

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

07X030

School Name:

P.S. 030 WILTON

Principal:

DEBRA MICHAUX

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: P.S. 30x -Wilton School School Number (DBN): 07X030
Grades Served: Elementary
School Address: 510 East 141st Street, Bronx, NY 10454
Phone Number: 718-292-8817 Fax: 718-292-3962
School Contact Person: Debra Michaux Email Address: dmichau@schools.nyc.gov
Principal: Ms. Debra Michaux
UFT Chapter Leader: Mr. Carlos Lopez
Parents' Association President: Ms. Leslie Garcia
SLT Chairperson: Carlos Lopez
Title I Parent Representative (or
Parent Advisory Council
Chairperson): _____
Student Representative(s): _____

District Information

District: 07 Superintendent: Ms. Elisa Alvarez
Superintendent's Office Address: 501 Cortland Avenue, Room 102, Bronx, NY 10451
Superintendent's Email Address: Walvarez2@schools.nyc.gov
Phone Number: 718-742-6500 Ext. 425 Fax: 718-828-6239

Borough Field Support Center (BFSC)

BFSC: _____ Director: Jose Ruiz
Director's Office Address: _____
Director's Email Address: _____
Phone Number: _____ 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)
Debra Michaux	*Principal or Designee	
Carlos Lopez	*UFT Chapter Leader or Designee	
Leslie Garcia	*PA/PTA President or Designated Co-President	
Felicia Willis	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	
	Member/	
Riani Olea	Member/Teacher	
Laura Duverge	Member/Teacher	
Carol Joseph	Member/Teacher	
Sonali Dieudonne	Member/Teacher	
Manuel Montiel	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Christina Habana	Member/Parent	
Lourdes Martinez	Member/Parent	
Yahaira Vazquez	Member/Parent	
Consuelo Bacote	Member/Parent	
	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.

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

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

Total Number of Students 620

Average Daily Attendance 92%

Asian 1%

Black 21%

Hispanic 76%

White 2%

Free Lunch 95%

Special Education 21%

English Language Learners 15%

In order for us to continue improving our practice to provide a quality education for our students, we have collaborated with partner schools through the Learning Partners Program to find strategies that we can use to increase the academic success of our Special Education population. In addition, we have partnered with PS179X and PS368X (District 7 schools) to hold a Saturday Success Academy for Title I and Title III programs. These partnerships are allowing our schools to reach more students in and around the community. Also, we have collaborated with the United Way to build school capacity and leadership as well as serving in a Professional Learning Community with various schools throughout District 7. Moreover, we are partnering with various Community Based Organizations with the goal of having all 3rd grade students read at grade level by 2016.

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

- Hosting and participating in the Annual District 7 Literacy Fair
- Collaborating in the Learning Partners Program within our triad
- Holding Family Nights for our students and parents (Literacy Night, Science Night, Math in the Museum Night, Game Night)

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

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

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

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

07X030 School Information Sheet

School Configuration (2014-15)					
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	618	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	N/A
# Foreign Language	N/A	# Dance	N/A	# CTE	N/A
School Composition (2013-14)					
% Title I Population	92.6%	% Attendance Rate		89.1%	
% Free Lunch	94.0%	% Reduced Lunch		1.4%	
% Limited English Proficient	15.0%	% Students with Disabilities		19.7%	
Racial/Ethnic Origin (2013-14)					
% American Indian or Alaska Native	0.5%	% Black or African American		20.7%	
% Hispanic or Latino	75.8%	% Asian or Native Hawaiian/Pacific Islander		1.2%	
% White	1.8%	% Multi-Racial		N/A	
Personnel (2014-15)					
Years Principal Assigned to School (2014-15)	3.17	# of Assistant Principals (2014-15)		2	
# of Deans (2014-15)	N/A	# of Counselors/Social Workers (2014-15)		3	
Personnel (2013-14)					
% of Teachers with No Valid Teaching Certificate (2013-14)	N/A	% Teaching Out of Certification (2013-14)		N/A	
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.6%	Average Teacher Absences (2013-14)		5.42	
Student Performance for Elementary and Middle Schools (2013-14)					
ELA Performance at levels 3 & 4	11.4%	Mathematics Performance at levels 3 & 4		16.8%	
Science Performance at levels 3 & 4 (4th Grade)	72.7%	Science Performance at levels 3 & 4 (8th Grade)		N/A	
Student Performance for High Schools (2012-13)					
ELA Performance at levels 3 & 4	N/A	Mathematics Performance at levels 3 & 4		N/A	
Credit Accumulation High Schools Only (2013-14)					
% of 1st year students who earned 10+ credits	N/A	% of 2nd year students who earned 10+ credits		N/A	
% of 3rd year students who earned 10+ credits	N/A	4 Year Graduation Rate		N/A	
6 Year Graduation Rate	N/A				
Overall NYSED Accountability Status (2014-15)					
Reward		Recognition			
In Good Standing	X	Local Assistance Plan			
Focus District	X	Focus School Identified by a Focus District			
Priority School					
Accountability Status – Elementary and Middle Schools					
Met Adequate Yearly Progress (AYP) in ELA (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		YES	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		YES	
Hispanic or Latino	NO	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	Multi-Racial		N/A	
Students with Disabilities	YES	Limited English Proficient		NO	
Economically Disadvantaged	NO				
Met Adequate Yearly Progress (AYP) in Science (2012-13)					
American Indian or Alaska Native	N/A	Black or African American		N/A	
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A	
White	N/A	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.

Based on the Principal Performance Observation, an area in need of improvement was student writing. After each visit, it was recommended that students increase the quality and volume of writing that was being produced. In addition, it was recommended that students include their drafts, edits and revisions, as well as their final writing piece to show the progress of their learning in writing. Moreover, students should not be limited to a few lines on a paper; students should be encouraged to use loose leaf paper to increase the volume of their writing.

After the recommendations given by the superintendent, the school conducted an analysis of all Performance Based Assessments that were given after every ELA unit. These assessments were writing pieces that focused on the skills that students need to master skills set by to the Common Core Learning Standards (CCLS). Assessments were scored using a 4-point rubric: 1 being below grade level, 2 being at grade level, 3 being above grade level, 4 being exceeding grade level. The results of the analysis are as follows:

Average Ready Gen End of Unit Writing Assessment Rubric Score by Grade Level

K	1st	2nd	3rd	4th	5th
1.89	1.87	1.70	1.75	1.64	2.20

- All grades are writing below grade level.
- Dual Language classes and Students with Disabilities consistently showed growth.
- According to the Quality Review (QR) 2014-2015, our writing units “are not consistently challenging to all students, limit student progress, and embody inconsistent levels of rigor.”
- Fourth grade displayed the lowest average (1.64) of all classroom grades whereas Fifth grade displayed the highest average (2.20) of all grades.

In order to improve student writing throughout the grades, PS 30X needs to prioritize the following:

- 1) Increase the rigor of the writing curriculum to challenge all students. Students should be writing in all subjects being taught, including the content areas.
- 2) Provide multiple-entry points by differentiating writing lessons to ensure that all students have cognitive access to the writing curriculum.
- 3) Ensure that students have evidence of the writing process with every writing activity they complete.
- 4) Provide continuous professional learning sessions for teachers to develop effective strategies to teach writing.
- 5) Have baseline, mid-line, and end-line writing assessments for teachers to use the data to drive their 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, average student total writing scores will increase by 0.5 point in all grades using the Rubric for Narrative Writing.

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"> • Inquiry based discussions on improving student writing during common grade and/or vertical team meetings. These discussions will be based on current writing data as well as current student work. • Teachers will engage in professional learning to develop skills and strategies to teaching writing to SWDs and ELLs • Teachers will develop a schedule to engage in interclass visitation to share best practices. • Saturday Title I and Title III Instructional program concentrating on writing 	<p>Teachers K-5</p> <p>Bottom third including SWDs and ELLs</p>	<p>Sept 2015 - Jun 2016</p>	<p>Administration, instructional team</p>
<ul style="list-style-type: none"> • Students will complete three assessments to measure writing progress. • Students will include a first draft, second draft, and final draft to show evidence of the writing process. • Writing Support- The instructional team and the cluster teachers push into classrooms to work with bottom third students during the second period of the day three times a week. 	<p>K-5 students</p>	<p>Sept 2015 - Jun 2016</p>	<p>Administration, instructional team, grade leaders, classroom teachers</p>

<ul style="list-style-type: none"> ● Students will self-reflect on their writing pieces by developing a data notebook. 			
<ul style="list-style-type: none"> ● Use of data to adjust instruction/intervention strategies via lesson plan reflections; Assessment Binder; data charts; classroom grouping. ● System to check for understanding (grade/school-wide level) strategies, i.e. stop and jot, double entry journals, exit slips. ● Insistence on student feedback: visible on work; templates given for Glow and Grow & Compliment and Next Steps; Look-fors during formal and informal observations- student observations, note-taking and data collection and the cycles of feedback to the students; Reflections on/of the student work to identify areas for growth and students actively participate. ● Increasing student time working on writing tasks to increase the volume and quality of student writing. ● <i>Strategically implement the work in ways most likely to shift teaching practice and enhance individual students' learning.</i> ● Teachers, Coaches and Supervisors will analyze classroom data and assessment results to make grade level and classroom level curricular and instructional decisions. 	<p>All students</p> <p>Teachers, coaches and supervisor</p>	<p>Sept 2015 - Jun 2016</p>	<p>Administration, instructional team, grade leaders, classroom teachers</p>
<ul style="list-style-type: none"> ● Tuesday Parent Engagement Workshops for parents- designed by teachers for parents to be more familiar with the students' writing strategies as well as the Common Core Standards- to empower parents to continue the work support and progress at home. ● Test Workshop for parents to supply parents with testing strategies, test sophistication, and the format and content of the Common Core Exams. ● Title III Parent Workshop series during the Saturday Academy. ● Maintaining a Parent Coordinator to serve as a liaison between the school and families. The parent coordinator will provide workshops based on the assessed needs of the parents of children who attend our school, and will work to ensure that our school environment is welcoming and inviting to all parents. 		<p>Sept 2015 - Jun 2016</p> <p>Nov 2015- Mar 2016</p> <p>Sept 2015 - Jun 2016</p>	<p>Administration, instructional team, grade leaders, classroom teachers</p> <p>ELL Coordinator</p> <p>Administration and Parent Coordinator</p>

Part 4 – Budget and Resource Alignment

<p>Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>
<p>Teachers will need time in the schedule to meet with instructional facilitators to discuss and analyze lesson plans and lesson delivery. Writer's, science, and social studies notebooks will need to be provided for all students. Adjustment to the schedule will be done on an ongoing basis in order to provide time for interclass visitations. Supplies will be</p>

needed to create anchor charts for student discussion and differentiated activities. Ready NY writing books will be purchased for all grades.

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

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

Part 5 – Progress Monitoring

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

By February 2016, students will have completed the midline assessment. Data will be gathered and analyzed to measure student progress. Adjustments to this action plan will be made as needed.

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.

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.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	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		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.

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.

High-quality instruction is the strongest influence on student achievement. Students need effective teaching if they are to develop the higher order thinking skills they will need to be career and college ready in the 21st century. Teachers will be provided opportunities to acquire skills from peers and experts that will help them develop and improve their pedagogy. Teachers must be committed to ensuring student success and driven to improve their schools. Strong teachers innovate and hone their practice through continuous learning and frequent professional development. In addition, teachers must collaborate to promote a professional learning community that is focused primarily on student achievement and success.

As determined by the 2015- P.S. 30X Curriculum Planning Survey, 66.7% of teachers stated that there is adequate time in the school schedule for teacher teams to meet and accomplish the work of collaborative instructional teams. 74.2% of teachers agreed that their teacher team is positively impacting their students’ learning. 86.2% of teachers reported that their teacher team meetings have resulted in improved classroom instructional practices and differentiation of lessons.

According to our Quality Review 2014-2015, “There is uneven engagement in appropriately challenging tasks and uneven demonstration of higher order thinking skills in all student work products.” Although, the collaboration exists among the teachers and student progress is evident, sessions need to have a focus on rigorous assignments that address students’ needs through multiple entry points.

We need to ensure teachers are continuing to collaborate and work productively in professional learning communities to improve teacher practice and increase student achievement.

Part 2 – Annual Goal

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

By June 2016, 100% of teachers will engage in weekly grade level meetings. In addition, Monday professional development sessions will proceed as follows; First Monday school-wide professional learning, the second Monday will be dedicated to vertical grade meetings, the third Monday is grade level meetings, and the fourth Monday is New Teacher Institute, Paraprofessional Institute, and grade level meetings. During these sessions teachers will collaborate in inquiry level discussions using student data and student work to adjust units of study and lessons thus increasing differentiated instruction to improve student outcome.

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"> • Engage in calibration practice on Danielson’s Framework for Teaching. • Vertical Team meeting to connect the work, focus standards and problems of practice across a grade to the specific connecting grade(s). • Scheduling of Common Planning Time embedded in Master Schedule to ensure teachers can meet in grade level professional learning communities during professional period to analyze student work and make curriculum adjustments. • New Teacher Institute to craft the emerging skills and knowledge base of new teachers and teachers that are new to the building. • Teachers will meet in Grade Level Teams in frequent cycles to develop lessons, and formative assessment tasks aligned to the selected Common Core Learning Standards. Teams will analyze student work to determine trends to address as instructional next steps. • Classroom teachers will engage in professional learning opportunities around the selected literacy instructional unit and performance task to address the needs of students with IEP’s, English Language Learners, and students with varying reading levels. • Classroom teachers will engage in professional learning opportunities around the selected mathematical instructional unit and performance task to address the needs of students with IEP’s, English Language Learners, and students with varying problem solving skills. 	<p>All Staff</p> <p>Teachers and clusters</p> <p>Teachers</p> <p>New teachers</p> <p>Teachers</p> <p>Teachers</p> <p>Teachers</p>	<p>Sept 2015- June 2016</p> <p>Monthly</p> <p>Weekly Common Prep</p> <p>Weekly common prep and Mondays twice a month</p>	<p>Administration, Instructional Team</p> <p>Grade team leaders</p> <p>Administration, Teachers</p> <p>Mr. Berdugo</p> <p>Ms. Veras</p> <p>Grade team leaders</p> <p>Support staff</p> <p>Grade team leaders</p> <p>Support staff</p> <p>Grade team leaders</p> <p>Support staff</p>
<ul style="list-style-type: none"> • Special Education Meeting and Dual Language Meeting 	<p>SWDs</p> <p>And ELLs</p>	<p>Sept 2015- June 2016</p>	<p>Ms. Vega</p> <p>Mr. Berdugo</p>

Weekly sessions will be conducted for Dual Language and Special Education teachers. All Special Education and Dual Language teachers participate and rotate facilitating the sessions throughout the year. Teachers participate in professional learning on a monthly basis and turn key information. The Special Ed and Dual Language liaison will provide important information, keep everyone updated and in compliance. Training on SESIS and writing quality IEPs will be provided as needed.			
P.S. 30X staff will provide workshops for parents with a focus on ELLs and SWDs, highlighting activities that families can do to support what is being taught in the school.	Parents of ELLs and SWDs	Sept 2015- June 2016	Parent Coordinator Ms. Vega Mr. Berdugo
Monthly grade newsletters stating the focus units of study in ELA and the content areas (math, science, social studies).	All grade teams	Sept 2015- June 2016	Administration Instructional Team Grade Leaders

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.											
Professional Learning, common grade planning period, common prep with ELLs and SpEds teachers, print rich environment, Smart boards and parent workshops.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
By February 2016, professional learning communities will be self-driven as evidenced by Team Meeting Recording Sheets and an increase of student performance. Upon analyzing the data, we will note our progress and tailor our action plan as needed.
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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

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

Part 1 – Needs Assessment

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

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

Looking at the low percentage of student performance specifically in the area of English Language Arts and the focus of teachers’ pedagogical repertoire of moving students and creating tasks that are engaging and push all learners, an Academic and Community Partnership was established with The United Way. Through the school’s partnership with The United Way, there has been the institution of the Read Alliance Program. The Read Alliance Program is cooperatively facilitated with assistance from the East-Side Settlement House.

P.S.30 also established a literacy partnership with the NYC Learning Partners Program to link up with another partner school and a mentor school to create a triad where we have inter-visitations and to gather new tools, strategies, and systems. We are working with the specific focus of working with and moving the student performance of our sub-populations of SWDs and ELLs.

P.S. 30 has also established a partnership with the Cookshop Program. This Program has student and classroom components, and also has a parent component that is conducted with the school’s parent coordinator. This program not only establishes and pushes practical skills, but enhances literacy and mathematical skills.

Utilizing our 2013-2014 Domain 3 Data Tracker, we logged in 125 observations for the 2013-2014 school year for 31 teachers. We calculated percentages teachers rated Effective or Highly Effective across all observations. The following are the resulting data trends:

- 53.6% rated Effective and Highly Effective for Competency 3b
- 68% rated Effective and Highly Effective for Competency 3c
- 56.8% rated Effective and Highly Effective for Competency 3d
- 59.47% rated Effective and Highly Effective for the overall average of Competencies 3b, 3c and 3d

Based on the 2013-2014 School Survey:

85% teachers feel the principal does communicate a clear vision for our school.

80% teachers feel that the principal understands how children learn.

90% teachers feel that the school uses assessments that are relevant to daily instruction.

94% teachers feel that teachers in the school use multiple forms of student achievement data to improve instructional decisions.

77% teachers feel that the school does a good job at teaching students the social and emotional skills needed to succeed in and be prepared for their next grade level (i.e. how to persist through challenges and reflect on their learning).

92% teachers feel that the school does a good job at teaching students the organizational and study skills needed to succeed in and be prepared for their next grade level.

80% teachers feel the principal knows what's going on in the classrooms.

70% teachers feel the principal participates in instructional planning with teachers.

84% teachers feel the principal makes clear to the staff her expectations for meeting instructional goals.

67% teachers feel the principal is an effective manager who makes the school run smoothly.

82% teachers feel that during the 2013-2014 school year, the professional development experiences have been sustained and coherently focused, rather than short-term and unrelated.

86% teachers feel that during the 2013-2014 school year, the professional development experiences included opportunities to work productively with colleagues in the school.

81% teachers feel that during the 2013-2014 school year, the professional development experiences provided them with content support in their subject area.

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, 75% of teachers will rate between Effective and Highly Effective on the average in Domain 3, Classroom Instruction, (specifically, Competencies 3b, 3c, and 3d), within the Framework for Teaching as documented within the Advance Observation Reporting System. Administration will directly provide at least one individualized professional learning session per month for teacher support in the areas of Danielson Competencies 3b (Questioning and Discussion), 3c (Student Engagement), and 3d (Using Assessment in Instruction).

In addition, a School Leadership Survey will be administered to assist in creating a system of checks and balances to determine that the support provided to pedagogues is effective.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote parent leadership and engagement as a key lever for school improvement. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> • Create a school mission and vision statement banner which all staff will sign; and the banner will be prominently displayed to remind everyone of the core rationale of what we do. • Establish clear expectations from the start of the school year with regards to specific roles and functions. Clear expectations tied to the framework. • Presentation of the Instructional Team to the staff. Specifically, the Team is discussed, introduced, and clarification made with respect to their role(s) and capacity. <p>Ensure that the staff has a clear vision for the school with respect to instruction and culture.</p> <ul style="list-style-type: none"> • Administrators will be present at instructional (planning) meetings. • Build leadership capacity in teachers. More teachers turn-keying professional development topics; and providing more options (menus) for teachers. • Instructional team will provide professional development on how to create lessons that address Danielson components 3b, 3c, and 3d on advice of administration. Professional Development Evaluation Forms will be analyzed to ensure implementation of new ideas. 	<p>Teachers who averaged below a 3 (effective) on their ADVANCE rating for Danielson components 3b, 3c, and 3d.</p>	<p>Sept 2015 Sept 2015 Sept 2015- June 2016 Sept 2015- June 2016 Sept 2015- June 2016</p>	<p>Administration Administration Administration Teachers Administration Instructional Team</p>

<ul style="list-style-type: none"> • Continuous cycles of observations both formal and informal via administration; and communication of best practices to move student work and performance. • Administrators will conduct Mid-Year Conversations (MYC) and End of Year (EOY) conversations to gauge how teachers are feeling about the specific elements of Domain 3 and determine what immediate support, tools and strategies are needed for development. • Supervisors, coaches and support (CITE, Network, Talent Coach, School Partnership) will provide support to teachers in the form of observation, inter-visitations, modeling, conferencing and planning based upon teacher goals and observable need. • Supervisors will conduct ongoing, frequent classroom visits and observations and provide concrete, actionable feedback. Effective feedback to teachers will be specific and evidenced based, selective, actionable and timely. 			
Administration will provide time during the school day for teachers to engage in professional development.	All teachers	Sept 2015- June 2016	Administration
Administration will provide the resources to enhance teacher practice in Danielson Components 3b, 3c, and 3d to maintain consistency of best practices.	All teachers	Sept 2015- June 2016	Administration
Observation next steps; and articulation and viewing implementation.			

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.											
By the end of February 2015, 65% of teachers will rate between Effective and Highly Effective on the average in Domain 3, Classroom Instruction (specifically, Competencies 3b, 3c, and 3d), within the Framework for Teaching as documented within the Advance Observation Reporting System.											
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.											
X	Tax Levy	X	Title I SWP		Title I TA	X	Title II, Part A	X	Title III, Part A	X	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
Administrators will conduct Mid-Year Conversations (MYC) to gauge and adjust the immediate, specific support, tools and strategies that are needed for development based on teachers’ reflections and observation performance levels.

A School Leadership Survey will be administered three times (Sept, Jan, June) throughout the school year to ensure support provided to pedagogs is effective in order to adjust or modify any changes if necessary.

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

<ul style="list-style-type: none"> • 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.

Part 2 – Annual Goal

<p>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–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>

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.

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

	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		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.

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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)	Analyzing student data and determining the students who fall in the bottom third of literacy assessments as well as students who are performing up to 2 grades below grade level.	<p>Saturday Academy which consists of Title I, Title III and road To Success will begin in November 2015 through March 2016. The program will meet Saturdays from 8:00am - 12:30pm. Eight (10) certified teachers (bilingual/regular grade/special education/general education) will conduct intensive literacy instruction based on action plans</p> <p>developed for target students. PS 30 will have four classes of ELLs, these classes will be formed and organized based on the proficiency levels, reading scale scores and NYSESLAT levels.</p> <p>Instructional materials include leveled books (nonfiction), the reading and writing workshop model</p> <p>will be used to address, vocabulary</p>	Small group, guided reading groups and one to one.	<p>Every Saturday during the Saturday Academy Program.</p> <p>Mondays, Wednesdays, and Thursdays during second period.</p>

		<p>materials including magnetic letters, wipe off boards, word</p> <p>cards and other support materials. Students will develop fluency and comprehension through the</p> <p>use of Mondo libraries.</p> <p>ELA Intervention,</p> <p>During the literacy block time the coach and AIS provider will address AIS as a push in support for</p> <p>students. The coach will target areas in need by working with students in small groups and one-to-one. Learning centers will be set up to explore and practice strategies in small groups. This</p> <p>approach will reinforce new vocabulary and skills.</p> <p>100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and</p> <p>Wednesday from 2:35-3:25.</p> <p>All special needs students identified at-risk based on WADE results receive 90-minutes of Wilson</p>		
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		and/or Foundations instruction daily.		
Mathematics	Analyzing student data and determining the students who fall in the bottom third of mathematics assessments as well as students who are performing up to 2 grades below grade level.	100 Minutes tutoring is conducted in groups of 5-10 students. Classes meet Tuesday and Wednesday from 2:35-3:25. A Ready NYC Pre-test is administered and analyzed by teachers; the instructional implications are reviewed in consultation with school leaders and based on results instruction is formulated.	Small group, guided reading groups and one to one	Every Saturday during the Saturday Academy Program. Mondays, Wednesdays, and Thursdays during second period.
Science	Analyzing student data and determining the students who fall in the bottom third of mathematics and literacy assessments as well as students who do not meet grade level standards.	Grade 4 students will utilize Passages to reinforce Science vocabulary words and Simple Solutions, a supplemental homework program in Science that includes: pre-test, post-test and weekly quizzes. Grade 3-5 students will improve their conceptual understanding of science topics through authentic hands-on experiences in the science lab with the science cluster 3 times per week.	Small group, guided reading groups and one to one.	During the school day.
Social Studies	Analyzing student data and determining the students who fall in the bottom third of literacy assessments as well as students who are not meeting	Grade 4 students will utilize Passages to reinforce Science vocabulary words and Simple Solutions, a supplemental homework program in Science that	Small group, guided reading groups and one to one.	During the school day.

	<p>grade level standards.</p>	<p>includes: pre-test, post-test and weekly quizzes. Grade 3-5 students will improve their conceptual understanding of science topics through authentic hands-on experiences in the science lab with the science cluster 3 times per week.</p>		
<p>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</p>	<p>Based on the recommendations provided by a student's Individualized Education Plan (IEP) as well as advice provided by the Child Study Team (CST).</p>	<p>Our mandated IEP counselor provides services to those entitled by their IEP's and offers support to at-risk students. All of these support services are woven into a school fabric to better serve the community. Activities related to anger management, bereavement counseling, conflict resolution,</p> <p>play therapy and referral to mental health and community agencies. We also refer parents to the</p> <p>programs provided by East Side House Settlement which enables adults to</p> <p>continue with evening adult education courses (ESL, GED, and Computer Courses). These</p> <p>services provide the community with expanded</p>	<p>Small group, guided reading groups and one to one.</p>	<p>During the school day.</p>

		<p>opportunities for adults to continue their education</p> <p>as the means to attain self-fulfillment, both academically and economically.</p>		
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Section 7: Title I Program Information

Directions:

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

Part 1: Title I Status

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

Part 2: All Title I Schools

2a. Highly Qualified Teachers (HQT)

Describe the strategies and activities including strategies for recruitment, retention, assignments, and support including high quality professional development that ensures staff is highly qualified.
<p>The strategies and activities used to attract highly qualified teachers are:</p> <p>The BEDS surveys will be monitored to ensure that status of teachers. Should the information on the BEDS survey indicate teachers are not highly qualified we will contact our HR person for support.</p> <ul style="list-style-type: none"> • 100% of our teachers are highly qualified • In order to attract highly qualified teachers school administrators will be going to hiring fairs hosted by the DOE and City Universities. • School administrators will attend networking events and fairs hosted by Teach for America and New York Teaching Fellows. • Mentors are assigned to support struggling and unqualified teachers. • Teachers who need to complete courses will be made aware of options for release time or funds to support their certification requirements. • Continue ongoing PD for all teachers.

2b. High Quality and Ongoing Professional Development

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

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

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. TA Coordination with the Regular Program

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

Part 4: SWP Schools Only

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

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

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

4b. Measures to Include Teachers in Decisions Regarding Assessments

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

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

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

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds, 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	512,964.00	x	See Section 5a, 5c, and 5d
Title II, Part A	Federal	168,484.00	x	See Section 5a, 5c, and 5d
Title III, Part A	Federal	11,200.00	x	See Section 5a, 5c, and 5d
Title III, Immigrant	Federal	0	x	See Section 5a, 5c, and 5d
Tax Levy (FSF)	Local	3,290,019.00	x	See Section 5a, 5c, and 5d

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)

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

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;

- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child’s attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;

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

III. Student Responsibilities:

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

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

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

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy
Total # of ELLs to be served: <u>60</u>
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>4</u>
of certified ESL/Bilingual teachers: <u>4</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: _

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

Part C: Professional Development

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

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

Begin description here: _____

In an effort to increase academic vocabulary across the grades, teachers with English Language Learners will be provided with Professional Development to teach them research based skills and strategies to teach their ELL students. In addition, teachers will be given additional support in using relevant data to drive their instruction and to find ways to better support ELLs. Topics for Professional include, but are not limited to:

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

In addition to schoolwide professional development for teachers, all four (4) service providers for the Title III ELL Academy will be given professional development on how to use the language development programs that are being used. There will be one (1) professional development day on Saturday,

Part C: Professional Development

November 15, 2014 from 8:30am to 12:30pm.

- Professional Development: Unpacking ESL Resources and Planning

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

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

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

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

12:20am-12:30am: Questions

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

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Part D: Parental Engagement Activities

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

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

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

- Immigration

- Health Care

- Housing

- Finance

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

Part E: Budget

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

Allocation Amount: \$ _____

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

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 07	Borough Bronx	School Number 030
School Name PS 30X: Wilton School		

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 Debra Michaux	Assistant Principal Maria Martinez
Coach Rosa Veras	Coach
ENL (English as a New Language)/Bilingual Teacher Daniel Berdugo	School Counselor Angela Stamps
Teacher/Subject Area Evelyn Gomez	Parent Susanna Flores
Teacher/Subject Area Riani Olea	Parent Coordinator Ana Vasquez
Related-Service Provider Gadyira Lopez	Borough Field Support Center Staff Member type here
Superintendent Elisa Alvarez	Other (Name and Title) type here

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	5	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area/common branch and TESOL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	4	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	1

D. Student Demographics

Total number of students in school (excluding pre-K)	611	Total number of ELLs	86	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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish/English
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	1	1	1	1	1									0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	86	Newcomers (ELLs receiving service 0-3 years)	78	ELL Students with Disabilities	10
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	2

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
DL	39									0
ENL	39		5	6		5	2			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	14	11	9	18	10	10	8	10											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): <u>18</u>	Number of students who speak three or more languages: <u>3</u>
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Freestanding English as a New Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	3	4	7	9								0
Chinese	2		1											0
Russian														0
Bengali														0
Urdu														0
Arabic	1	1												0
Haitian														0
French						2								0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1		2	0									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)	17	4	4	0	8	5								0
Emerging (Low Intermediate)	3	2	6	2	1	1								0
Transitioning (High Intermediate)	1	2	3	3	3	2								0
Expanding (Advanced)	1	13	2	12	1	1								0
Commanding (Proficient)	5	1	2	0	0	1								0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA

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

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

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	9	2	0	0	0
4	7	1	0	0	0
5	11	1	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	8	0	2	0	1	2	0	0	0
4	7	3	1	1	0	0	0	0	0
5	9	0	3	0	0	0	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	1	4	2	2	2	1	0	0
8									0
NYSAA Bilingual (SWD)									0

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

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

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL only) scoring at each quartile (based on percentiles)			
	Q1 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)	1	5	5	10	0	1	3	2
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.
 The assessment tools our school uses to assess the early literacy skills of our ELLs are the Fountas and Pinnell Benchmark Systems in English and Spanish. We also use Estrellita in grades K-2. After analyzing the 2013-2014 NYSESLAT data and reflecting on the administration of the 2015 NYSESLAT, our ELLs continue to struggle in the areas of reading and writing. In addition to providing support in those areas, it will be important to develop and strengthen the Social Studies and Science curriculums to expose our students to the academic vocabulary and reading skills that they will need to acquire the English Language with more effectiveness. With this information, we are able to make data based decisions to make adjustments to our instructional plan for ELLs. We have purchased a license for Reading A-Z as well as Raz Kids. These are online programs that allows students to listen and read books. The books range from various literary and informational texts that expose students to science and social studies topics. In addition to the online programs, we have purchased the Yabisí Spanish program to help develop the Native Language or Second Language in the Dual Language classrooms.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
 Our ELLs seem to perform at either the Entering level or the Expanding level. As students enter Kingergarten they test in the NYSITELL as Entering. Students who were newcomers in the 2014-2015 academic year seemed to have remained in the Entering level after having taken the 4-5 grade band NYSESLAT. These students were in Dual Language classrooms which suggests that more targeted instruction is necessary for them to become more proficient in the English Language. There is a healthy spread of students performing at the Emerging and Transitioning levels across all grade levels. However, many students remain in the Expanding level. As evidenced by the new common core aligned NYSESLAT assessment, our students need improvement in the areas of reading and writing. Also, more work is needed to improve the academic language students need to use to become English proficient.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
 PS 30X uses the data from the AMAO to make instructional decisions for our ELLs. The data is showing that we are meeting our AMAO goal in ELLs scoring proficient on the NYSESLAT; but, we are not meeting our AMAO goal in our students progressing. In addition, we are using the AMAO to see which students need to be targeted for additional instructional support.

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

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

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

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

Our school opted to not use the ELL Periodic Assessments.

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

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

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

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

When our school makes instructional decisions we take into account our students' second language development and educational history. For the ELLs who receive ENL, the ENL teacher uses the data from the NYSESLAT to determine students' proficiency levels and the modalities to address students individually and in small groups. Students' reading levels and results from the state tests are also considered to ensure materials are appropriate. Mondo materials and books in English and Spanish are used to support students language development and acquisition. Ongoing teacher made assessments are conducted to evaluate students' language development and progress.

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

7. For dual language programs, answer the following:

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

English-proficient students are assessed in the second language with Estrellita and Fountas and Pinnell Benchmark System in Spanish. We have 41 EPs in our dual language classes. Of these 39, 46% are proficient, 5% are advanced, 25% are intermediate, and 23% are beginners.

Our dual language classes are Kindergarten, first, second, third, and fourth grade. We have yet to receive the latest data as this is the first year students in the dual language program were administered the NYS Assessments.

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

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

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the K–12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent’s preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to [ELL Policy and Reference Guide, ELL Identification](#) section.

In order to ensure optimal language and academic services for students from kindergarten through fifth grade at PS 30, the following start up procedures are in place for the 2015 – 2016 school year. Home Language Identification Survey will be completed by parents and reviewed by Mr. D. Berdugo, the ENL Teacher and trained staff members who are all pedagogues (Ms. L. Romero, SETSS teacher, Ms. R. Veras, Instructional Coach, Ms. S. Lopez, Rtl Liason). The Parent Coordinator, Ana Vasquez will be available to help parents who need assistance with reading the HLIS. An informal oral interview will be conducted by Mr. D. Berdugo and trained staff members for the intake process. In order to accommodate parents whose Native Language is not English, staff members are available who speak Spanish. In the event that a parent and student speak a language other than English or Spanish, Mr. D. Berdugo or other trained staff members will contact the NYC DOE Translation and Interpretation Unit to provide over the phone translation. The HLIS and the informal interview will be analyzed to determine whether the child will be eligible for NYSITELL Testing. The English NYSITELL is administered by Mr. D. Berdugo, ELL Coordinator and ESL Teacher, for initial identification and placement of students whose home language is other than English. The English NYSITELL is scanned in ATS and a proficiency level is immediately determined. If the NYSITELL score is below the state designated level of proficiency the student is administered the Spanish LAB-R if their native language is Spanish. All assessments are administered within the first 10 days of enrolling in the school. The parents are notified in writing with the Parent Entitlement Letter. A parent letter is generated inviting them to a Parent Orientation (letters are sent to parents in the language preference that was indicated on the HLIS). The Parent Orientation is conducted in the morning and/or in the evening to accommodate working parents. If parents are not able to attend either meeting parents are offered the option to come and view the video in their Native Language at their convenient time in room 103, the Parents’ Room. The ENL Teacher along with the assistance of the Parent Coordinator, Ana Vasquez help the parents with this process. Since 75% of the parents are Hispanic a parent orientation is held by Ms. M. Martinez, Assistant Principal, Mr. D. Berdugo, the ESL teacher, and Ms. A. Vasquez, the Parent Coordinator who all speak Spanish. Parents view the Parent Orientation Video and the three programs which are the transitional bilingual, dual language and Free Standing ENL will be introduced and explained. Research shows that Dual Language is the best program for students to acquire a new language. Second is transitional bilingual and last is a Free Standing ENL program. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child’s placement within 10 days. Continuation letters are given to parents notifying them of their child’s NYSESLAT scores and their continuance in the program. Parents sign the letter which is then filed in the principal’s office for future compliance. Any agendas and handouts related to the Parent Orientation are filed in the main office for future compliance. The RLER is generated every Monday by ATS and will inform the schools of students who are eligible for NYSITELL testing. Identified ELL’s are continually being assessed by the NYSESLAT until they become Commanding.

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).

PS 30 has 30 school days from initial enrollment to make an initial SIFE determination. Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. Follow all of the same steps as outlined on the preceding pages to identify an ELL. If there are indications within the ELL Identification Process that a student has had an interruption or inconsistency in their formal schooling, we proceed with the SIFE Identification Process as outlined below for students who are:

- Newly identified ELLs, and
- In grades 3 to 5, and
- At the beginner/entering or low Intermediate/emerging level of proficiency as indicated by the NYSITELL results

SIFE Identification Process

1. Administer the oral interview questionnaire
2. For those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, administer the Literacy Evaluation for Newcomer SIFE (LENS)

Initial SIFE status are indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC). As per CR Part 154, schools have up to one year to make a final determination of SIFE status; therefore, initial SIFE identification within the 30 days may be modified for up to one year. SIFE status is removed once the ELL scores at intermediate/transitional level or higher on the NYSESLAT.

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

The identification process for students with IEPs remains the same as students without an IEP. However, meetings with the IEP teacher Ms. Vega may determine that the status of ELL may be removed if the student shows language proficiency but fails to successfully complete an assessment due to a disability. At this point, a request for the student to have the ELL status removed will be sent to the district office through the ELAND option on ATS. Members of the LPT team include:

Mr. D. Berdugo, ELL Coordinator and ESL teacher (certified Bilingual Teacher)

Ms. M. Vega, IEP teacher and Special Education Liasion

Ms. M. Martinez, Assistant Principal

Once the LPT meets and recommends the appropriate setting for the student, the student's parent or guardian has 20 days to accept or reject the recommendation. The recommendation is sent to the parent in the language preference indicated on the HLIS.

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.

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

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).

Beginning in the 2015-16 school year, a student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows parent who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who

- Have a home language other than English, and
- Are ELLs and non-ELLs

The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:

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

The Re-identification Process must be completed by Mr. D. Berdugo, ELL Coordinator and ESL teacher, within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days

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.

Students are identified by the home language survey. Those students who need to be tested by the survey results are given the NYSITELL. The NYSITELL is given within the first 10 days of school or enrollment. Next, the parents are notified of scores and based on the selection form; students are placed in either Dual Language or in the Free standing ESL program as appropriate. Parents are then invited to a Parent Orientation to view the Parent Orientation Video in their native language within the first 10 days of school or enrollment to the school. The two programs offered at PS 30 which are the dual language and Free Standing ESL are then introduced and explained. At the end of the meeting the parents are given the Parent Survey, Guide for Parents of English Language Learners and Program Selection Form which will enable them to select their choice. Parents are then notified of their child's placement within 10 days. The parent orientation meeting is held in English and Spanish. However, the parent orientation video is presented in the language preference that the parent indicated on the HLIS. Mr. D. Berdugo, ELL Coordinator and ESL Teacher (Certified Bilingual Teacher k-12) disseminates the information regarding the programs that are offered at PS 30.

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

If the parent survey and/or program selection forms are not completed during the first meeting, the Mr. D. Berdugo and Ms. A. Vasquez reach out to the parents via the phone notifying them to come to the school to return the forms. Also, the parents are notified of the default placement if the forms are not returned within 10 days. Notifications are sent in the language preference that parents indicate in the HLIS.

Mr. D. Berdugo, ELL Coordinator, places students in the program of parent choice. He reviews each parent survey and inputs the choices in ATS. Then, the forms are placed in a binder that is kept in the main office. Also, a copy of the forms is placed in the student records.

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

Mr. D. Berdugo (ELL Coordinator) and Ms. A. Vasquez maintain a list of the parents who have not returned the forms. This list remains at the front of the binder with the completed forms.

9. Describe how your school ensures that placement parent notification letters are distributed.
Placement parent notifications are printed and are either sent home in an envelope with the student or mailed to the parent directly. Notifications are sent in the language preference that parents indicate in the HLIS.
Mr. D. Berdugo, ELL Coordinator and ESL teacher, ensures that the student receives the letter or ensures that the letters are stamped and sealed to be delivered via US Postal Service.
10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).
All ELL documentation is filed in the main office and sorted by academic year. Other forms may be copied and placed in the student record. Ms. S. Brown, Pupil/Personell secretary, is responsible for the maintenance of the records.
11. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.
The ESL teacher goes to Professional Development and turn-keys the information to the staff involved in testing. Teachers receive training in administering all sections of the NYSESLAT. Out of classroom support staff are also trained and pull out students to be tested. Dual Language classroom teachers administer the reading, writing and listening portions of the NYSESLAT. Trained support staff administer all portions of the test to ELLs who receive ESL and the speaking portion to ELLs from all programs.
12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.
Continued entitlement and transitional support notifications are printed and are either sent home in an envelope with the student or mailed to the parent directly. Notifications are sent in the language preference that parents indicate in the HLIS.
Mr. D. Berdugo, ELL Coordinator and ESL teacher, ensures that the student receives the letter or ensures that the letters are stamped and sealed to be delivered via US Postal Service.
13. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? Provide numbers. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).
After viewing the video many parents select Dual Language and general ESL programs.. Since there were still parents interested in the Dual Language program we did create the self contained Dual Language class. In previous years nearly 80% of parents surveyed chose the Transitional Bilingual Education Program, however, review of recent trends in the parent survey and selection forms indicate that nearly 90% of parents are requesting Freestanding classes and Dual Language.
The programs in PS 30 are aligned with parent requests. We also have Kindergarten, 1st grade, Second grade, Third grade, and Fourth grade Spanish Dual Language programs. Students in other grades who need bilingual services are offered ESL services in monolingual classes. Services are provided by a full time ESL teacher.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction 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.
At P.S. 30x the following organizational model is implemented; Push-In (Co-Teaching). In the standalone ENL, the ESOL teacher pushes in to provide ENL instruction to the students. In the integrated model, the ESOL teacher provides ENL support through the content areas to enrich language. The students are heterogeneously grouped with mixed proficiency levels in one class on each grade level. A certified ENL teacher goes into the classroom to provide ENL instruction. The classroom teacher and the ENL teacher collaborate and plan lessons to ensure students' needs are being addressed.
 - b. TBE program. *If applicable.*
Not Applicable
 - c. DL program. *If applicable.*

The dual language classes teach math, social studies, science and phonics in English one week and Spanish the next week.

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

1. Differentiated instruction
2. Thematic interdisciplinary instruction
3. There are three levels of instruction
 - a. Level One - Entering
 - b. Level Two - Emerging
 - c. Level Three - Transitioning
 - d. Level Four - Expanding
 - e. Level Five - Commanding

They are divided into small groups to receive instruction (Ex. Guided Reading)

4. Music is an excellent vehicle for language learning specifically using songs, vocabulary, sentence structure, rhythm and intonation which can reinforce language development.

5. Integrating the four skills (listening, speaking, reading, and writing).

6. Different modeling techniques are used for content area instruction.

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)?

In the Freestanding program model 360 or 180 ENL instructional minutes per week are delivered by the ESOL teacher. The minutes allotted depend on the student's proficiency level. The allotments are as follows:

Entering: 360 min/week

Emerging: 360 min/week

Transitioning: 180min/week

Expanding: 180min/week

The classroom teacher delivers 180 ELA instructional minutes. Therefore, we are ensuring that students are receiving up to 540 min of ENL instruction a week. The Dual Language program model is 50% English and 50% Spanish. Students will receive ENL instructional minutes during the English week and ELA instructional minutes during the Spanish week.

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.

The classroom instruction, whether in a dual language or monolingual setting, utilizes the ReadyGen program for literacy. Differentiated instruction is the key component whether the subject is reading, math, science, social studies or ENL. Throughout the school year, professional development sessions are given by Mr. Berdugo, the ESOL coordinator, to teachers on effective and research based strategies to use with ELL students. The ESOL teacher plans with general education and Dual Language program teachers in order to modify the lessons for all content areas to provide multiple entry points for ELL students. The ESOL teacher pushes in a minimum of two times per week for designated classes. He also addresses the cultural and linguistic needs of our population by providing information on parent engagement days and adult classes during Saturday Academy. The school implements Academic Intervention Services (AIS) and ENL push-in programs to offer additional assistance as required. The Saturday programs offer a language acquisition component to provide additional opportunities for targeted students. The results of the NYSESLAT exams will help determine placement for the subsequent years. If extensions of services are required, providers, classroom teachers, and parents will all be part of developing a program to meet the needs of the students the following year. In both programs teachers utilize many instructional strategies and grade level materials to support their learners. They use print-rich texts, explicit and direct teaching, modeling, repetition, preferential seating, manipulatives, infuse of technology/use of the SMART board, small group instruction, strategy groups and guided reading. In addition for those students who require extra support in literacy (reading/writing), they get a daily dose of Wilson Reading/Fundations Program to support their phonemic awareness. The content areas are delivered in English or Spanish in the Dual Language Programs. PS 30 uses Go Math for their Dual Language classes which is translated in Spanish to accommodate for our Native Spanish speakers. Social Studies is taught using a school created program. This program focuses on using primary sources to teach to the NYS Social Studies standards at the same time addressing CCSS and ENL standards. Science is taught using FOSS.

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

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

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

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

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. The administration and classroom teachers have knowledge when a student has interrupted schooling and based on that premise the teacher will modify instruction to meet the needs of the student. The modifications may include; small group instruction, use of visuals and hands on activities. Instructional materials are available to teachers on the instructional level of the student in order to provide appropriate lessons. The ESOL teacher works with SIFE students and provides instruction in English to promote literacy skills, letter and sound relationships, phonics and number sense. All SIFE students are grouped together for additional help in our Title III ELL Saturday Academy. Materials are provided on the instructional level of students and instruction is delivered by certified teachers.
 - b. When a student first arrives at school, a plan is in place to determine his/her English proficiency. The process is similar for new monolingual students. Informal assessments are conducted and a review of test history, attendance, grades and other records are reviewed by a member of the LAP team to determine the proper class placement or any special services needed. The parent is given an orientation regarding programs and services that are available in the school. PS 30x offers a full range of parent workshops to assist them in working with their children as well as to help them improve their literacy and math skills.

During the first three years in the school, a strong emphasis is placed on building background knowledge, developing fluency, improvement in reading and writing skills in both languages, and a strong ESL component to help the child transition into a monolingual setting. The students receive ongoing assessments in both languages and various tools are used including Fountas & Pinnell Benchmark, teacher-made assessments, unit tests and NYSESLAT. The administration and teachers compile a wealth of data, the analysis of which will determine the strategies to be implemented for the student.
 - c. For Developing ELL students a close examination of data is required. The classroom teachers, along with the ESOL teacher will review NYSESLAT scores. This along with close monitoring of the student in the classroom setting will help provide the tools necessary to create a Learning Plan for the student. Ongoing assessments will help determine progress towards identified targets.
 - d. To address Long term ELL students, who do not successfully transition to a monolingual setting, conversations are held with the classroom teacher, parent, ESOL Coordinator, and AIS/Rtl Liaison. An in depth analysis of data over the years is presented. Suggestions are made for placement and services the school can offer. The plans for students who have not progressed over an extended time are varied. They range from evaluation for students who seem to have difficulties which go beyond low performance, a change of class type to one which will offer opportunities presented in a different way than current structures, a change in the type of AIS services offered, which would include, different materials, different modes of instruction (technology), and/or different service providers. In some cases, the use of outside consultants, mentors, or members of the CBO community will be utilized to break through the barriers. Individualized differentiated instruction plans will be developed for each ELL student.
 - e. Former ELLs continue to receive testing accommodations as needed for two years. In addition, former ELLs receive ENL differentiation and services if it is determined that they require additional support to enrich the cognitive academic language.
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.
- A student who has undergone the ELL Identification Process (as the result of first time entry or reentry) may go through the ELL Re-identification Process. The Re-identification Process allows schools, parents, and students who believe a student may have been misidentified as an ELL or non-ELL to request (within 45 school days of enrollment only) that the ELL Identification Process be administered a second time. The Re-identification Process may be utilized for students who
- Have a home language other than English, and
 - Are ELLs and non-ELLs
- The school must initiate a review of the ELL status determination upon receipt of a written request from any of the following:
- A student's parent or guardian
 - A student's teacher (if the teacher's request includes written consent from the parent or guardian)
 - A student of 18 years of age or older
- The Re-identification Process must be completed within 10 school calendar days of receipt of written notice; however, if the CSE must be consulted, the process must be completed within 20 school calendar days.

The Re-identification Process consists of the following steps:

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

6. School conducts and reviews the results of a school-based assessment, administered by qualified personnel as defined by CR Part 154-2.2(u)4, of the student's abilities in listening, speaking, reading and writing in English.
7. Appropriate staff consults with the Committee on Special Education (CSE) if the student is a student with a disability or is suspected of having a disability that may impact the ability to speak, read, write or listen in English.
8. Based on the recommendation of the qualified personnel, the school principal determines whether to change the ELL status or not. Written notification of the decision in the parent's preferred language must be sent to the parent or guardian (and the student if he/she is 18 years of age or older). If the recommendation is to not change the ELL status, no further actions are necessary; if the recommendation is to change the ELL status, the process continues.
9. Upon receipt of signed notification acknowledging the principal's recommendation to change the ELL status from the parent or guardian or student (if he/she is 18 years of age or older), the relevant documents and recommendation are sent to the superintendent (or designee) for review and final decision.
10. Written notification of the decision is sent from the superintendent to the principal, parent, guardian, and student (if he/she is 18 years of age or older) in the parent's preferred language within 10 school days of receipt of documentation from the principal. If the decision is to not change the ELL status, no further action is necessary. If the decision is to change the ELL status, the student's program must be modified accordingly.
11. All notifications and relevant documents must be kept in the student's cumulative folder.

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?

The teachers of ELL-SWDs use many instructional strategies and grade level materials to support their learners. They use print-rich texts, explicit and direct teaching, modeling, repetition, preferential seating, manipulatives, infusion of technology/use of the SMART board, small group instruction, strategy groups and guided reading. In addition, for those students who require extra support in literacy (reading/writing), they get a daily dose of Wilson Reading/Fundations to support their phonemic awareness. ELL-SWDs in special class (12:1) are provided with a language para for translation purposes and small group instruction. ELL's with special needs adhere to the same instructional plans and curriculum guidelines as the ELLs in general education setting, with the exception that instruction is modified and specific strategies are incorporated to meet students' individual language and academic needs. Students are monitored for academic development, language acquisition and proficiency to determine individual progress.

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?

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

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

- Bilingual program (transitional bilingual program that serves students with related services as per the IEP)
- Bilingual 12:1 Special Education Class (12 students with one bilingual special education teacher in a self-contained setting)*
- Special Education Teacher Support Services (SETSS) up to 8 students with one special education teacher.*
- Bilingual Speech and Language Therapy (Services can be provided at the students' language proficiency levels)
- Speech and Language Therapy (Services can be provided at the students' language proficiency levels)
- ESL Push-In Service
- ELL Saturday Academy

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.

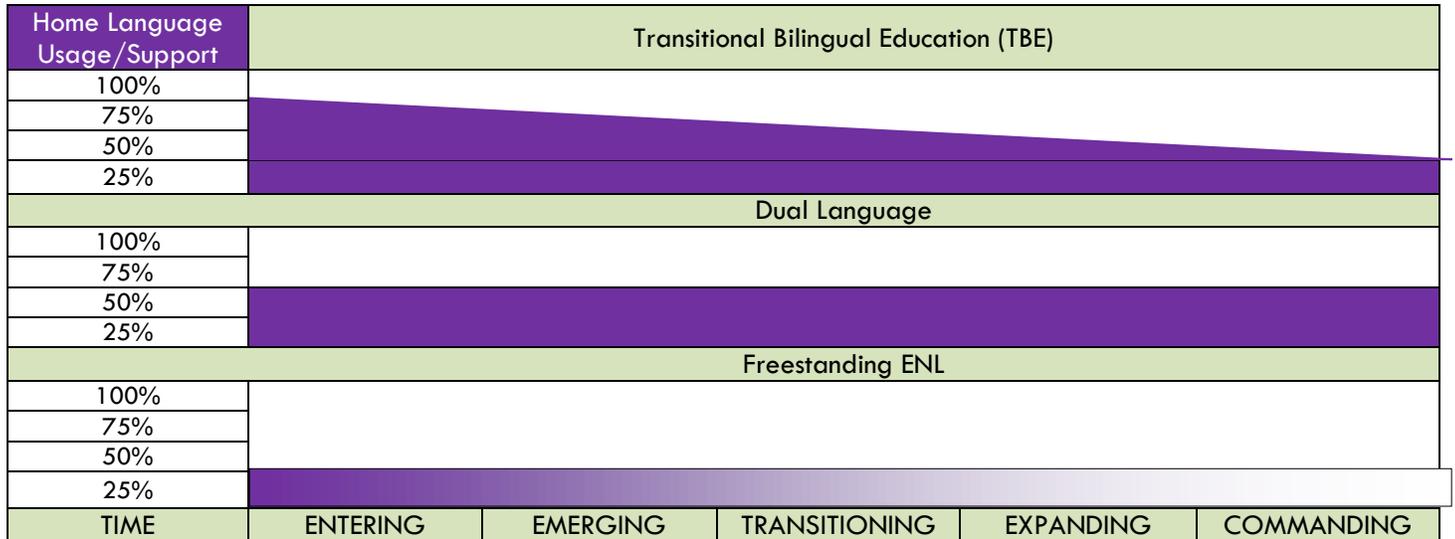


*Note “other approved services” does not apply to New York City at this time.

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. A program has been designed to target ELLs in order to work with students strategically to increase their reading proficiency based on their needs. One subgroup targeted is the students who scored ELA levels ranging from 1.8-2.1. This group of students will receive instructional support using the intervention programs Imagine Learning and Award Reading . Another subgroup targeted is the students with ELA scores ranging from 2.5-3.1. These students will be encouraged to attend the Title III ELL & Title I Academy in addition to receiving assistance from coaches and support staff. They will receive instruction in English using ESL strategies.
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 programs are effective in meeting the needs of our ELLs in both content and language development as evidenced by student progress on test results.
- Our ESL program is meeting the needs of our ELLs as reflected by the NYSESLAT. They are developing rigorous content vocabulary, reading strategies and writing skills. Through small group instruction, the ESL teacher tailors and scaffolds the learning by adapting and modifying instructional learning into mini-strategy lessons. The ESL teacher works and structures her teaching based on the proficiency levels of the ELLs in the classroom. The ESL program is aligned with the New York State ELA and ESL standards.
- The dual language and TBE curriculum is aligned with the Common Core Learning Standards and therefore prepares ELLs with the necessary skills to succeed in the program. The program is also designed specifically to meet the needs of ELLs. The reading and writing compononet has specific activities such as vocabulary development, visuals, and online activities that help develop language skills. At the end of every unit in reading and math students are assessed to ensure they are learning and progressing in both content and language develop. Tier 2 intervention is implemented with students who are not progressing.
12. What new programs or improvements will be considered for the upcoming school year?
- We are implementing the Yabisi program to enhance HL instruction. The program consists of reading, writing, phonics, and vocabulary development in Spanish. This is targeted for the Dual Language programs to enrich HL and NL skills.
13. What programs/services for ELLs will be discontinued and why?
- No programs are being discontinued.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- PS 30 has a myriad of programs. All programs are available to all students. The school offers an extended day which offers remedial and enrichment instruction to all students from all classes. Title III has provided opportunities specifically for the ELL population. All ELL students will be invited to attend a Title III after school program on Saturdays. Students are grouped by their proficiency level to ensure their needs are being met.
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 teachers of ELL-SWD use many instructional strategies and grade level materials to support their learners. They use print-rich texts, explicit and direct teaching, modeling, repetition, preferential seating, manipulatives, infuse of technology/use of the SMART board, small group instruction, strategy groups and guided reading. In addition for those students who require extra support in literacy (reading/writing), they get a daily dose of Wilson Reading/Fundations Program to support their phonemic awareness. Activities for improving instruction and student performance in English Language Arts include the implementation of balanced literacy using a 120 minute literacy block schedule. Classroom libraries provide books that are on the instructional and independent reading level of students. Teachers conduct ongoing observations, conferences, running records, and assessments to monitor student progress. One goal is for students to move from teacher directed activities to more independent activities with support from the teacher. Literary and informational classroom libraries, Time for Kids Grammar, Fundations, Wilson and Words Their Way are used in classrooms to support spelling, phonics, decoding, vocabulary and word study. Independent reading and writing, Shared Reading and Writing, Interactive Writing, Read Aloud, Word Study and Guided Reading are used daily by teachers to provide a balanced approach to reading and writing. Teachers use the ATS Reports, Acuity Predictive and Instructionally Target Assessment (ITA), Fountas and Pinnell reading benchmarks and other data to evaluate students and plan instruction.
- We are also fortunate to have AUSSIE consultants for science and math. We are implementing a science lab to engage students with hands on experiments and projects.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
- Native language is used to support the English language acquisition. Native Language materials are provided in leveled libraries in bilingual and ESL classrooms. Reference books and dictionaries are also provided in the native language. When tested in the content areas, ELL students are provided with tests in the native language and translation dictionaries. The analysis of various data shows that ELLs are not making adequate progress even when tests are given in the native language which is used to provide support for our new arrivals and SIFE students. The native language is used in all curriculum areas however, the amount of time decreases in the upper grades and is based on the student's NYSESLAT level. The native language is used to assist students'

understanding in the classroom. It is used between students when they are in peer tutoring or buddy groups. The teachers use the language to check for comprehension, explain activities and provide instruction during the day. Instructional materials, library books and communications are available in English and Spanish.

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

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

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).

Students are invited to attend the Title III summer enrichment program and Saturday Academy. The program includes classroom activities around themes which utilize community trips in helping develop language skills, as well as assisting the students to become acquainted with their neighborhood and local resources. Mr. D. Berdugo, ELL Coordinator, is responsible for ensuring the program receives the materials necessary to have a successful program.

19. What language electives are offered to ELLs?

We do not offer any language electives in our elementary school.

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)?

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

Upon entry into the dual language program, the student's primary language is determined. The program is conducted in both languages, interchanging weekly. Weeks are alternated with English and Spanish instruction.

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

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

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.)
Teacher training is provided by the Literacy Coach and Dual Language/ELL coach, Generation Ready consultants, to work with teachers in strengthening their instruction to improve reading and writing proficiency using the workshop model. In addition, the ELL coordinator, Mr. Berdugo, provides ongoing professional development on how to best support English Language Learners. Teachers are provided with a packet of resources for teachers of ELLs. These resources are electronic as well as hard copies of best practices.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Teachers receive ongoing professional development to address the needs of ELLs in meeting the CCLS. ENL and Bilingual teachers are sent to offsite PDs to learn how to best support ELLs in the CCLS and return to turn-key the information to the rest of the staff.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
The ELL coordinator along with the guidance counselor collaborate with the planning and preparation of transition from elementary to middle school.
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.

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

The ESL teacher along with the guidance counselor collaborate with the planning and preparing of instruction to attain student's goals and objectives in order to transition students from elementary to middle school. New teachers receive 15% of total PD hours (17.5% of total PD hours for Spec. Ed. Teachers). The training may include any and all of the following; DOE training, outside consultants, network providers. The workshops will include language methodology for teaching ELL's, acquisition theory, and NYSESLAT preparation strategy. Teachers complete a form indicating the professional development they received and what they learned from their training. These records are given to the Payroll Secretary who then files them in the teacher's records.

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?

Starting in the 2015-2016 academic year, Mr. Berdugo will hold a meeting in October to discuss the goals of the Dual Language and ENL programs. During this meeting, the NYSESLAT data will be discussed as well as providing strategies for parents to help their children at home. Also, parents will be given a calendar of projects that students will be engaged in during the content areas and will be provided with the vocabulary to be learned for each unit. Since Mr. Berdugo is fluent in Spanish, he will translate the meeting. For languages other than English and Spanish, an interpreter will be requested through the Office of English Language Learners.

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.

Parents will be required to sign in to the meeting and will be given a folder that includes the agenda, pamphlets, and other related items. Parents will be notified via school letters, phone calls, and through the monthly school calendar published by the Parent Coordinator. For those parents who speak a language other than English, translation services are provided by our Spanish speaking bilingual staff or by calling the Translation and Interpretation Unit.

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Parents of ELLs are very active in the school. They engage in many activities as well as volunteer for many events that we hold at PS 30X. These include:

CookShop

PS 30X Literacy and Math Night

Pre-K and Kindergarten Carnival

School Leadership Team

Saturday Adult Academy (ESL and US Citizenship classes)

PS 30X Cultural Day

Cool Culture Museum Visits

For those parents who speak a language other than English, translation services are provided by our Spanish speaking bilingual staff or by calling the Translation and Interpretation Unit.

4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 30X has partnered with The Food Bank of New York City, Belvis Health Clinic, Lincoln Hospital, Health First, FDNY, NYPD, and Cornell University to provide workshops for ELL parents.

For those parents who speak a language other than English, translation services are provided by our Spanish speaking bilingual staff or by calling the Translation and Interpretation Unit.

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

As of September 2015, Ana Vasquez (Parent Coordinator) will administer a survey to assess the needs of parents. The data collected from the survey will determine the programs and workshops that we will provide parents.

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

Through the use of the data collected from the parent needs survey, we will ensure that the activities meet their needs in the community. PS 30X will continue to provide health related workshops. For those parents who speak a language other than English, translation services are provided by our Spanish speaking bilingual staff or by calling the Translation and Interpretation Unit.

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. 30X: Wilton**

School DBN: **07X030**

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)
Debra Michaux	Principal		10/30/15
Maria Martinez	Assistant Principal		10/30/15
Ana Vasquez	Parent Coordinator		10/30/15
Daniel Berdugo	ENL/Bilingual Teacher		10/30/15
Susana Flores	Parent		10/30/15
Evelyn Gomez	Teacher/Subject Area		10/30/15
	Teacher/Subject Area		10/30/15
Rosa Veras	Coach		10/30/15
	Coach		10/30/15
Angela Stamps	School Counselor		10/30/15
Elisa Alvarez	Superintendent		10/30/15
	Borough Field Support Center Staff Member _____		
Gadyira Lopez	Other <u>Related Services</u>		10/30/15
	Other _____		
	Other _____		

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **07X030** School Name: **PS 30X: Wilton**
Superintendent: **Y. Torres**

Before you begin, please check the following:

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

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

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

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

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

We use information from the HLIS, information from ATS, and parent conversations during face-to-face meetings to assess which language preferences are parents are requesting to be communicated with.

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.

Spanish
Arabic
French
Chinese (Mandarin)
Mandingo
Woolof
Fulani

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.)

School Calendar
School Newsletters
New York State Testing Dates
Upcoming Events
After School Program Information

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.

Parent Teacher Conferences
Tuesday Parent Engagement Days
School Nights
Parent Workshops
Extra-Curricular School Events
Parent Outreach via Telephone

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.

When a document needs to be translated, we utilize our ELL coordinator, bilingual teachers, and other bilingual staff to translate them. All written services are provided by in-house school staff.

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.

Our bilingual staff translates information over the phone. All translation services are provided by in-house school staff.

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.)

In the beginning of each academic year, the ELL coordinator will provide training for the school staff so that they are aware of our translation policy and procedures.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

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

PS 30X downloads all relevant translated forms and provide them to parents during face-to-face meetings, through the mail, or sending them home with the students.

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)

PS 30X will conduct a survey with the help of the parent coordinator at the end of each academic year to assess if we need to modify our translation services.