

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

31R030

School Name:

P.S. 030 WESTERLEIGH

Principal:

ALAN IHNE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: PS 30 School Number (DBN): 31R030
Grades Served: PK-5
School Address: 200 Wardwell Avenue
Phone Number: 718-442-0462 Fax: 718-442-4265
School Contact Person: Alan Ihne Email Address: aihne@schools.nyc.gov
Principal: Alan Ihne
UFT Chapter Leader: Tricia Walsh
Parents' Association President: Marian Brioso
SLT Chairperson: Lori Ortega
Title I Parent Representative (or
Parent Advisory Council
Chairperson): N/A
Student Representative(s): N/A

District Information

District: 31 Superintendent: Anthony Lodico
Superintendent's Office Address: 715 Ocean Terrace, Building A Staten Island NY 10301
Superintendent's Email Address: ALodico@schools.nyc.gov
Phone Number: (718) 420-5657 Fax: (718) 420-5677

Borough Field Support Center (BFSC)

BFSC: 31 Director: Kevin Moran
Director's Office Address: 715 Ocean Terrace, Building A Staten Island NY 10301
Director's Email Address: KMoran2@schools.nyc.gov
Phone Number: (718) 420-5657 Fax: _____

Section 2: School Leadership Team (SLT) Signature Page

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

Directions:

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

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Alan Ihne	*Principal or Designee	
Lori Ortega	*UFT Chapter Leader or Designee	
Marian Brioso	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Dana Agandouch	Parent	
Lori Morenzi	Parent	
Diane Nasella	Parent	
Melissa Guercia	Parent	
Joseph Napolitano	Assistant Principal	
Maureen Keuchenmeister	Teacher	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cristina Smalls	Teacher	
	Member/	
	Member/	
	Member/	

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

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

Strong Schools, Strong Communities

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

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

The Framework for Great Schools and CEP Development



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

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

In accordance with the requirements of [Chancellor's Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

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

NYCDOE’s Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

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

Title I Requirements and Strengthening Title I Parent Involvement

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

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

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

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

- **Step 4:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

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

Section 4: CEP Overview

Develop a narrative summary that includes:

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

PS 30 is a community school in the neighborhood of Westerleigh in Staten Island. We serve grades PK-5. Our mission statement is "The mission of PS 30 is to provide each student with a rich education in a supportive environment. We are committed to providing our students with the skills they need to be successful in life, to help them become good citizens and to ensure that they are college and career ready. Parents and caregivers are valued partners in providing our students with the academic and life skills necessary to become valuable members of the community."

Our school has developed numerous partnerships with our community. We partner with St. John's University which provides an afterschool ELL program as well as education students to assist the school in providing AIS services. We partner with Grow NYC to provide sustainability strategies to students, staff, and parents. Out of this partnership we grew a "Trash to Treasure" team to recycle water bottles and Capri sun. This program helps to fund our Green Team. We partner with Learning Leaders to provide certified parent volunteers for our library, lunchroom, classrooms, and to give book talks to students. We also partner with The New York Center for Interpersonal Development to provide latchkey and afterschool programs. Within this partnership we also work with City Harvest to provide healthy snacks to our latchkey students.

In addition to these partnerships we have a jazz band, 4th and 5th grade orchestra, a rock band, a girls Stem Club, boys STEM Club, art club, and we have teachers volunteering to come in early to work with some of our struggling students. We provide monthly parent networking meetings and developed a hospitality squad to help new parents navigate the school. Our physical education department partners with NY Roadrunners as part of the Mighty Milers program. Our school has been focused on building trust within the community and we have accomplished that goal. This is evidenced by our school quality report in which we are meeting our target. We will continue to work on this area to ensure that we reach exceeding target. Our main focus is improving student achievement in the classroom and on state exams.

31R030 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	795	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
School Composition (2013-14)				
% Title I Population		1.4%	% Attendance Rate	93.5%
% Free Lunch		31.5%	% Reduced Lunch	7.2%
% Limited English Proficient		4.3%	% Students with Disabilities	23.5%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		N/A	% Black or African American	2.8%
% Hispanic or Latino		20.9%	% Asian or Native Hawaiian/Pacific Islander	6.6%
% White		68.4%	% Multi-Racial	1.4%
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		1.69	# of Assistant Principals (2014-15)	2
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	1
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		1.7%	% Teaching Out of Certification (2013-14)	3.4%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		0.1%	Average Teacher Absences (2013-14)	14.38
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		35.6%	Mathematics Performance at levels 3 & 4	50.2%
Science Performance at levels 3 & 4 (4th Grade)		90.9%	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			Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	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	N/A
Hispanic or Latino		YES	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		YES	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		YES	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

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

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

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Rigorous Instruction. This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) and/or other relevant data.
 - Summarize your school’s strengths and needs relative to this element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data trends and sources.
- After analyzing state exam data from 2014-2015 we have determined that 21% (50 students) of our grade 3 and 4 students scored a level one on the NYS ELA exam. As a result we have made progress for our Level one grade 3, 4 and 5 students in ELA a priority goal for the school year. In addition, 13% (31 students) of our grade 3 and 4 students scored a level one on the NYS Math exam. As a result we will continue to make progress for our grade 3, 4, and 5 students in Math a priority goal this year.
 - One of our strengths is that we now have a dedicated reading and phonics program in grades PK-5 (Core Knowledge
- Knowledge
- As per our quality review we will continue to create curriculum maps to align our curriculum to the CCLS. We will also implement curriculum aligned assessment practices that inform instruction.

Part 2 – Annual Goal

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 out of 50 general and special education students who received a level 1 on the New York State ELA Exam in grades 3 and 4, 25 (50%) will increase on performance level on the New York State ELA Exam and out of 31 students general and special education students who received a level 1 on the New York State Math Exam in grades 3 and 4, 15 (50%) will increase one level on the New York State Math Exam.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Align Curriculum maps to the CCLS using Atlas Curriculum Mapping Software. • Implement curriculum aligned assessment practices across grades through professional development and working with teacher teams 	Teachers	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> • We will address high need student groups through professional development utilizing the Common Core Companion • We have developed an intervisitation program with IS 51 to share best practices • We have a volunteer morning program to address the needs of struggling students • We have implemented a robust ELA program through grades PK-5 	Teachers	September 2015-June 2016	Teachers
<ul style="list-style-type: none"> • We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school • PTA meetings include guest speakers who are experts in special education, including autism 	Staff, Parents Students	September 2015-June 2016	Staff, Parents Students

<ul style="list-style-type: none"> • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Library volunteers • Learning leaders will do book talks and help teachers in classrooms • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook • Regularly scheduled parent networking meetings • Administration has an open door policy for all members of the school community which builds trust. 			

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.											
<ul style="list-style-type: none"> • We will utilize staff and field office support on Monday afternoons to provide professional development • We will bring parents into the building by holding monthly parent networking meetings. • We will utilize staff and administration to create and update curriculum maps. • We will utilize teacher volunteers for our morning 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		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
<ul style="list-style-type: none"> • September 2015- Goal will be updated to reflect 2015 test scores • February 2016- Data analysis of Ed performance and writing. 20 % of students who received a far below level on Ed performance will increase one level to approaching standards.

Part 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.

- During the 2014-2015 school year we had 21 level 1 and 2 infractions as indicated by the OORS management system.

Our students are provided with guidance services through our guidance counselor and social worker both mandated and at risk.

- We work with parents to develop strategies for students when they are having a difficult time at school academically or socially.
- Administration has an “Open Door” Policy for all staff, students, and parents.
- We have a peer mediation program to assist students having conflict.
- We utilize our teams to assist in behavior management.

Our guidance department has been cut from 4 days to 2 days this year. We will need to utilize administration to assist in guidance interventions to meet the needs of our students.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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 OORS reports for level 1 and 2 infractions will decrease by 20% (4) from last year creating a safe and supportive environment for students and parents where they are challenged both academically and socially by their teachers and peers.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Peer Mediation • Guidance Services (at risk and Mandated) • Student clubs (green team, stem club, student council) • School website that provides real time information • Latchkey afterschool programs • Assemblies on bullying and respect • Professional development • Learning Leaders to work with students 	<p>Students, Teachers, and Parents.</p>	<p>September 2015-June 2016</p>	<p>Administration, Guidance, Teachers, Parents</p>
<ul style="list-style-type: none"> • ELL afterschool programs • We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school • PTA meetings include guest speakers who are experts in special education, including autism • 	<p>ELL and special needs students</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers, Afterschool staff</p>
<ul style="list-style-type: none"> • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook • Regularly scheduled parent networking meetings 	<p>Teachers, Parents, Students</p>	<p>September 2015-June 2016</p>	<p>Teachers, administration, support staff</p>

<ul style="list-style-type: none"> • Administration has an open door policy for all members of the school community that helps to build trust • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Library volunteers • Learning leaders will do book talks and help teachers in classrooms • 			

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.											
<ul style="list-style-type: none"> • Guidance resources such as: assemblies and professional development • Schedule adjustments for peer mediation • Human Capital • Funding 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
<ul style="list-style-type: none"> • <u>2 less level 1 and 2 OORS reports by February 2016.</u>
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 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.
- Based on last year’s observations, teachers have a need to better understand the standards and how to teach to them.
 - During the 2014-2015 school year, the number of level 3 students went up 8 percentage points in ELA and the number of level 3 students went up 3 percentage points in math. The number of level 4 students went up 4 percentage points in ELA and level 4 students went up 6 percentage points in math. This was an improvement over the prior school year. However, in order to continue to raise scores we need to reacquaint teachers with standards based teaching.
 - Teachers have two common preps a week to meet and look at student work using the cycle of inquiry.
 - Teachers conduct inter-visitations on an every other month basis in order to share best practices. They also debrief after their visits. This is a trust building activity between teachers.
 - Teachers facilitate professional development where they can share best practices and build trust.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–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, at least 10% Percent of teachers will move one HEIDI score on component 1C of the Danielson Framework .

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • Teachers will study the book <i>The Common Core Companion-The Standards Decoded</i> by Sharon Taberski in Collaborative Teacher Teams to improve student achievement. <p>Two common prep periods a week for teachers to meet.</p> <ul style="list-style-type: none"> • Every other month inter-visitations across grades with a teacher debrief. 	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers and Administration</p>
<ul style="list-style-type: none"> • We have developed an intervisitation program with IS 51 to share best practices • We have a volunteer morning program to address the needs of struggling students • We have implemented a robust ELA program through grades PK-5 	<p>Teachers</p>	<p>September 2015-June 2016</p>	<p>Teachers and Administration</p>
<ul style="list-style-type: none"> • We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school • PTA meetings include guest speakers who are experts in special education, including autism • Parent Coordinator will train parents on how to use the ARIS parent link • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook. 	<p>Teachers, Administration, and Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers, Support Staff, and Administration</p>

<ul style="list-style-type: none"> • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Regularly scheduled parent networking meetings • Library volunteers • Learning leaders will do book talks and help teachers in classrooms 			
<ul style="list-style-type: none"> • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook • Regularly scheduled parent networking meetings • Administration has an open door policy for all members of the school community which helps build trust . 	Staff, Parents, and Students	September 2015-June 2016	Teachers and Administration

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.											
<ul style="list-style-type: none"> • Coverages for teachers when they attend professional development • Funding 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
<ul style="list-style-type: none"> • <u>January 2016-March 2016- Administration will review teacher data binders monthly and compare the data to student assessment data.</u>
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.
 - 67% (52 students) of our grade 3 and 4 SWD students are not proficient in ELA as indicated by state test scores.
 - Our teachers need to continue to provide support to SWD students in high level questioning as per PPO feedback.
 - As per PPO feedback we need to continue to support our teachers in the use of formative assessment.

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 20% (15 students) of our grade 3,4 and 5 SWD students will be proficient on the NYS ELA exam as evidenced by an increase in test scores.

Part 3 – Action Plan

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: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
<ul style="list-style-type: none"> • Parent networking meetings • Hospitality squad • Learning leaders 	Parents	September 2015-June 2016	Administration, Parent coordinator, and Guidance Counselor
<ul style="list-style-type: none"> • Graduate student volunteers will assist teachers in the classroom by working with small groups • Teachers have been programmed for AIS periods to work with small groups of students. <p>Reflex math and MOBY Max programs to help students reach their goals in both math and ELA.</p> <ul style="list-style-type: none"> • Teachers will participate in inter-visitations and debriefs in order to share strategies that will increase achievement. 	Students and teachers	September 2015-June 2016	Administration and teachers
<ul style="list-style-type: none"> • Administration will provide targeted strategies and through feedback from observations and learning rounds to increase achievement of SWD students • Teachers will receive professional development either through the school or the borough support field office in order to increase the achievement of SWD students. 	teachers	September 2015-June 2016	Administration

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.

- Flexible scheduling
- Human Capital

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

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

- January 2016-March 2016- We will measure attendance at these events . Our midpoint benchmark is 20 attendees at these events.

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

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

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

Part 1 – Needs Assessment

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

- We have a strong family and community ties at PS 30. Many of our parents are volunteers through the learning leaders program, we provide monthly parent meetings, and our students give back to the community through various means such as food drives, clothing drives, and family movie nights.
- We have a hospitality team made up of parents, we provide parent networking meeting once a month, we have learning leaders in the building working with both staff and students, and we have a strong Parent Teacher Association.
- Some of our ELL parents do not attend activities and events provided at the school. We will be trying to increase the number of ELL parents that attend activities.

On Our 2015-2016 Learning Environment Survey we received a score of 89% in family and community Ties. This number needs to improve this year.

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 100% of parents will have been invited to at least 5 events at the school as measured by attendance sheets from the events.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<ul style="list-style-type: none"> • We have an Echalk website at ps30.org to keep parents apprised of what is happening in the school • PTA meetings include guest speakers who are experts in special education, including autism • Parent Coordinator will hold monthly parent networking meetings. • Parent Coordinator will hold Parent workshops on the CCLS • The school has created and distributed a parent handbook. 	<p>Parents and Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers, Support Staff</p>
<ul style="list-style-type: none"> • Student of the month is given students and parents are invited to our award ceremony • Global Connect goes out to all parents to keep them informed of activities in the building. • Regularly scheduled parent networking meetings • Library volunteers • Learning leaders will do book talks and help teachers in classrooms <ul style="list-style-type: none"> • ELL Parent meetings throughout the year. • Hospitality squad to assist parents new to the school and the country. 	<p>Parents and Students</p>	<p>September 2015-June 2016</p>	<p>Administration, Teachers, Support Staff</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<ul style="list-style-type: none"> • Flexible scheduling • Funding 											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	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.
<ul style="list-style-type: none"> • <u>January 2016-March 2016- Attendance sheets from events, surveys. Surveys will tell us how if parents felt the workshop/assembly was useful and ask for recommendations for additional meetings</u>
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)	Students in grades four and five are first determined to be eligible for AIS based on their State exam results. Students in grades 3-5 are next identified by the results of the Fall Ed Performance assessment of Reading. Students in grades K thru 2 are identified as at risk by CKLA assessments and teacher observations of class assignments.	Reading Rescue, MobyMax, Wilson, RAZ Kids, Orton Gillingham, SRA and guided reading groups help to reinforce decoding, comprehension, writing and speaking skills.	Teachers work with small groups of two to five students with similar needs. Parent Learning Leaders and Paraprofessionals work with students 1:1.	Academic Intervention Services for ELA are provided during the school day.
Mathematics	Students in grades four and five are first determined to be eligible for AIS based on their State exam results. Students in grades 3-5 are next identified by the results of the Fall Ed Performance assessment of Mathematics. Teachers of all grades K-5 use results of Pearson Success unit's assessments, checklists and observations of class	Pearson Success interactive videos and hands-on activities, SRA Math and Versa tiles are used to improve number sense, concept development, analysis and organization of word problems and reasonability of solutions. Reflex Math is used as a supplement.	Teachers and students work with small groups and Parent Learning Leaders work 1:1 with students.	Academic Intervention Services for Math are provided during the school day.

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

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

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

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

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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

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

¹Explanation/Background:

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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. **[School name]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[School name]** will support parents and families of Title I students by:

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

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

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

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

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

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

School-Parent Compact (SPC) Template

[School name] , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for

improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards on assessments.

I. School Responsibilities:

Standards and Assessments by:

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>24</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 type="checkbox"/> 3 <input type="checkbox"/> 4 <input type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input checked="" type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>1</u>
of certified ESL/Bilingual teachers: <u>1</u>
of content area teachers: <u>0</u>

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here: _

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

ELL students in grades K-2 will be participating in this highly enriched program. P.S 30 students normally test out of ESL by end of the second grade, and the trend is students who continue on in ESL are usually referred due to other concerns. We have 10 new Ells just beginning Kindergarten, 2 at the beginning proficiency level, 4 at the intermediate proficiency level and 4 at the advanced stage of proficiency. In 1st grade we have 8 Ell's, 1 beginning, 2 intermediate, and 5 at the advance proficiency level. In 2nd grade we have 6 ELL's, all currently advanced proficiency level except 1 who is in a self contained setting with a Bilingual para-professional. The program chosen for afterschool is titled MAXSCHOLAR. The Orton Gillingham-based MaxPhonics program teaches the student the letters of the alphabet and the correct pronunciation of each of their sounds. It then uses a combination of self-paced auditory, visual, kinesthetic and motor drills to bolster their knowledge.

•Based on the Orton Gillingham method for improving reading skills, which has been proven successful for over 70 years through research and implementation in classrooms across the United States

•Multisensory approach that accesses all avenues to the brain

•Creates new neural pathways in the brain, which establishes permanent retention of the knowledge

Features:

•Divided into "worlds," which allows students to focus either on individual letters, blends or digraphs

•Provides practice for handwriting, an essential part of reading

•Videos that demonstrate the correct pronunciation of letters, blends and digraphs

•Drill and practice to help the students build important skills

•Fun games to reinforce what they have learned

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

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

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

-One supervisor will be hired to oversee the program as P.S 30 will not be offering an internal after

Part B: Direct Instruction Supplemental Program Information

school program this year which indicates we will not be able to utilize a supervisor from another program.

-All instruction will take place in English.

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

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

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

Part C: Professional Development

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

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

Begin description here: _

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

-Hat Making/Shadow Puppets

-Intro to Bookmaking/Weaving

-The Art of Reuse, Paper Recycling/Paper Making

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

Part D: Parental Engagement Activities

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

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

Begin description here: _____

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

Part D: Parental Engagement Activities

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

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

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

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

With vivid colors, passions and rhythms of traditional Mexican dance, this dance company presents traditional Mexican music and dance to young audiences worldwide. The company's performances feature an array of regional dances, some dating back as far as 500 years. Portraying the rich diversity of Mexican cultural heritage, the didactic setting will engage and entertain audiences of all ages.

This culminating event is designed to bring parents and their children together in a setting that is safe, conducive to providing opportunities for self-expression, social interaction and communication with other families. Bringing families together promotes bonding and trustworthiness amongst the P.S 30 community. Parents and children benefit when all parties are actively engaged.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>7,044.00</u>	<u>1 certified ESL teacher @ \$51.51 per hour for a total of 81 hrs.</u> <u>1 supervisor @ 52.84 per hours for a total of 81 hrs.</u>
Purchased services <ul style="list-style-type: none"> • High quality staff and curriculum development contracts. 	<u>1,200.00</u>	<u>MAXSCHOLAR Program</u>
Supplies and materials <ul style="list-style-type: none"> • Must be supplemental. 	<u>2,600</u>	<u>Purchase of approved and supplemental materials form Lakeshore.</u>

Part E: Budget**FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
<ul style="list-style-type: none">• Additional curricula, instructional materials.• Must be clearly listed.		
Educational Software (Object Code 199)	<u> </u>	<u> </u>
Travel	<u> </u>	<u> </u>
Other	<u>350</u>	<u>Culminating event for Parents and students</u>
TOTAL	<u> </u>	<u> </u>

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 31	Borough Staten Island	School Number 030
School Name PS 30		

B. Language Allocation Policy Team Composition

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

Principal Alan Ihne	Assistant Principal Joseph Napolitano
Coach type here	Coach type here
ENL (English as a New Language)/Bilingual Teacher Erica Mulkay	School Counselor Jennifer Reich
Teacher/Subject Area Clare Mitchell	Parent Noeima Neri
Teacher/Subject Area Milissa D'antonio	Parent Coordinator Kathleen Stefanski
Related-Service Provider Karen Corbo	Borough Field Support Center Staff Member
Superintendent Anthony Lodico	Other (Name and Title) Jolynn Owens

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	0	Number of teachers who hold both content area/common branch and TESOL certification	0
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	0	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	0

D. Student Demographics

Total number of students in school (excluding pre-K)	753	Total number of ELLs	31	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	<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
	<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

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 #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	31	Newcomers (ELLs receiving service 0-3 years)	28	ELL Students with Disabilities	9
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	3	Long-Term (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
DL	0	0	0	0	0	0	0	0	0	0
ENL	25	0	7	3	0	2	0	0	0	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: _____

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

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

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* 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
TOTAL	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): _____	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	1	6	5	3	3	1								0
Chinese		1			1									0
Russian														0
Bengali														0
Urdu		1												0
Arabic		2	2											0
Haitian														0
French														0
Korean														0
Punjabi						1								0
Polish														0
Albanian		1				1								0
Other														0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	1	2	0	1	0									0
Emerging (Low Intermediate)	3	4	0	1	0									0
Transitioning (High Intermediate)	2	1	1	0	0									0
Expanding (Advanced)	8	1	3	4	2	1								0
Commanding (Proficient)	1	2	2	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				3	2	2								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total	0	1	2	2	4	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	3	2	2	1	0
4	2	1	0	0	0
5	1	0	0	0	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	2		2		3		1		0
4	2		1		0		0		0
5	0		1		0		0		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	1		0		1		2		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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., 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.
 - Several formal and informal assessments are used to evaluate the literacy skills of student's in grades K-5. TCWRP or Teachers College Writing and Reading Program assessment are administered monthly in order to assess student's progress in literacy. Our ELL students in grades 3-5 have higher mathematics scores than ELA scores. This trend is seen across the grades as there are more students scoring at a level 3 in mathematics than in ELA. This evidence supports the notion that our ELL's in the higher grades need to greatly improve their literacy skills, and as a school community of learners must continue to analyze data in order to identify and target their weaknesses. The ESL coordinator along with the classroom teachers will be desegregating data that emerges from predictive assessments in order to achieve this goal. These assessments, paired with teacher observations provide insight about students understanding of basic literacy concepts and stages of literacy development. For Early childhood assessment we have begun using NYC Performance Assessments (available in Schoolnet). From the most recent data disaggregated, both the ESL teacher and classroom teachers was able to use the data to group students properly and differentiate instruction.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?

There is evidence that suggests that the ELL's are gaining English proficiency as they continue to move up in grades and the number of beginners progressively decreases and conversely the advance student's levels increases. This is also evident in the NYSESLAT data that there are 0 entering and 3 emerging in first grade and only two returning ELL's in fifth grade. Most transitioning and expanding students are in third and fourth grade, further supporting the notion that students who begin ESL in kindergarten and first grade normally gain proficiency yearly. This is evident from the NYSITELL scores in 2014. Our first graders proficiency levels from the NYSITELL in 2014, when they were in kindergarten, were the following: 3 beginners, 5 intermediate, 6 advance. They show improvement from the NYSESLAT scores listed: 3 emerging, 2 transitioning, 8 expanding, and 1 commanding. Students generally score higher on the speaking and listening section of the NYSESLAT than on the reading and writing sections. In fact, a larger percentage of our students across grades score proficient in listening and speaking. It takes longer to acquire reading and writing skills (Cognitive Academic Language) than it does listening and speaking skills (Basic Interpersonal Communication).
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

4. For each program, answer the following:

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

4a. After examining the the ELA scores we found that many of our ELL students (regardless of their grade) are all scoring either a 1 or a 2, with the exception of two students who scored a 3. Despite the different scores all the ELL students scored expanding level on the NYSESLAT with the exception of three students who scored at entering, emerging, and commanding. Each year these students are exposed to different texts in a variety of genres in math, science, and ELA state exams. These texts are all specifically designed to be appropriate for the grade level of children taking the test. However the NYSESLAT uses the same instructional text for grades 2-4. We find that this difference in testing methodology creates a discrepancy in students' observed performance levels between the results of the NYSESLAT and state exams. It is possible, therefore, for students to be assessed as proficient (commanding level) or expanding according to NYSESLAT results, yet do poorly on the ELA state exam.

4b. At P.S 30, the school leadership and teachers use the results of the ELL periodic assessment to measure students growth, set educational goals, and to drive instruction. We also use the information to group together students who have similar areas of weakness so that we can streamline our instructional goals and methods to provide differentiated intervention where it is most needed. For example, with our entering ELLs we focus on vocabulary to give them the basic foundation needed for basic English conversation and understanding content. The staff works with the ESL teacher to develop lesson modifications for ELLs based on their periodic assessments to help improve their skills in all areas.

4c. Based off periodic assessments, our school is getting insight of our ELL students strengths and weaknesses. After analyzing students scores and progress classroom modifications are implemented to help ELL students succeed. Our ELL students need to be involved as much as possible in classroom activities to cultivate in English. Teachers need to make modifications to their lessons and assessments to keep ELL students engaged and help them reach their goals. We have also learned that the ELL students (especially ELL students in testing grades) can have greater success by using a computer-based program which requires them to read a passage at their level and respond using multiple choice questions or by writing. We find that this program better prepares students for the types of questions they will encounter on state tests. New students are given math and science assessments in their native languages if such tests are available. This helps us determine the actual knowledge accumulated by the student thus far, independent of any disadvantages caused by language barriers.

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

Our school provides our ELLs with academic intervention services by first analyzing the proficiency levels at which the students score on the NYSESLAT or NYSITELL (for new admits). After our school obtains data from the following sources to help determine which students are eligible/chossen for RTI...

-PPT Meetings are held Bi-monthly

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

-Cases are presented at the meeting

-Case manager is assigned

-RTI is initiated in classroom 4-6 weeks

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

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

As an ESL teacher it is crucial to have knowledge of students educational background in their home language, linguistic differences, as well as the culture. This knowledge helps the ESL teacher form activities that can help ELL students make connections

between their home language and second language (English), along with having students use their prior knowledge to connect to the content as well as the language. It is necessary for the ESL teacher to share this knowledge with the classroom teachers. This will ensure that diverse needs will be met and will help student reach goals and improve in English. The ESL teacher will also work closely with the classroom teacher to plan lessons that have the modifications needed (pictures, scaffolded models, ect.) to help students reach their goals.

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

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

7. For dual language programs, answer the following:
 - 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).

At P.S 30, we evaluate the success of our program for ELLs by using the informal assessments given throughout the school year. These assessments include the following: test, quizzes, teacher observations, Moby Max, Reflex Math, NYC Performance Assessment K-2, and ED Performance 3-5. All these informal assessments are linked by grade level and performance level to the skills the students are developing in their content areas. Our ESL program is also measured by formal assessments, such as the annual student performance of the NYSESLAT and ELA state exam. ELL students are expected to show growth when taking the NYSESLAT in all indicators and move to a higher proficiency level.

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.

Here at P.S 30 possible ELL's (English Language Learners) are identified through several steps according to DOE procedure. We adhere to all regulations in identifying, assessing and placements of our ELL's into an appropriate program. Each new student entering the school is greeted by the school secretary and parent coordinator. Then the parents of the child fill out a standard registration packet. This packet is thoroughly explained. Within this package contains the HLIS, this form is explained by the ESL teacher and upon completion conducts an informal interview with the parent and child to determine the child's home language. If the ELL teacher is not available, there are trained pedagogue's on hand who can conduct the informal interview and give the appropriate Home Language Identification Survey. If translation services are needed, our school uses translation services provided by the city or any trained pedagogues who is a qualified translator to translate in the necessary language. After the HLIS is completed the determination of the students eligibilty to take the NYSITELL is completed. If the NYSITELL is necessary, it is then administered within the first ten days of school along with the Spanish Lab if the new admits home language is Spanish. After administering the test the answer documents are scanned to ATS. If the student scores below the cut score, they are considered an ELL and their results determine the proficiency level that they will begin the program with. Once the child's scores are recorded in ATS, the student begins receiving the required services that pertain to their score. Parents are notified in a letter of parent entitlement/non entitlement along with a survey of student results on the NYSITELL in their preferred language of communication. Then an orientation is given to the parents of the students who are eligible for ESL services. At the orientation parents are given a parent survey selection form. This form will be completed at the end of the orientation after the ESL teacher explains the programs that are offered in New York City and shows them the orientation video. After the survey is filled out it will determine what type of program the child will be put into. Being that P.S 30 only has a Free Standing ESL program, if a parent selects one of the other programs offered in New York City the

ESL teacher will then assist them by finding a school with the program they desire. If the parents do select the Free Standing ESL program offered at the school they will then receive a placement letter confirming their placement in the program.

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).

Determining SIFE status begins at the time of the completion of the Home Language Survey when the parent is asked about prior schooling. Then the state protocol for identifying ELL's is followed. If there are indications within the ELL identification process that a student has had an interruption or inconsistency in their formal schooling, then the process for identifying SIFE student begins. First an oral interview questionnaire is administered. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the Literacy Evaluation for Newcomer SIFE (LENS) is administered. This will determine teacher instruction that will benefit the students' needs.

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).

For newly enrolled students with IEP's, the determination process begins when it is noted that the student has an IEP and a home language that is not English. The Language Proficiency Team is formed and reviews the evidence of the student's English language development and the information provided in the IEP. The LPT who recommends whether or not the student takes the NYSITELL is comprised of the ELL certified teacher (Erica Mulkay), the assistant principals (Joseph Napolitano and Jennifer Miller), the principal (Alan Ihne), the child's parent or guardian, and the Special Education director (Jolynn Owens). A qualified interpreter or translator of the preferred mode of communication of the parent must be present at each LPT meeting. When the team meets, they determine whether the student is to take the NYSITELL by assessing information based on the student's history of language use in the school or home or community, the results of the individual evaluation of the student conducted in accordance with procedures in CR Part 200.4(b)(6) (includes assessments administered in the students home language), and the information provided by the Committee on the Special Education as to whether the student's disability is the determinant factor affecting whether the student can demonstrate proficiency in English. If the LPT determines that if the student may have English language acquisition needs, the student must take the NYSITELL. If the LPT determines that the student does not have English acquisition needs and should not take the NYSITELL, it is up to the principal to either accept or reject the recommendation of the LPT. If the principal rejects it, the student is administered the NYSITELL. If the principal accepts the recommendation, the recommendation is sent to the superintendent for a final decision. The parent must be notified within three school days of the decision in their preferred language. The superintendent has ten school days to accept or reject the LPT's recommendation and if they decide that the student must take the NYSITELL, the school has five additional days to administer it and notify the parent. The form titled Language Proficiency Team NYSITELL Determination Form must be completed and placed in the cumulative folder. The parent's choice of program for their child must be submitted to the school within 20 days. When determining if the student is a SIFE student, the Appendix of EPRG for SIFE identification utilized.

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.

Our school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days by school's ELL teacher (Erica Mulkay) after the NYSITELL is scanned and the score is determined by making sure all NYSITELL tests are completed and scanned as soon as possible. Our school has all letters downloaded (Entitlement, Non-Entitlement, and Continued Entitlement) and ready to be distributed as soon as the scores are scanned and obtained. All letters are provided in the parent's preferred language and must be dated and signed and retained in the student's cumulative folder.

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).

Parents are informed through parent meetings in September, we discuss the policy with new registrants and send a letter home informing parents of their right to appeal.

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.

In September, during the schools largest influx of new registrants, several Parent Orientation sessions are offered and given throughout the course of the year or as needed. The orientation sessions are conducted in both morning and evening sessions and scheduled in accordance to parents' availability. In order to ensure that parents understand all three program choices, the three ESL models are explained in detail during our Parent Orientation sessions. Parents receive the program pamphlet and watch the video in their native language where applicable. Each orientation is conducted within the ten days of a students' initial enrollment. Prior to the meeting, HLIS forms are reviewed to determine what language the documents need to be in and to secure translations and interpreters well in advanced. During the orientation meeting, parents view a video provided by the DOE that explains the different types of ELL programs available. The ESL teacher discusses the options available in the school, and also discusses the importance of returning the Program Selection form within five school days or the student will be placed in the ESL program offered at our school. The parents are given the opportunity to complete the form at the meeting, and are given brochures, pamphlets in their native language about resources in the community. Because the video offers an array of languages to select from there is rarely a time where a parent does not have the opportunity to view the information in a language they do not understand. However, if this should

occur, every effort is made to have a translator available. The ESL teacher answers all questions parents may have at the meeting then review the all parent selections. When parents are unable to attend the orientation meetings, the ESL teacher arranges a private meeting to discuss their options and to select a bilingual program for their child. ELLs must be placed in the parents' program of choice within 10 school calendar days of enrollment. If a parent chooses an option that is not currently available in the school, the school must inform the parent that the selection is not available at our school, and provide the parent with the following two options, and have record of parent's response: keep the student enrolled at our school in our available program or transfer the student to a different school where that parent's selection is available.

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.

Parent entitlement and non-entitlement letters are mailed out in both English and the respective family's home language during the beginning weeks of school, as eligibility is determined or within ten days of a new student's enrollment. Parent selection and parent selection forms are collected from those parents who attend the parent orientation sessions. All of which take place during the first ten days of entering P.S. 30. The ESL teacher makes every effort to disseminate information to the parents in order to make certain that they are well informed of all bilingual programs available and allowing them to make the best choice for their child, whether it means their child must transfer to a different school since our school only offers a freestanding ESL program. If a parent chooses a different program that is not offered at P.S. 30 the ESL teacher/coordinator works with the parents to find a school that has the desired program. When the forms are handed out, the teacher will provide the parent with a specific deadline (within five school days), which is on the date of their scheduled orientation, and will continue to remind the parent with follow up calls to ensure that the forms will be returned in a timely manner. The ELL teacher will utilize a checklist for each student to have record that all documents are collected. In the event that a parent does not respond to the initial outreach, they are then contacted on a weekly basis, by phone and resending the information home until they are able to make an appointment for an orientation and complete the Parent Survey and Program Selection Form. Each outreach attempts are documented and all letters that are sent to parents are copied and filed. All letters/documents copies are maintained in a binder kept in the ESL coordinator's room to assure proper maintenance of all records. The parent program choice is also photo copied so it can go in the student's cumulative folder as well for the teachers records.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

In the event that a parent does not respond to the initial outreach, they are then contacted on a weekly basis, by phone (translation services may be needed) and resending the information home until they are able to make an appointment for an orientation and to complete the Parent Survey and Program Selection Form. Each outreach attempts are documented and all letters that are sent to parents are copied and filed. All letters/documents copies are maintained in a binder kept in the ESL coordinator's room to assure proper maintenance of all records. The parent program choice is also photo copied so it can go in the student's cumulative folder as well for the teachers records. The original copy of the Parent Survey and Program Selection Form is stored in the child's cumulative folder.

9. Describe how your school ensures that placement parent notification letters are distributed.

At P.S. 30 we ensure that placement parent notification letters are distributed by sending home to each household in the parent's preferred language. This letter confirms exactly which program their child was placed in and explains how long the child will be in the program. The ESL teacher will make a photo copy of the letter for the student's cumulative folder. If the letter is not received, the ESL teacher will send home another copy of the placement notification letter so the parents can have a copy for their own records.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

P.S. 30 retains all ELL documentation in the student's cumulative folder. This includes the following: Home Language Identification Survey, Parent Survey and Selection Form, Program Placement Letter, Entitlement Letter (newly identified ELLs), Continued Entitlement Letter (continuing ELLs), Non Entitlement Letter, and Language Proficiency Team NYSITELL Determination Form. Each folder will contain a checklist to ensure that all documents are on file. The student's cumulative folders will be secured in ESL teachers file cabinet. The ESL teacher (Erica Mulkay), assistant principal (Joseph Napolitano), and pupil secretary (Vivian Rusolo) all have access to ELL students documentation.

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.

Students identified as ELLs are administered the New York State English as a Second Language Achievement Test (NYSESLAT) in the spring each year. The ESL teacher prints out the RLER report from ATS for the list of eligible students for the NYSESLAT. All ELL students are required to take the NYSESLAT each spring. The ESL teacher must take note of eligible students who have long-term absences and call their parents to ensure students are present during scheduled exam times. In the early spring, the ESL teacher meets with staff members who will be involved in administering the NYSESLAT as well as organizing test dates. P.S. 30 creates a NYSESLAT committee which consists of our reading specialist, testing coordinator, assistant principal, social studies cluster, speech provider, and ESL teacher. Staff that is assigned to administer the NYSESLAT will be sent for training in administering NYSESLAT. After determining which staff members will be administering the NYSESLAT, have been trained, and informed about testing materials, a schedule will be created for when students will be tested. A letter will be sent out to all eligible students informing parents of their test dates by

the ESL teacher to ensure everyone is aware of the schedule and to ensure attendance. The NYSESLAT contains four sections; speaking, reading, writing, and listening. All eligible ELL students are grouped based on their grade level. During testing the ESL teacher will make sure to keep track of completion and ensure students who were not present during times originally scheduled and have opportunities to complete the NYSESLAT. The ESL teacher will also follow up with students who have not taken the NYSESLAT and their families to emphasize the importance of the NYSESLAT by informing them that the NYSESLAT determines their English proficiency, which will show their growth as well as whether or not the student will still receive ESL services for the following school year. When testing days are completed the assigned staff members will grade the speaking and writing portion of the exam, and the other two sections will get sent back. All students who score at an entering, emerging, transitioning, and expanding level must continue to receive ESL services. If a student scores at the commanding level they are considered proficient. If a student scores at the expanding level and receives a three or a four on the ELA state test, the student is also considered proficient. Students receive scores from the NYSESLAT the following school year in September by receiving a continued entitlement letter or non entitlement letter. All students who are still eligible for ESL services will continue to receive ESL services that align to the NYC DOE minutes per week requirement based off their proficiency level received on the NYSESLAT.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed. P.S 30 ensures that continued entitlement or transitional support parent notification letters are distributed by sending the letters home in the parent's preferred language. In order to determine if the letter was received, the teacher will have parents sign the continued entitlement letter and send it back. The ESL teacher will make sure to keep the signed copy in the students' cumulative folder. For the parents that received the transitional support parent notification letters the ESL teacher will contact parents to confirm whether or not the parents received the letter. These letters are photo copied and kept in students' cumulative folder. :
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).

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

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 provides English Language Learners with a freestanding English as a New Language program in grades K-5. The teacher who provides ENL/ESL instruction to ESL students is the licensed ESL teacher in the school. The ESL teacher provides instruction to all ELL students by following CR Part 154 Requirements for ELL students. This determines the amount of minutes and type of instruction the student will receive. Our schools breakdown of ELL students proficiency levels is the following: 12 entering, 10 emerging, 5 transitioning, 18 expanding, and 11 commanding. Our entering and emerging students are seen eight times a week, half the week is integrated instruction and the other half is standalone ENL. Our transitioning and expanding ELL students receive integrated ENL services four times a week. If a ELL student with proficiency level of transitioning needs standalone time as well the ESL teacher makes sure to use the 90 minute flexibility and give the student that instruction. Our commanding students receive their 90 minutes of services twice a week with integrated ENL instruction. For students pulled for standalone ENL instruction they are grouped by their grade level and heterogeneously. For example, kindergarten gets pulled alone, and first and second get pulled together. These three groups contain students with

entering and emerging proficiency level.

When the ESL teacher pushes into the classroom she team teaches with the general education classroom teacher. They work together to make the modifications needed to help ELL students understand the content. The ESL teacher provides language acquisition and vocabulary support. When the ESL teacher pulls out ELL students they receive instruction to help develop English language skills so they can do well in core content instruction. The ESL teacher plans with general education teachers to insure curricular alignment.

b. TBE program. *If applicable.*

Not applicable.

c. DL program. *If applicable.*

Not applicable.

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)?

As previously stated, P.S 30 delivers and meets CR Part 154 Requirements (ENL, ELA, and HLA instructional minutes) for ELL students through following the instructional minutes for each proficiency level by utilizing the Integrated system of pushing-in and pulling-out. The ESL teacher follows a program that meets the mandated required minutes for each ELL student.

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.

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

-Realia

-TPR (Total Physical Response)

-Scaffolding

-Cooperative Learning Activities

-Sheltered English

-Learning through artistic expression (music, art, drama)

-Multimodality learning experiences (offering visual, tactile, and kinesthetic activities to allow for multiply opportunities for conceptualization)

-Offering real life experiences that connect to the curriculum (trips, guest speakers, and performances)

- RIGOR, a researched based program based on teaching content vocabulary to ELL's.

While the primary language of instruction is in English, P.S 30 has made bilingual dictionaries available in all classrooms in the primary language of their ELL's (Spanish, Arabic, Chinese and Urdu).

Lastly, The ESL teacher provides content area support by collaborating with the classroom and content area teacher in order to employ CALLA (Cognitive Academic Language Learning Approach) techniques to modify how materials are presented to the ELL's in order to make it more accessible for them. Along with using the CALLA method we also use cooperative and smaller learning groups, partner work, differentiation, and modeling techniques while working with the integrated approach.

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

At the beginning of the school year all Spanish students were administered the Spanish LAB to determine their Native Language proficiency. The ESL teacher also ensures that the following assessments are administered in their native language if necessary: NYS Math test for grades 3rd- 5th and the NYS Science Test for grades 3rd -5th.

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

ELL students are ensured to be appropriately evaluated in all four modalities of English acquisition throughout the year by using ELL standards for NYS to align lessons with so all four modalities are focused on (listening, reading, writing, and speaking). The ESL teacher and classroom teachers work together to create formal and informal assessments that ensure that diverse needs are being met for ELL students, as well as to promote affective instruction. The diagnostic assessment being used here at P.S 30 in grades K-2 we use Core Knowledge Language Arts Program and its associated assessments. In grades 3 to 5 we are also using CKLA and its associated assessments. As formal assessments we utilize NYC Performance assessments twice a year in grades K-2. In grades 3-5 we utilize performance series adaptive assessment three times a year.

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

- a. Several programs and instructional strategies have been established to meet the unique needs and multifaceted challenges of SIFE students. In order to facilitate a program that simultaneously teaches these students social and academic English skills, ESL instruction focuses on both English for basic communication, English literacy skills, as well as the introduction of grade appropriate content concepts and specific vocabulary that is necessary to access this curriculum. Specific programs are utilized by the ESL and classroom teachers to order to support the aforementioned goals for SIFE students include Simple Sloutions for 3rd and 4th grade newcomers as well as the researched based literacy program RIGOR. TPR, CALLA, as well as well as multimodality teaching are approaches used to teaching these students. Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries and bilingual libraries in the classroom. Spanish ELL's are evaluated through the Spanish LAB-R and have the option of taking their state exams in Spanish. Translators are hired for state test for other ELL's who speak additional languages.
- b. Because the newcomer category is quite broad children who are undergoing 0-3 years of service the strategies used to teach students vary depending on English proficiency levels, grade level, performances on both formal and informal assessments. For new entrants that may have low oral language proficiency skills, the following provisions are set in place for them to acquire English:
- ESL lesson are given by the ESL teacher, allowing them the opportunity to learn social aspects of the language that they may not have the opportunity to learn from their classroom environment. English in my Pocket and On Our Way to English Newcomers kit are mainly used for these lessons.
 - ESL teacher consults and collaborates with the classroom teacher in order to make content area lesson more accessible to the student through visual and tactile cues and actitives, ie: TPR, using photos or pictures, graphic organizers.
 - Developing and using native language literacy skills is encouraged through the use of bilingual dictionaries. For students who are newcomers, yet are proficient in speaking and understanding English, yet struggle with English Literacy and writing, the following programs are used and strategies implemented on their behalf:
 - *Core Knowledge Language Arts, a program used for grades 3-5. The program is used by both the classrom teachers and the ESL teacher in order to provide basic literacy instruction while teaching grade appropriate content area lessons.
 - *Core Knowledge and reading rescue is used by the classroom teacher and reinforced by the ESL teacher to improve phonemic awareness as needed.
- Newcomer ELL students that are in 3rd, 4th, or 5th grade are not required to take the ELA exam, but must take the NYS Math and Science exam. This will introduce newcomers to the NYS test structure.
- c. For ELL's receiving service between 4-6 years of service, the ESL teacher reviews test data and speaks with classroom teachers to determine the specific areas of difficulty for each student and formulate a plan. Instruction is then centered around the areas of concentration. Discovery Education and Novel New York are technology based literacy programs used for all grades which allows the ESL teacher and classroom teacher to diffeniate instruction and use data to drive instruction for all ELL students. Extra opportunities for guided reading and writing are offered to ELL's by the ESL teacher, during the literacy block. Once an ELL is entering their second or third year of service and little progress is being made, they can then begin to receive AIS services as well as SETTS, for additional support. Enrichment activities that incorporate the arts are part of the ESL program as well.. These students are also encouraged to attend afterschool programs to receive more focused instruction and small group instruction. In general, reading and writing provide the most diffilcty for this age group of ELL's. In ESL and all across all classes in the upper grades teachers are focusing this year on developing writing skills by engaging students in activities that develop writing stamina and practice in a variety of genres. As they practice writing for a variety of purposes throughout the day students will be prepared not only for the NYSESLAT and ELA test, but also for authentic writing task they will face in High School and College. The school also uses Core Knowledge Language Arts, a reading program that allows children to develop reading, writing, oral communication, and critical thinking skills needed to become good readers.
- d. To support out long term ELL's a tiered intervention plan has been established by the Pupil Personnel Team for the ELL's who are on their 4th year of service or more. This plan is as follows:-the ESL teacher differentiates instruction based on feedback from teachers and service providers (where applicable), formal and informal assessments are used to create lessons based on their individual/group needs. These lessons are generally centered around literacy and or writing, and follow the main tenants of balanced literacy (read aloud, guided reading, and shared reading).
- Tier two interventions are generally offered to ELL's who have been serviced for four years or more include AIS services and are at risk SETTS, during leveled literacy intervention, as well as RAZ-Kids that are implemented to support the students in their effort to master content area instruction.
 - Tier one intervention is when the ESL teacher consults and collaborates with the classroom teachers in order to create a climate which the ELL's can better access the curriculum. Together, they plan for ELL's to learn new concepts through multimodality activities, collaborative learning exercises and through experimental opportunities (trips, art, and guest speakers)
- e. Former ELL students who have up to two years after exiting ELL status received a score of commanding on the NYSESLAT. Based off the newly revised requirements for former ELLs, they receive 90 minutes of intergrated ENL instruction per week.

Former ELLs still receive their testing accommodations as well for two years on NYS exams. This includes the following: time extension, separate location, and bilingual dictionaries.

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.

For students re-identified as ELL or non-ELL, the principal reviews the re-administration process decision to ensure that the student's academic progress has not been adversely affected by the determination. The principal consults with qualified staff members (who have worked with the student), and the parents/guardians of the student. If the principal believes that student may have been adversely affected by the determination process after consulting with staff and parents/guardians of the student then the school provides additional support services as determined in CR Part 154-2.3 (j) and may reverse the determination within the same 6-12 month period. Principal consults with superintendent office if the decision is made to reverse ELL status and notifies the parent in writing in parent's preferred language within ten school calendar days.

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?

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

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

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?

When setting IEP goals the classroom teacher works with the ESL teacher to develop goals. In developing an IEP we always strive to place the child in the least restrictive environment. We do this by utilizing flexible programming, main streaming, and providing supplemental pull out or push in services such as, academic intervention services. The classroom teacher and ESL teacher meet regularly to discuss progress. Paste response to question here:

Chart

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

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

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

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



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

Chart

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

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

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

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

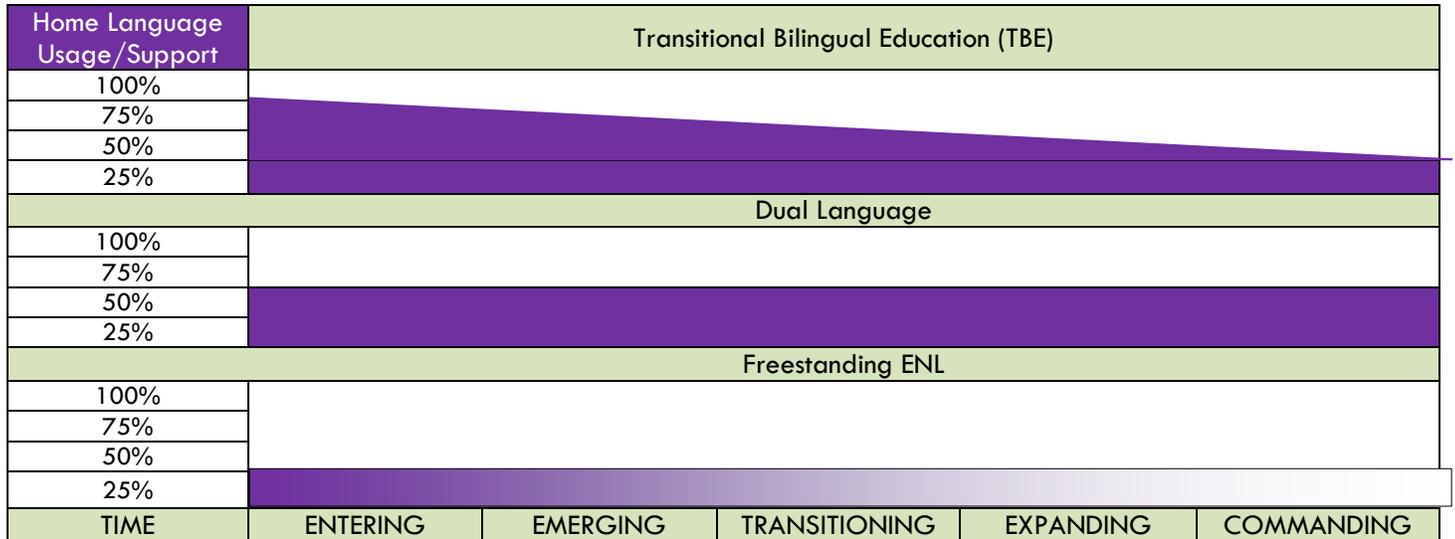


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

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



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). List the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered. For ELA, Math and other content areas, ELL's are supported through the incorporation of curriculum in ESL lessons. Classroom and SETTS teacher participate in professional development and confer with the ESL teacher to ensure alignment between methodologies used in both classrooms to create consistency for SIFE, Special Education, and Long Term ELL's. Targeted interventions that have been implemented to better serve ELL students include, but are not limited to:
- On Our Way to English- newcomer kits (grades 3-5)
 - English in Your Pocket- newcomer kits (grades k-2)
 - RAZ-Kids-technology based program targeted for grades k-5 and offers differentiated instruction in literacy and mathematics. It is useful for delivering instruction to our special education, and ELL's who scores are advanced, intermediate proficiency levels on the NYSESLAT.
 - RIGOR is used for those students in 3rd-5th grade who have low English literacy ability and need to bolster their literacy skills and develop their knowledge content areas simultaneously. ELL's with more than four years of service as well as special education ELL's are targeted for this program.
 - Leveled Literacy Intervention is offered to ELL's who speak English yet struggle with academic language and literacy skills.
 - At-Risk SETTS, offers differentiated instruction based on grade and ability level in Math and Reading.
- The aforementioned services are delivered in English; however, native language materials are made available to the students in order to support native language arts, along with English interventions.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- Our school program is CKLA, which embeds science and social studies in it. This program has an ELL component as well. Our math program has an E-Textbook which can be translated into the student's native language. These programs are effective as evidenced by the scores on the NYSESLAT. Based on the NYSESLAT scores, eight of our ELL students from kindergarten last year are now at the proficiency level of expanding and one received commanding.
- Since we have only one ESL teacher we place all ELL students in one class per grade. The classroom teacher is informed of this before school starts. Our ESL teacher attends PD's regularly and turns keys to staff; NYC Performance Assessments and Ed Performance are used to monitor progress three times a year.
12. What new programs or improvements will be considered for the upcoming school year?
- For this upcoming year our school will be using two new programs; Reflex Math and Moby Max. Moby Max is a reading and math online program that is tailored to the student's instructional level and moves up levels with the students as they improve. Reflex Math is a math program works on basic math skills in a game like format which creates high interest for the students and moves up levels with the student. As this program was recently implemented there is not any current data. We will continue with our Title III afterschool enrichment program for ELLs for extra support.
13. What programs/services for ELLs will be discontinued and why?
- Children's Progress Academic Assessment will not be used any longer due to the fact that the data it provided proved to be inaccurate.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELL students are offered equal access to all school programs by invitation, recommendation, and purposeful request. Notification is sent home in parents preferred home language. ELLs who have not yet reached proficiency are targeted to receive additional help through several programs offered here at our school. These include; AIS, SETTS, and an After School ESL Enrichment program. These programs provide the students with help mainly in ELA and Math, focusing on their areas of weakness. The Afterschool program is supported by having a storyteller come in monthly, theatre, academic enrichment and fun activities. In addition, our ELLs are involved in array of activities including student council, after school center sports and holiday fairs.
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.
- The following instructional materials used to support our ELLs are; Spotlight on English which provides "approaching" and "on level" ELA reading passages, vocabulary building component, and differentiated instructional strategies to address the varying levels of students performance. Other instructional materials used are Novel New York, Envision Math, Discovery Education, and Ed Performance, all are a computer based program in which students utilize laptops.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Our ELL students receive native language support through the use of library books, English/native language dictionaries, English/native language picture dictionaries and the buddy system.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
- At our school we ensure that the support services provided to our students are age and grade level appropriate. Students are grouped according to levels of proficiencies. One of our resources, RAZ-Z, is a computer-based program that provides essential

skill base item analysis and allows each child to start at his/her level of readiness. The teacher and students are able to closely monitor their progress as they advance to each level.

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).

At the end of every school year, parents are invited to attend a family event, in which food is provided. In the past we did not have any program for our newly enrolled ELL students and their parents. This year we are considering inviting newly enrolled students and their parents to the family event.

19. What language electives are offered to ELLs?

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

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.)

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

 - Sheltered English, scaffolding, cooperative learning, grouping, and project models. The special education teachers underwent and will continue to receive professionally development in new programs for struggling readers that has been purchased to supplement their normal classroom programs. We will be providing ESL professional development during the Monday professional development block.
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?

During Monday PD, the ESL coordinator will work alongside the IEP Coordinator to implement ESL strategies into professional development trainings that are provided. To that end, the ELL teacher works collaboratively with the classroom teacher to further develop language skills and modalities employing the CALLA (Cognitive Academic Language Learning Approach) method as well. The ESL Coordinator/teacher, is available to arrange demonstration lessons, on-site professional development sessions with the classroom teacher throughout the year. In addition, we have launched a school wide effort to address the listening and speaking portions of the Common Core Standards. As the relationship between oral language skills and literacy is strong, we recognize the importance of bolstering the oral language proficiency and listening comprehension of all our students in order to boost their academic based vocabulary as well as their reading comprehension skills. Lastly, the ESL Coordinator/teacher will be turn keying information about the most current methods of teaching ELL's and aligning instruction with the new Common Core Curriculum. Our ESL teacher attends PD regularly with the Staten Island borough support field office.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Fifth grade teachers work to prepare all students, including ELL's for the middle school settings, and are supported in their endeavors by attending professional development that targets middle school standards and curriculum. This allows the teachers to prepare units and lessons that match the new level of academic rigor that will be required of the students in middle school. Our guidance counselor attends training regularly with the Staten Island Support Field Office. The schools guidance counselor has several workshops throughout the years for parents and students inviting them to learn about applying for middle schools and the middle school process. For ELL's in particular, fifth grade teachers are trained in using strategies that increases academic language since this becomes increasingly important as they enter middle school. Also, fifth grade teachers are well informed of the various programs available in the middle schools.
4. 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.

The ESL teacher/coordinator will be providing the hours of mandated ELL training to the special education teachers during the school year. Training will include sensitivity training, a basic approach to appropriately handling children and their families of various cultures, as well as ESL methodologies that are applicable to the classroom environment. TPR, collaborative learning, oral language development and listening activities, and scaffolding the material in order to create a curriculum that is more accessible to ELL's. This in turn builds their academic vocabulary. In addition all teachers will receive at a minimum of one hour and twenty minutes of professional development every Monday through out the year. Agendas are created and kept in the principals office along with attendance and any other records.

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?

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

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.

Records for annual individual meetings with ELL parents are kept in students's cumulative folder in the ESL coordinators office. The principal is also provided copies. All other records relating to ESL students are kept in the ESL coordinators office as well. When the ESL teacher contacts parents (whether by letter, e-mail, or phone) all calls and letters are documented into cumulative folder as well as ELL teacher's binder.

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

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

-Literacy workshops for bilingual parents.

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

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

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

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

translation services.

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

Parent activities on how they can be better supported by the school are planned according to their feedback. Additionally, any matter surrounding any topic the faculty or administration deem pertinent for parents to know in order for the students to be academically successful is addressed and a plan of action is developed. Meetings are geared toward parent need. For example, a workshop has been held on the Common Core Standards. Our parent coordinator consistently surveys parents of ELL students either formally or informally to assess their needs.

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: **P.S 30**

School DBN: **31R030**

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)
Alan lhne	Principal		11/2/15
Joseph Napolitano	Assistant Principal		11/2/15
Kathie Stefanski	Parent Coordinator		11/2/15
Erica Mulkay	ENL/Bilingual Teacher		11/2/15
Noeima Neri	Parent		
Jennifer Mezzadri	Teacher/Subject Area		11/2/15
Jennifer Junttonen	Teacher/Subject Area		11/2/15
	Coach		
	Coach		
Jennifer Reich	School Counselor		11/2/15
Anthony Lodico	Superintendent		11/2/15
Enrico M. Domingo	Borough Field Support Center Staff Member _____ Director of <u>ESL</u>		11/2/15
	Other _____		
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **31R030** School Name: **PS 30**
Superintendent: **Anthony Lodico**

Before you begin, please check the following:

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

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

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

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

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

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

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

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

1. English
2. Spanish
3. Urdu
4. Arabic
5. Chinese

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.)

1. Parent Handbook- September
2. After School Information- September
3. Parent teacher conference notices- September, November, March, May
4. Informational letters- September- June

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.

1. Parent teacher conferences
2. Back to school night
3. Guidance Meetings
4. IEP Meetings
5. Guidance Meetings

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.

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

2. Describe 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.

Oral interpretation services are provided through the following means: a. Staff members who speak two major home languages of the school community (English, Arabic) are on call during school hours in order to address the needs of families who are unable to understand and or speak English fluently. Should there be a need for translation in a language that is not spoken by any staff member, a telephone conference with the Translation unit will be arranged. b. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meeting between staff and parents. In the event that information needs to be disseminated to parents in less than two days time, and interpreting documents is not possible, the information should be orally translated to the parent, either during a telephone or live conference call. The ELL teacher/program coordinator will be available to assist staff members in arranging these meetings.

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.)

1. T & I Brochure

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

Oral interpretation services are provided through the following means:
a. Staff members who speak two major home languages of the school community (English, Arabic) are on call during school hours in order to address the needs of families who are unable to understand and or speak English fluently. Should there be a need for translation in a language that is not spoken by any staff member, a telephone conference with the Translation unit will be arranged.
b. Hiring interpreters with interpretation and translation funds for parent-teacher conferences and other pertinent school-wide meeting between staff and parents.
In the event that information needs to be disseminated to parents in less than two days time, and interpreting documents is not possible, the information should be orally translated to the parent, either during a telephone or live conference call. The ELL teacher/program coordinator will be available to assist staff members in arranging these meetings.

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)

We will be holding monthly parent engagement meetings where parents will be able to provide feedback. In addition, we will send out parent surveys throughout the year.