whether or not their child is entitled to receive bilingual services as soon as the results are posted on ATS which is usually the very next day.

When using NYSESLAT to evaluate students the ESL teacher looks at the NYSESLAT from the prior spring. Students who obtained a commanding level score are given letters for parents informing the parents that although their child obtained a commanding level they will still receive ENL services for an additional two years for extra support. These letters are sent to parents in both English and their

native language as provided by the state. Students who have not obtained commanding/proficiency on the NYSESLAT are informed of their progress as well as their parents. Parents are informed as to the score obtained and the proficiency level that the student is currently on. Parents are also informed that their child will continue to receive ENL services for the present school year. All letters are sent in both English and in the parents native language as provided by the DOE website or paid to do by an outside translating agency by Ms. Santos the ENL teacher.

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

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).

A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process will allow P.S. 30 parents who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process will be utilized for students who have a home language other than English, and are ELLs and non-ELLs. The school will 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 or a student's teacher. The Re-identification Process will 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 will consist 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. The Re-identification Process will not include a second administration of the NYSITELL.
5. School consults with parent or guardian.
6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal will determine whether to change the ELL status or not. Written notification of the decision in the parent's preferred language will be sent to the parent or guardian. If the recommendation is to not change the ELL status, no further actions will be necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student, the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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.

When a new ELL enrolls at P.S. 30, the ENL teacher informs parents of the three instructional models available in NYC, regardless of whether or not all three are offered here at P.S. 30. The ENL teacher Ms. Santos informs parents of these options in a parent orientation that is conducted within the first 10 days of school. To inform parents of these options P.S. 30 will have a parent orientation and at the orientation the parents will view the parent orientation video which explains the parent options which is also available in 13 languages. During the orientation Ms. Santos will also provide orientation on the common core learning standards and the school expectations for the newly enrolled ELLs. The orientation will be in a language or mode of communication that the parent understands, and if an interpreter were needed that would be arranged ahead of time for any parent in need. Ms. Santos will provide parents with a parent survey and program selection form where the parents would indicate their program choice. The parent will be given a timeline in which they would be told that the form must be signed and completed by within 5 school calendar days. If the parent chooses a school that is not offered at P.S. 30 the student is placed in the Free standing ENL program we offer immediately while the ESL teacher contacts the office of English Language learners so that they can find and offer a school to the parents that offer their choice. In the meantime the ENL teacher can orient the parents as to leaving the child at P.S. 30 in the ENL program or wait for the placement offer but still receive ENL services while the placement is completed.

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 Part 154.2, if a form is not returned, the default program for ELLs is bilingual education.
- Every effort is made to ensure that parents complete the parent survey and program selection form. Outreach attempts are made by Ms. Santos the ENL teacher and will be tracked and maintained using a call log which includes date and time. ENL teacher will also seek parents during morning and recess times and this will be logged as well. While the school waits for the parent forms to be completed the ELL will be placed in the school's default program and only program available, the freestanding ESL program to ensure that the students receive the services they are entitled to since P.S. 30 does not offer a bilingual class setting as per Part 154.
8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.
- Copies of original letters sent out in the parents home language as provided by the NYC DOE are kept on file and dated. The ENL teacher makes phonecalls to the parents and logs the dates and times the phonecalls were made in order to reach out to parents who have not returned the Parent Surveys and Program selection forms. Once the surveys are returned they are placed in the students permanent records.
9. Describe how your school ensures that placement parent notification letters are distributed.
- Placement notification letters are sent home in the students backpack by the ENL teacher. Each letter that is sent out is copied and dated as evidence that these letters were sent out. Copies of these letters are held in the ENL compliance binder as evidence.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
- The original HLIS document is stored in the students permanent record. The copy is stored in the ENL classroom. The ENL teacher Ms. Santos keeps a compliance binder which includes all returned and signed copies, as well as copies of all letters sent out to parents which include non entitlement and entitlement letters. Ms. Santos is responsible for the maintenance of all letters that are sent out to parents.
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.
- The NYSESLAT is administered every spring. The NYSESLAT is used to measure a student's progress in language acquisition. The NYSESLAT shows if a student is progressing, stagnant or no longer needs ENL services. Every spring the ENL teacher runs the RLAT report via ATS to make sure there aren't any students who are showing up that are entitled to take the NYSESLAT. The ENL teacher considers this report as well as her ENL caseload when planning the NYSESLAT administration schedule. A schedule is created within the time frame that is provided by NYS. The ENL teacher creates a checklist for each modality with all the ENL student names. Every time a modality is completed, the ENL teacher checks off the modality completed as well as monitors individual situations such as dates when students are absent, illness, etc. NYSESLAT Testing is done within a time frame. The ESL teacher decides on what days the speaking portion would be administered. The speaking portion is administered on a one to one basis. The listening portion is administered by grade on days that have been assigned to that modality, the reading portion is administered by grade as well as the writing on days that have been selected for the specific modality. All sections of the NYSESLAT are kept in a secure locked area of the school. All safety procedures are followed and all testing is done by a NYS certified ENL teacher.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
- P.S. 30's ENL teacher Ms. Santos sends out continued entitlement letters to those parents of students who score a proficiency level on the NYSESLAT that entitles them to continue receiving ENL services. Letters are sent to parents no later than September 15 in which the student continues to be entitled. Letter will be sent out in the parents preferred language. The students who obtain a commanding proficiency level will be sent home with letters to their parents in the parents home language indicating that the student obtained a commanding level of proficiency which means they passed the NYSESLAT. The letters would also state that although the student obtained commanding these students will continue to receive transitional support for the next two years after they obtained the commanding level.
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).
- After reviewing the Parent Surveys and Program Selections forms for the past few years, the trend has been that the parents have wanted that their child be placed in a freestanding ENL program. P.S. 30M monitors trends in parent choice by maintaining a written record of students identified for the current school year, names, grade and ENL program placement. There have been some students (8 students) who came to P.S. 30M with IEPs and who were also to receive instruction in Spanish. The parents at that time, 2011-2013 had requested that their child be placed in a bilingual program because that was what was stated on the IEP. P.S. 30M did not have and still does not have a bilingual program in the school building. These parents did not want to move their child to another school and decided to leave them in P.S. 30M in the freestanding ENL program. There was one parent this current school year who requested that her daughter be placed in a bilingual program. Since P.S. 30M does not have a bilingual program, the office of English Language Learners was called and there the parent was sent to a school within district 5 that offered the placement she was

looking for.

The program model offered at P.S. 30 is aligned with parent requests yearly.

## 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.  
P.S. 30 offers a freestanding English as a new language program only. This program provides instruction in English with home language support, emphasizing on English language acquisition. The ENL program at P.S. 30 will function as a standalone/integrated ENL program depending on the students proficiency level. During the standlone ENL the instruction is to develop English language skills so that the students can be successful in their content area studies such as ELA and math. This will be delivered by Ms. Santos our fully certified ENL teacher. The integrated ENL will be provided by our fully certified ENL teacher and the certified content area teacher . This method would include content area instruction as well as developing language using ENL strategies. The students are grouped based on their proficiency levels they obtained on the NYSESLAT and NYSITELL. There may be more than one grade such as two consecutive grades grouped together but share the same proficiency level such as entering.
  - b. TBE program. *If applicable.*  
Paste response to questions here:
  - c. DL program. *If applicable.*  
Paste response to questions here:
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)?  
Classroom teachers follow a specific schedule and work collaboratively with the ENL teacher when it comes to ensuring that the ELLs receive their mandated minutes. Classroom teachers are oriented at the beginning of every school year when they have been identified as being teachers who have ELLs in their classroom. The orientation consists of what the students ELL mandated are as per CR Part 154. Teachers are informed that students who are at the entering levels of proficiency will receive 360 minutes, (180 minutes of stand alone ENL and 180 minutes of integrated ENL) Students who are at the emerging level of proficiency will also receive 360 minutes per week ( 90 minutes wof stand alone ENL, 180 minutes of integrated ENL and 90 additional minutes of either or. Students who are at the transitioning level of proficiency will receive 180 minutes( 90 minutes of ENL/ELA and 90 minutes of either standalone or integrated ENL. Those who are at the Expanding level will receive 180 minutes of ENL (180 minutes of integrated ENL/ELA or any other content area. Students who obtain the commanding level of proficiency will receive 90 minutes of transtioning support. This orientation is done so that the classroom teacher understands the importance of an ELL receiving the ESL services they are entitled to. When the ENL teacher plans to implement the integrated ENL several periods a week, she works with the classroom teacher to make sure that what the teacher plans on teaching for that week addresses the needs of the ELLs as well as there planning the differentiated instruction taking place.
3. Describe how 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.  
P.S. 30M follows a curriculum map and pacing calendars in grades K-5 to ensure that the content areas of instruction are covered. These pacing calendars are generated around the current curriculum that is being following by P.S. 30 which is Core knowledge, for grades K-2, Expeditionary Learning for grades 3-5, and Go Math for the math curriculum. Teachers analyze data and create tiered groups in order to ensure that all lessons are differentiated. Teachers make sure to change groups when students show progression in the content areas. Classroom teachers also collaborate with the ESL teacher in order to ensure that the ELLs are receiving proper differentiation according to their individual needs. Teachers use strategies such as summarizing, questioning, realia, TPR, story mapping, mental imagery, prior knowledge, and graphic organizers in order to make content comprehensible. P.S. 30 also provides experiences for the ELLs through field trips that tie into lessons that are being taught.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

P.S. 30 only has a freestanding ESL program, we do not have a bilingual program. When appropriate we have staff that provides native language support when the need arises and the students are provided with bilingual glossaries. They are taught to use the glossaries to use during their daily instructional needs and so when testing comes around. End of the year evaluations, state exams, when available exams are offered in the students native language.

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

ELLs are evaluated in P.S.30 in all four modalities throughout the year by the ENL teacher who creates benchmark assessments that include all four modalities. The ESL teacher uses the NYSESLAT and the Common Core Learning Standards to create a benchmark assessment that includes the modalities of listening, speaking, reading, and writing. The assessment is given at the beginning of the school year to assess where the students are when they first come in to the school in all four modalities. The assessment is then repeated mid-year and end of year. If students master a skill/modality that is found on the assessment, the ESL teacher focuses on the areas in which the student is still struggling in. Instruction to address these areas are done via push-in/pull-out.

6. How do you differentiate instruction for 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

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

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

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

For our students who have reached proficiency on the NYSESLAT the ENL teacher and the classroom teacher may meet to discuss any of the difficulties that the student may be displaying now that they no longer receive ENL. The ENL teacher on a regular basis may also do a push-in to assist the child and speak to the child and help him or her with they are doing at the moment and to measure any additional needs. These students as per request by the ENL teacher are placed in the extended time session in order to assist these kids with help in literacy and math. The ENL teacher also ensures that these students also receive the testing modifications that they are entitled to as per NYS all ELLs who reached proficiency on the NYSESLAT are entitled to two additional years of the same testing modifications on all NYS assessments.

7. 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.
- New to this school year a student who has undergone the ELL identification process may go through the ELL re-identification process. This process allows our school, parents and students to request within 45 days of enrollment that the process be done a second time. This process will only be done for students who have a home language other than English and whom are ELLs and non ELLs. P.S. 30 will initiate a review of the ELL status determination once a written request from a parent or a teacher. This process will be done within 10 school calendar days that the written notice was received. If the CSE should need to be consulted then the process will be done within 20 school calendar days.
- P.S. 30 will follow the following steps in order to ensure the proper re-identification process:
1. P.S. 30 receives the written request to initiate re-identification
  2. P.S. 30 will review all documents related to the initial or re-entry identification process.
  3. P. S 30 will review the students work in English and in the students home language.
  4. NYSITELL will be given if it wasn't given once before.
  5. School consults the parent/guardian.
  6. The ENL teacher who is fully certified would conduct and review school based assessment in order to define the students ability in listening, speaking, reading and writing.
  7. Based on the recommendation of the fully certified ENL teacher, the school principal will decide whether or not to change the ELL status or not. If the recommendation is not to change the status then P.S. 30 will nothing further, if it is to change it it then all documentation will be sent to the superintendent.
  8. P.S. 30 will wait for written notification of the superintendents decision in the parents home language. If there is no change then the program will stay the same if not then the students program will be modified accordingly. All documentation and notifications will be kept in the students permanent record.
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?
- P.S. 30M provides the ENL students with the opportunity to receive literacy through the arts. P.S. 30 hires outside certified ENL teachers who work with language and math skills through artistic class such as puppetry, quilt making, movement and cooking. P.S. 30 also participates in federally funded program titled, The ALLL program whose services are provided by LEAP a non-profit organization. This program allows a fully certified teaching artist and the classroom teacher to collaborate and plan meaningful lessons based on the student needs. This program includes fieldtrips that enhances learning through experiences as well as allows classroom teacher to participate in outside PD in which they learn about the latest literacy strategies that are research based and proven to learn. This program also allows for measuring student progress by assessing students literacy skills at the beginning and end of the school year. All classrooms have a leveled library area in which all students including ELLs have the opportunity to read books that are on their independent reading levels. Students have an assigned silent sustained reading period during every morning. Students also have access to classroom libraries that are targeted for reading for pleasure. Students are allowed to borrow books weekly. Because all of the newcomers at P.S. 30 are Spanish speakers these students also have access to books that are in their native language. Teachers also have computers in their classrooms that are accessible to ELLs. The computers provide interactive phonetic and reading programs that allow ELLs to hear proper pronunciation of letters, letter sounds, as well as vocabulary words that the teacher has selected for the individual students. Classrooms also provides mini listening centers where the students have access to books on CD. Students independently listen to the books on the CD have an independent task that the teacher has selected and determined to be appropriate to the ELLs and SWDs needs. All of these materials and strategies are planned collaboratively between the students classroom teachers and the ESL teacher to ensure that the ELLs are receiving age and grade level appropriate activities that will better suit their needs.
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?
- P.S. 30M includes their ELLs-SWDs in all of their schoolwide curricular and instructional decisions. ELLs-SWDs are taught using the same curriculum as their monolingual peers except with differentiation. Classroom teachers use flexible grouping while planning their lessons. Flexible grouping is done to include all students in the classroom including ELLs-SWDs so that the students may be grouped according to their needs. ELLs may be better at math and in that case they may be grouped with a group that is working at the same math level as they are as shown on the benchmark assessments. Flexible grouping is also used for ELLs who need extra support and they are grouped with students who are at a higher level and can assist the ELLs with work completion as well as gaining confidence when participating in class. When an ELL-SWD with disability is referred for an evaluation the student is discussed by the schools, FST team. FST (Family Support Team) is a committee of teachers, attendance teacher, guidance counselor, school psychologist, and an administrator who discusses students who are at risk.

Chart

There the students overall performance is discussed. If the students is thought to benefit from an actual evaluation, the student is evaluated by the school bilingual psychologist and when placement is being considered, the least restrictive environment is always the first choice considering the child is also in a second language acquisition process. The students are assessed three times a year, at the beginning, mid year and end of year to assess whether or not the student is achieving their IEP goals. If the IEP goals are being achieved then new goals are put in place for the student to strive to achieve. These students receive ENL services as they are mandated to receive by a fully liscenced ESL teacher.

**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)  | <b>2 units of study <i>per week</i></b><br>(360 min.) | <b>2 units of study <i>per week</i></b><br>(360 min.)                                   | <b>1 unit of study <i>per week</i></b><br>(180 min.)  | <b>1 unit of study <i>per week</i></b><br>(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* |
|   | 360 minutes per week                                  | 360 minutes per week  | 180 minutes per week  | 180 minutes per week  |   |
| STAFFING/ PERSONNEL   | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL teacher |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>A certified ESOL teacher and a K-6 certified elementary school teacher<br>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(u) 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.

**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   | <b>STAND-ALONE ENL</b><br>Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study |   | <b>INTEGRATED ENL</b><br>Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies  |  |   |
| STAFFING/ PERSONNEL  | <b>STAND-ALONE ENL</b><br>K-12 Certified ESOL Teacher  |   | <b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b><br>ESOL or Content Area (7-12) teacher who holds both certifications<br><b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b><br>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.

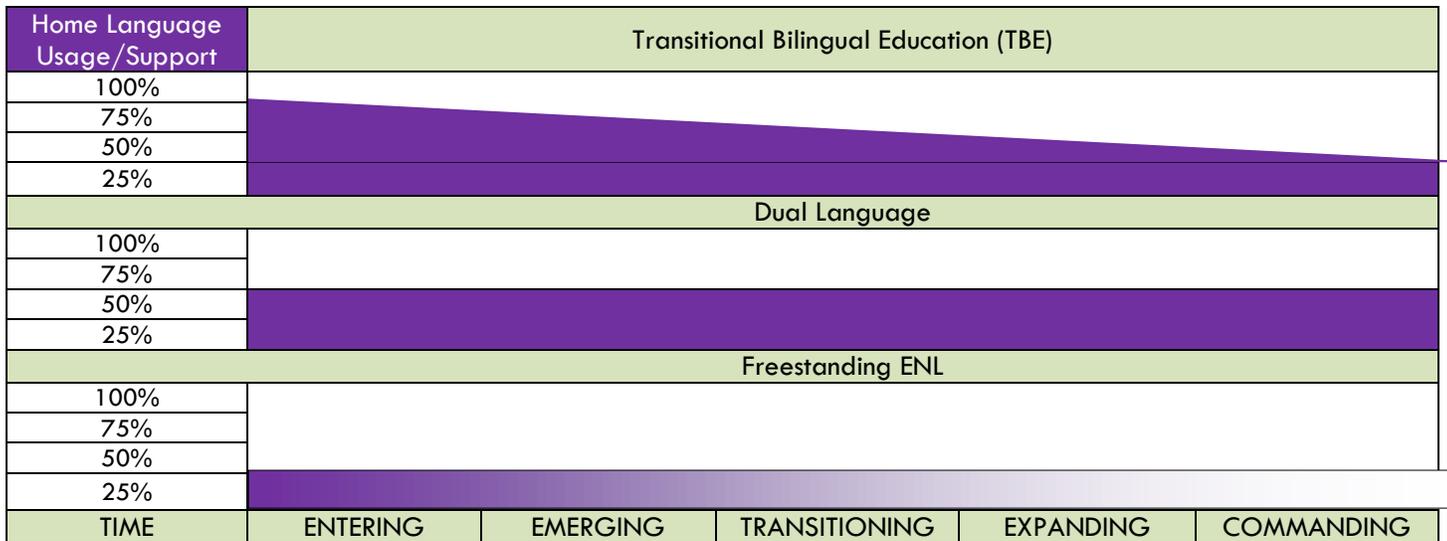


\*Note: “other approved services” does not apply to New York City at this time.

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.

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

P.S. 30M follows a stand alone and integrated ENL program. The Classroom teachers whom which the ENL teacher works with in the integrated ENL program works collaboratively with the ENL teacher when it comes to ensuring that the ELLs receive their mandate instructional time in content areas such as social studies, math and science as well as the integration of ESL. At the beginning of the school year, the certified ENL teacher analyzes the NYSESLAT data as well as the NYSITELL data once testing is completed. The ENL teacher generates a list by class which indicates the students in each class who have been identified as an ELL, their proficiency level based on the NYSESLAT and NYSITELL as well as when the students have been scheduled to receive ENL services. Because P.S. 30 assesses students literacy abilities using teacher made assessments as well as school wide benchmarks, the data is revisited three times a year, in the fall, winter and spring in order to address their individual needs through small group instruction. The groups may changed based on the data as well as the targeted instruction that is aligned to the NYS common core standards.
12. What new programs or improvements will be considered for the upcoming school year?

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

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

All the ELLs in P.S. 30 are afforded equal access to all school programs. There is an afterschool program that takes place Wednesdays, Thursdays and Fridays between 2:30 and 5:30pm. During the afterschool students receive instruction in Literacy and Math, as well as individualized assistance with homework or any skills that students have shown to be struggling with. This is especially important for the ELLs whose parents do not speak English and can not assist their child at home with homework assignments. The afterschool program is taught by fully certified content area teachers, and all the students who are permitted by their parents attend. All ELLs are included in the afterschool program. Ms. Santos the ESL teacher assesses students with an assessment from a supplemental reading program called, Really Great Reading. Students who are found to be at risk with reading in the areas of phonemic awareness, phonics, fluency and vocabulary are invited to attend a before school program in which small group instruction is geared toward addressing these areas of weaknesses. Parents are sent letters in their home language inviting them to allow their students to attend both the after school and before school program.
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.

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

full time science teacher. Most classes are scheduled to visit the library weekly and while there participate in hands on science experiments.

16. How is home language support delivered in each program model (DL, TBE, and ENL)?

Language is supported in the ENL program in P.S. 30 in many ways. Students receive stand alone and integrated ENL from a fully certified ENL teacher. The ENL teacher is fully fluent in Spanish and most of the ELLs in P.S. 30's first language is Spanish. Teacher uses their native language for all the newcomers who are new to the school and just adjusting. There are book baskets with books that are in Spanish. Teachers who are fluent in French or Mandingo are used as support to those students whose first language is French and Mandingo. There are some books in French as well as they become available, however Mandingo is a more difficult language to access books in, therefore we don't have any available at this time.

17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.

P.S. 30 counts on many outside resources that ELLs benefit from. P.S. 30 counts on the support of the New York Public Library which works with students and parents in making sure they understand how to use the NY public library and how to check out books. This is done so that students who do not have access to books at home may go and read books and take some home for leisurely reading. P.S. 30 provides ELLs with the additional support of Foundations and Great Leaps both programs are used to developing reading skills especially in students who are in the lower grades and for ELLs who are newcomers.

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).

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

19. What language electives are offered to ELLs?

N/A

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)?

Paste response to question here:

## 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.)

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

  1. How to use the NYSESLAT results for grouping and driving small group instruction and the Really Great Reading Program (October 2015)
  2. Stages of English language acquisition (November 2015)
  3. How to plan differentiated instruction for the four levels of English literacy and five stages of language acquisition (December 2015)
  4. How to differentiate a second language acquisition problem versus a learning disability (January 2015)
  5. RTI for ELLs (February 2015)
  6. Understanding the socio-cultural perspective and its implications for students with interrupted formal education (March 2015)
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?

P.S. 30 offers professional development that is aligned to the Common Core Learning Standards every Monday after school between 2:30-3:45. The professional development is required for all teachers of ELLs including the ENL teacher as well as content area teachers. Such Professional development topics aligned to common core in topics such as close reading, chunking texts, teaching kids skills such as answering text dependent questions, annotating text strategies, differentiating instruction for content areas such as math, social studies and science, small group instruction, phonemic awareness, phonics, vocabulary building strategies, etc.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

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

P.S. 30 dedicates a minimum of 15% of the professional development offered to language acquisition including a focus on what works best when co-teaching in terms of what strategies are successful. Included in the 15% will be professional development on content instruction for English Language Learners and how to align this instruction to the common core learning standards. The ENL teacher will attend professional development in which 50% is dedicated to language acquisition and alignment with the common core instruction for English Language Learners.

### 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?

At the very beginning in September for the first school open house, the ENL teacher invites the parents to attend an informative session in her room which allows parents of the ELLs to ask questions in order to clarify any questions they may have about the ENL program. In this session the ENL teacher expresses to parents what her goals are for the ELLs for the school year as well as her observations about individual students to individual parents. During the school year there are other opportunities to meet with parents such as the parent engagement Tuesdays which are held every Tuesday at the end of the school day, as well as the other parent teacher conference dates that are held through out the year. During the individual meetings that are set up on parent engagement Tuesdays or phone conferences with parents, the ENL teacher shares assessment results and language development needs for each student. If a one to one meeting is scheduled with a parent who speaks another language besides Spanish (there are teachers in P.S. 30 who speak Spanish) arrangements are made for an interpreter to come through the school level or through interpretation agencies contracted through the DOE such as "Big Word".

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.

Any formal records related to the ELL such as parent surveys, program selection forms, entitlement letters, continued entitlement letters, transition letters are all kept in the students cumulative record. The ENL teacher also has a binder in which all important documentation sent to parents are kept in the copy form. In person meetings and phone calls are logged in ENL log that the ENL teacher keeps through out the year in which the teacher states the parents name, time of meeting date and reason for meeting on the log whether it is in person or a phone call.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are invited to attend all of the activities that are geared for the rest of the parents of P.S. 30. P.S. 30 offers family engagement nights in which parents can come and learn strategies that they can use at home for working with their children on literacy and math. ELL parents also participate in afterschool activities that orientate them about the community resources available to them such as the NY public library, ENL classes that are offered at no cost to the parents in the community, job fairs, help with situating their finances etc. All of these activities are offered in English as well as in the home language of the parents in the P.S. 30 community, trends have been Spanish. If an interpreter on the school level is not available, P.S. 30 has seeked services from a DOE interpretation unit, "Big Word".
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? P.S. 30 partners with other agencies and community based organizations to provide workshops for the general parent population which includes ELL parents. These organizations include, Harlem hospital, The Boriquen Health Clinic, UFT, Con Edison, and Bank of America. These organizations preent workshops to parents on topics that parents have requested they would like to learn about. These topics are found through surveys that are sent home by the parent coordinator in order to figure out what it is parents would be interested in learning about so that there would be more parental participation. Some of these topics range between, Bed Bugs, Diabetes, How to Quit Smoking, Breast Cancer, etc. The follwing are topics that will be offered and they are organized by month:

October: Breast Cancer Awareness

November: Nutrition and Health

December: How to Quit Smoking

January: Getting a Better Understanding of your Child's IEP

5. How do you evaluate the needs of the parents?  
The parent coordinator submits a parent survey at the beginning of every school year in order to assess what the needs of parents are in terms of what activities and informational workshops they would like brought into the school.
6. How do your parental involvement activities address the needs of the parents?  
The parent involvement activities are aligned to the needs that are demonsrated in the survey that is conducted by the parent coordinator at the beginning of the school year.

#### **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.

**Paste response here:**

School Name: 030

School DBN: 05M030

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) |
|----------------|---|-----------|-----------------|
| Teri Stinson   | Principal   |           | 1/1/01          |
| Denise Johnson | Assistant Principal                                   |           | 1/1/01          |
| Ms. Testamark  | Parent Coordinator                                    |           | 1/1/01          |
| Jessica Santos | ENL/Bilingual Teacher                                 |           | 1/1/01          |
|                | Parent  |           | 1/1/01          |
|                | Teacher/Subject Area                                  |           | 1/1/01          |
|                | Teacher/Subject Area                                  |           | 1/1/01          |
|                | Coach   |           | 1/1/01          |
|                | Coach   |           | 1/1/01          |
| Ivette Cordero | School Counselor                                      |           | 1/1/01          |
|                | Superintendent  |           | 1/1/01          |
|                | Borough Field Support<br>Center Staff Member<br>_____ |           | 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: **05M030**

School Name: **Raphael Hernandez-Langston Hughes**

Superintendent: **Gale Reeves**

### 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.learnndoe.org/tiu/lac](http://www.learnndoe.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.

Based on our demographics and ethnic data P.S. 30 has found that is necessary that we identify our families in need of translation services vis a vis utilization of the Home Language Survey, emergency cards and ATS. Our school also interviews all parents at the time of registration and our ENL teacher meets with all new ELL students and parents. The language access coordinator also reviews the RAPL report before conducting a school wide survey which will help give more information about preferences that parents have.

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.

At P.S. 30 the trend for all parents in reference to both written and oral communication is English, Spanish, Arabic and Mandingo.

## 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.)

The documents the school typically disseminates every year that require translation are letters informing parents of holidays and school closures. Letters informing parents of parent teacher conference dates and times. Monthly calendars that describe the school building events and family reading nights, notice letters announcing the afterschool program dates and times and letters about graduations.

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.

The school has face to face meetings with parents throughout the year during parent teacher conferences and family reading nights which is part of the community learning schools initiative. Parent engagement Tuesdays when teachers or parents set up meetings to discuss student progress. Also face to face meetings are held during IEP reviews and guidance counselors also call parents with concerns on behaviors, attendance, middle school articulation, incidents, accidents, etc.

## 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.

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

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.

At the face to face meetings with parents translation services are provided by in house P.S. 30 staff members who speak Spanish. At times P.S. 30 has hired "Big Word" a translation and interpretation company when we have had family reading nights, school fairs and all activities where parents have been required to retain important information about the school.

---

## 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.)

The language access coordinator will conduct a beginning of school year orientation with ALL staff members about parent rights when it comes to having translations in their language of preference as well as steps to follow in order to attain resources to help parents with their needs in their native languages. The language access coordinator will ensure that at the school entrance the Language access coordinator information is present and accessible to parents on the welcome poster as well as the T & I brochures are present at all times in the main office as well as in the parent coordinators office.

---

## 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

P.S. 30M provide each parents who require language assistance services with a copy of the Bill of Parent Rights which includes their rights regarding translation and intepretation services. P.S 30 will also post a welcome poster at the school entrance informing parents of translation services that are available to them. This poster is available in different languages so that parents are aware of these services. The school safety plan will contain procedureds that ensures that parents in need of language access services will know how to reach the schools administration with concerns they may have.

---

## 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)

At the beginning of the school year the Language Access Coordinator as well as with the help of the parent coordinator will conduct a survey in order to gain information about a parents preference in written and oral language. This information will be besides what is asked of the parents on the Blue Emergency Cards and on page 2 of the HLIS form. The information received on all three will be consolidated into a summary sheet by the Language Access Coordinator and will be placed at the main office of the school as well as in the Parent Coordinators office as well as the Language Access Coordinator will have one at all times. Teachers will be given a summary sheet by class so that when

there are written notices sent out as well as face to face meetings planned they may have a translation or translator in place as it is the right of the parent before hand.