



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : P.S. 40 Q SAMUEL HUNTINGTON SCHOOL

DBN: 28Q040

PRINCIPAL: ALISON BRANKER

EMAIL: ABRANKE@SCHOOLS.NYC.GOV

SUPERINTENDENT: BEVERLY FOLKES-BRYANT Ed.D,
INTERIM-ACTING SUPERINTENDENT, DISTRICT 28

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. 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 the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original 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
Alison Branker	*Principal	
Deborah Jackson-Carr	*UFT Chapter Leader or Designee	
Gloria Mowring	*PA/PTA President or Designated Co-President	
Sharon Hicks	DC 37 Representative, if applicable	
	<i>Student Representative (optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Lisa Smith	Member/ Teacher/UFT member	
Ativia Sandusky	Member/ Assistant Principal/CGA	
Nakia Brown	Member/ Parent	
Elaine Quashie	Member/ Parent	
Kelly Nurse	Member/ Parent	
Estrella Caban	Member/ Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Annual Goal #1

- By June 2012, students who are continuously enrolled from September through June will demonstrate 7% growth on the predictive scale scores from Fall 2011 to Spring 2012 as measured by NYC ELA Periodic Assessments.

Comprehensive needs assessment

- As a result of not meeting AYP in ELA, there is an urgency to accelerate the reading skills of our school's students in grades 3-5, therefore my goal is to improve student achievement in ELA targeting testing grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- To continue to monitor the three-tier Response to Intervention Plan in ELA this includes whole group, small group, and individual instruction.
- Addition of two writing cluster positions to support staff in identifying weaknesses in student work and using writing rubrics to move students along the writing continuum in collaboration with classroom teachers.
- Addition of an AIS teacher who will target early grade students and teachers through team teaching, assessment of data for small group instruction, professional development including curriculum mapping support, collaboration on topics discussed during grade meetings, input on inquiry team meetings and membership on the Pupil Personnel Team (PPT).
- Implementation of a new school wide literacy program—Treasures by McGraw Hill-- to align literacy to the common core standards (CCS) . This program provides interim assessments and differentiates instruction to meet the needs of all learners as well as providing a greater emphasis on non-fictional pieces.
- To provide 15 minutes of Drop Everything and Read (Dear) Time daily at the beginning of the reading block to build stamina and the love for reading in our students.
- To create a “book- of -the- month read aloud squad” comprised of our paraprofessionals for grades K-5.
- Weekly school-wide Inquiry Meetings.

- To utilize our senior community as “grandparent reading buddies” in our Pre-K classes.
- Continue the use of the literacy coach, and network support staff to model best practices and provide professional development.
- To continue the use of school wide prior NYS ELA assessments three times per year to benchmark student progress and determine next steps.
- To continue the use of running records three times per year to benchmark student progress and determine next steps.
- Teachers will continue to create and differentiate units of study based on assessment data.
- To continue the practice of using out of classroom teachers to push in daily during the literacy block for small group instruction and guided reading.
- To continue the afterschool reading academy for at-risk students in grades 3 – 5.
- To continue an early morning reading club to improve stamina, perpetuate a love for reading, and provide individual reading time.
- Common planning time for all grades.
- To continue to provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and afterschool.
- Continued use of guided materials that are genre-based to support research based learning, and increase student performance in reading.
- Use of extended day for small group reading instruction.
- Teachers will create rubrics based on the unit of study that reflect CCLS.

Evidence

- Acuity predictive scores
- Running record levels
- Student work folders
- Smaller referral percentage rate as compared to previous school year
- Out of classroom teacher programs.
- Teacher Conference notes.
- Learning walks.
- Formal and informal observations.
- Agendas and attendance sheets
- Group student SMART goals.
- Teacher created rubrics that align to CCLS.
- Culminating end-of-unit writing pieces from every student inclusive of cluster classes.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Our school will support parents and families of Title I students by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- P.S. 40 only employs staff that are identified as “highly qualified”. Newly hired teachers receive mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers which will provide the best level of instruction for our students. Strategies that P.S. 40 uses to attract high-quality highly qualified teachers to our school: Through networking and the Open Market system we intensely interview all candidates and accept only the finest applicants.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has a social worker who provides counseling to at-risk students.
 - To close the social emotional achievement gap of boys we have a Saturday mentoring program.
 - Our school psychologist conducts an at-risk girls group at lunchtime.
 - We have a Saturday Title III ELLs program.
 - Push in support to all self contained special education classes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- *Supervisor per session*
- *Professional instructional materials to support curriculum development during the regular school day.*

- *Consumable instructional materials for use during extended day programs.*
- *Teacher per session for after school programs and differentiated professional development.*

ANNUAL GOAL #2 AND ACTION PLAN

Annual Goal #2

- By June 2012, students who are continuously enrolled from September through June will demonstrate 7% growth on the predictive scale scores from Fall 2011 to Spring 2012 as measured by NYC Math Periodic Assessments.

Comprehensive needs assessment

- As a result of analysis of all available assessment data, there is an urgency to accelerate the math skills of our school's students in grades 3-5; therefore, my goal is to improve student achievement in Math targeting testing grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Addition of a Title 1 Math Teacher who will target early grade at-risk students using a push-in and pull-out model. The teacher will target these early grade students and teachers through team teaching, assessment of data for small group instruction, professional development including curriculum mapping support, collaboration on topics discussed during grade meetings, input on inquiry team meetings and membership on the Pupil Personnel Team (PPT).
- To continue the use of the math coach, and network support staff to model best practices and provide professional development.
- To continue the use of school wide prior NYS Math assessments three times per year to benchmark student progress and determine next steps.
- Teachers will continue to create and differentiate units of study based on assessment data.
- Use of end of unit assessments to benchmark student progress and determine next steps.
- To continue the use of the math coach to push in and support new teachers on testing grades.
- To continue our afterschool math academy for at-risk students in grades 3 – 5.
- Common planning time for all grades.
- Continue the use of extended day for small group math instruction.

- Continue to provide teachers with opportunities to plan collaboratively and meet for professional development both during the day and afterschool.
- Teachers will create rubrics based on the unit of study that reflect CCLS.

Evidence

- Predictive scale scores from Fall 2011 to Spring 2012
- Teacher Conference notes.
- Agendas and attendance sheets
- Group student SMART goals.
- Student Work Folders
- Learning walks.
- Formal and informal observations.
- Everyday Math unit assessments with next steps
- Teacher created rubrics that align to CCLS.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Our school will support parents and families of Title I students by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- P.S. 40 only employs staff that are identified as "highly qualified". Newly hired teachers receive mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers which will provide the best level of instruction for our students. Strategies that P.S. 40 uses to attract high-quality highly qualified teachers to our school: Through networking and the Open Market system we intensely interview all candidates and accept only the finest applicants.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - **The school has a social worker who provides counseling to at-risk students.**
 - **To close the social emotional achievement gap of boys we have a Saturday mentoring program.**
 - **Our school psychologist conducts an at-risk girls group at lunchtime.**
 - **We have a Saturday Title III ELLs program.**
 - **Push in support to all self contained special education classes.**

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

As a Title I Schoolwide Program school, Conceptual Consolidation will allow us to combine Federal and local funds such as Fair Student Funding (Tax Levy), Title I Funds, Title III, SIIG Funds and human resources to implement this action plan from Sept. 2011-June 2012 as indicated below:

- **Supervisor per session**
- **Professional instructional materials to support curriculum development during the regular school day.**
- **Consumable instructional materials for use during extended day programs.**
- **Teacher per session for after school programs and differentiated professional development.**

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

- By June 2012, 100% of the staff will have attended three professional development sessions on CCLS to further support implementation and assessment of two units of study, one in ELA and one in Math.

Comprehensive needs assessment

- To further implement CCLS in the curriculum in order to improve teaching and learning.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Four targeted professional development sessions that address the use of CCLS in the content areas and the evaluation of student knowledge and progress through unit assessments
- Professional development on creating rigorous tasks using Bloom's Taxonomy and Webbs Depth of Knowledge aligned to CCLS.
- Professional development on rubric development that aligns to CCLS.
- Administrative support for coaches and teachers in the form of Instructional Cabinet meetings.
- Ongoing coaching in support of development of common core standards in units of study in writing across the content areas.
- Modeling by coaches and network support staff.
- Cross-grade team meetings debriefing professional learning and assessing student work in relation to the task expectations
- Collaborative informal observations performed by administrators, coaches and network support staff.

- Administrative attendance at common core state standards and debriefings
 - Administrative action plan for next steps following CCLS professional developments.
 - Administrative support for coaches and teachers in the form of Instructional Cabinet meetings.
 - Use of Charlotte Danielson’s Implementing the Framework for Teaching in Enhancing Professional Practice for professional development and evaluation of our teaching, learning environment.
- Evidence**
- Agendas and attendance sheets from CCLS professional development workshops
 - Curriculum maps, units of study and lesson plans that address CCLS
 - Formal and informal observations focusing on evidence provided for teachers, measuring the progress in relation to instructional practice covered on CCLS during professional development.
 - Student responses (written and oral), reflecting content knowledge and its connection to teacher produced rubrics aligned with CCLS.
 - Written teacher feedback on CCLS professional development evaluation survey.
 - End of unit assessments in ELA and Math.

Strategies to increase parental involvement

- Cite the strategies and activities in your school’s Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Our school will support parents and families of Title I students by:

- Providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- Providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- Fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child’s progress;
- Providing assistance to parents in understanding City, State and Federal standards and assessments;

- Sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- Providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- P.S. 40 only employs staff that are identified as “highly qualified”. Newly hired teachers receive mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers which will provide the best level of instruction for our students. Strategies that P.S. 40 uses to attract high-quality highly qualified teachers to our school: Through networking and the Open Market system we intensely interview all candidates and accept only the finest applicants.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has a social worker who provides counseling to at-risk students.
 - To close the social emotional achievement gap of boys we have a Saturday mentoring program.
 - Our school psychologist conducts an at-risk girls group at lunchtime.
 - We have a Saturday Title III ELLs program.
 - Push in support to all self contained special education classes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY’12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

ANNUAL GOAL #4 AND ACTION PLAN

Annual Goal #4

- By June 2012, we will increase parental involvement by 15% at school based activities that target parent participation for the 2011-2012 school year.

Comprehensive needs assessment

- In order to accelerate school wide student achievement, there is an urgency to increase parental involvement.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- School will provide an adult computer course to improve technology skills and close the digital divide.
- School will also provide technology training in completing the Learning Environment Survey.
- School will provide a course in resume writing to support parents in finding more lucrative positions.
- School will provide an ELA prep course to empower parents in supports their children's academic growth.
- School will invite parents to Class Parent Day where parents will be asked to volunteer in their child's daily class activities in order for parents to gain knowledge of academic expectations.
- Parental attendance at celebrations of students' success including Student of the Month and Scholar Roll programs.
- Support and/or participate in monthly community service projects.
- School will encourage parents to join the Learning Leaders Program so they can volunteer their support in our school.
- School will encourage attendance at both the fall and spring Parent- Teacher Conferences including Open School Week.
- School will encourage attendance at our annual Back to School/Meet the Teacher Night.
- School will provide an adult ELL Class to facilitate ongoing communication and knowledge between home and school.
- Encourage attendance at three Town Hall meetings to establish school priorities and goals.
- To promote the Village Volunteer Squad to assist families in the day to day education of their children.
- To implement an E-book club focusing on character education to reinforce values between home and school.
- To create an interactive website that provides information, communication and support to parents.

Evidence

- Attendance sheets and Agendas
- Outreach letters to school community
- Number of website hits
- Increase in number of LES received.
- Products from parent projects

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Our school will support parents and families of Title I students by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- P.S. 40 only employs staff that are identified as "highly qualified". Newly hired teachers receive mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers which will provide the best level of instruction for our students. Strategies that P.S. 40 uses to attract high-quality highly qualified teachers to our school: Through networking and the Open Market system we intensely interview all candidates and accept only the finest applicants.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has a social worker who provides counseling to at-risk students.
 - To close the social emotional achievement gap of boys we have a Saturday mentoring program.
 - Our school psychologist conducts an at-risk girls group at lunchtime.
 - We have a Saturday Title III ELLs program.
 - Push in support to all self contained special education classes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

ANNUAL GOAL #5 AND ACTION PLAN

Annual Goal #5

- By June 2012, 95% of the teachers will have attended 2 professional developments for each component of Danielson's Teaching Framework (cited above), thereby totaling 4 professional development sessions and will successfully implement the teacher framework in their classroom practices.

Comprehensive needs assessment

- In order to introduce Charlotte Danielson's Framework for Teaching and align it to the needs of our school, we will provide professional development in components 1e designing coherent instruction and 3b using questioning and discussion techniques.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) staff and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- Use of Charlotte Danielson's Implementing the Framework for Teaching in Enhancing Professional Practice for professional development and evaluation of our teaching, learning environment.
- Two professional development sessions on designing coherent instruction and two professional developments on using questioning and discussion techniques
- Professional development on creating rigorous tasks using Bloom's Taxonomy and Webbs' Depth of Knowledge aligned to CCLS.
- Use of Danielson's Teaching Framework rubric to move teachers along the continuum for increased student achievement.
- Administrative support for coaches and teachers in the form of Instructional Cabinet meetings.
- Ongoing coaching in support of development of the two components of Danielson's teaching framework cited above.
- Modeling by coaches and network support staff.
- Collaborative informal observations performed by administrators, coaches and network support staff using Danielson teaching framework.

Evidence

- Agendas and attendance sheets from Danielson professional development workshops
- Lesson plans that address Danielson the two components of Danielson's teaching framework cited above.
- Formal and informal observations focusing on evidence provided for teachers, measuring the progress in relation to instructional practice covered on the two components of Danielson's teaching framework cited above.
- Student responses (written and oral), reflecting content knowledge and its connection to teacher produced rubrics based upon Danielson's teaching framework rubrics.
- Written teacher feedback on informal walkthrough sheets based on Danielson's teaching framework.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal.

Our school will support parents and families of Title I students by:

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

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff becomes highly qualified, in order to achieve this goal.
- P.S. 40 only employs staff that are identified as "highly qualified". Newly hired teachers receive mentoring and strong support for the beginning of their teaching career. We will continue to recruit highly qualified teachers which will provide the best level of instruction for our students. Strategies that P.S. 40 uses to attract high-quality highly qualified teachers to our school: Through networking and the Open Market system we intensely interview all candidates and accept only the finest applicants.

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.
 - The school has a social worker who provides counseling to at-risk students.
 - To close the social emotional achievement gap of boys we have a Saturday mentoring program.
 - Our school psychologist conducts an at-risk girls group at lunchtime.
 - We have a Saturday Title III ELLs program.
 - Push in support to all self contained special education classes.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

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- Supervisor per session
- Professional instructional materials to support curriculum development during the regular school day.
- Consumable instructional materials for use during extended day programs.
- Teacher per session for after school programs and differentiated professional development.

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

Identified groups of students who have been targeted for AIS, and the established criteria for identification include:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	108	108	N/A	N/A				
1	97	97	N/A	N/A				
2	80	85	N/A	N/A				
3	79	71	N/A	N/A				
4	75	78	12					
5	39	42						
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
<p>ELA</p>	<p>Wilson Foundations</p> <ul style="list-style-type: none"> • Kindergarten through grade 2 • During the school day • Small group instruction <p>Foundations Reading System is a small-group remedial reading program based upon the principles of Orton-Gillingham methodology. It is a scientifically-based, systematic, sequential, multi-sensory method of teaching reading and writing skills to the Early Childhood students who struggle with basic reading strategies.</p> <p>Targeted Skill Deficiency groups</p> <ul style="list-style-type: none"> • Grades Pre-K - 5 • During the school day • Small group instruction <p>Individual Student conferences</p> <ul style="list-style-type: none"> • Skill specific resources • All grades • During the school day <p>Reading Test Preparation Program</p> <ul style="list-style-type: none"> • N.Y.S. Coach / N.Y.S. Progress Coach • Grades 3 – 5 • Afterschool <p>Small Group Instruction</p> <ul style="list-style-type: none"> • All grades • During the school day • 50 minutes

<p>Mathematics</p>	<p>Targeted Skill Deficiency groups</p> <ul style="list-style-type: none"> • Grades Pre-K - 5 • During the school day • Small group instruction <p>Individual Student conferences</p> <ul style="list-style-type: none"> • Skill specific resources • All grades • During the school day <p>Math Test Preparation Program</p> <ul style="list-style-type: none"> • N.Y.S. Coach / N.Y.S. Progress Coach • Grades 2 – 5 • Afterschool Program <p>Small Group Instruction</p> <ul style="list-style-type: none"> • All grades • During the school day • 60 minutes <p>Math AIS/AES</p> <p>The Everyday Math Unit Tests are administered once a month. The Benchmark Assessment Tests are administered 3 times a year. The Acuity Tests are administered three times a year (2 Diagnostic & 1 Predictive Test). The Math Cumulative Test is administered at the end of the school year in June. The NYS Math Test is administered in May.</p>
<p>Science</p>	<p>Science Test Preparation Program</p> <ul style="list-style-type: none"> • Grade 4 • Afterschool Program
<p>Social Studies</p>	

At-risk Services provided by the Guidance Counselor	
At-risk Services provided by the School Psychologist	
At-risk Services provided by the Social Worker	
At-risk Health-related Services	



New York City Department of Education
Samuel Huntington Public School 40

109-20 Union Hall Street Jamaica, New York 11433 (718) 526-1904 Fax: (718) 526-1209

Alison Branker, Principal

Christina Williams, Assistant Principal, Ext. 3150

Ativia Sandusky, Assistant Principal, Ext. 4130

Sandra Sanders, Parent Coordinator, Ext.1010

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 our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our 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 our school community. Our school will support parents and families of Title I students by:

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

Our 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. Our 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 our 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, our 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 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 schools 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 our 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 our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

Our 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;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster 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

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

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

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering 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 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

Cluster Leader/Network Leader Debra Maldonado	District 28	Borough Queens	School Number 040
School Name Samuel Huntington School			

B. Language Allocation Policy Team Composition [i](#)

Principal Alison Branker	Assistant Principal Christina Williams
Coach Cheri Hicks	Coach Sharon Clifford
ESL Teacher Jennifer Dulberg	Guidance Counselor Judy Maquine
Teacher/Subject Area Natasha Andrews/CB	Parent Estrella Caban
Teacher/Subject Area Cathy London/CB	Parent Coordinator Sandra Sanders
Related Service Provider Rita Dupree	Other
Network Leader Nancy Ramos/William Colavito	Other

C. Teacher Qualifications [i](#)

Please provide a report of all staff members' certifications referred to in this section. Press TAB after each number entered to calculate sums and percentages.

Number of certified ESL teachers	2	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	553	Total Number of ELLs	42	ELLs as share of total student population (%)	7.59%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

1) During registration period the certified ESL teacher, Jennifer Dulberg, is part of the registration team. While parents are filling out the registration packet, the ESL teacher meets the parents of new students. Inside the packet there is the Home Language Survey. After interviewing parents of new admits she makes sure that the Home Language Survey is in their home language. After speaking with the parent the ESL teacher goes over the Home Language Survey to make sure they understand what they are filling out. If the parent does not speak English a translator will be available to assist. If the parent indicates that the child speaks, reads or writes in another language two or more times in questions 1-4 and 4-8 then the ESL teacher will interview the child next. If the ESL teacher feels that the child should be tested then she will administer the LAB-R. If the child is identified as an eligible candidate for Bilingual Instructional Services, an informal interview is given to the candidate by a pedagogue and the Spanish LAB-R is administered. The ESL teacher has ten days from the child's registration date to administer the LAB-R. In the spring the ESL teacher runs the RLER and RLAT reports from ATS to see who is eligible to take the NYSESLAT. The ESL teacher administers the Speaking portion of the NYSESLAT individually in her classroom. She checks off students names to ensure all students are tested. Once the other parts of the NYSESLAT are delivered the ESL administers the those parts within the testing time frame. The listening, reading and writing sections are administered in the ESL teacher's classroom. The students are tested in groups by grade. There is a testing sign outside her classroom door to ensure that the hallway is quiet. In addition, the principal writes that the NYSESLAT is taking place in the ESL teacher's classroom on the Daily News which is emailed to all of the teachers. When the results come in the ESL teacher uses the data from their scores to gear instruction.

2) Within ten days of registration the ESL teacher holds a Parent Orientation meeting. The ESL teacher sends home the Entitlement letter in the child's home language. This letter informs the parent briefly about the different programs the board of education has to offer. In addition, the letter states the day, time, and place where the Parent Orientation Meeting is being held. The Entitlement Letters are distributed within ten days from the start of school. In this meeting the ESL teacher has the parents' watch the video from the board of education that fully describes the different programs the city has and the process. Parent brochures are also handed out so that the parents can bring it home and refer to it when needed. The video is shown in the different languages that are presented at the meeting. After the parent watches the video they are able to fill in the Program Survey and Program Selection Forms and sign it. The Program Selection Forms and Parent Surveys are given in the parents Native language.

3) The ESL teacher collects the forms and places it in her Data Binder. It is filed in a locked closet and room for security. If a parent does not show to the meeting the ESL teacher will continue to call and write letters to the parents to invite them in to see the video and fill out the forms. The ESL teacher will document her efforts in trying to contact the parents. When the ESL teacher meets with the parents who missed the first Orientation Meeting, the parents watch the video and fill out the Program Selection Form and the Parent Survey. The ESL teacher takes those forms and puts it in her Data Binder. The ESL teacher has the Parent Selection Forms and the Parent Surveys in a Data Binder for every year she was the ESL teacher. A translator is available to speak to parents of other languages. If the forms are still not returned the default program for ELLs is the Transitional Bilingual Education as per the CR-154.

4) After reviewing the Program Selection Forms if the parent indicates for their first choice a program that we do not have in our school, then the ESL and Parent Coordinator work together with the Placement Center to see what is available in other schools. Next, the parent is notified and asked if they want their child to go to another school. The parent needs to understand that the school may not be close and if they are willing to have their child bussed. A translator will be available if needed. If they consent then the ESL teacher and the Parent Coordinator work with the Placement Center to place the child in another school. After the child is placed in the correct program whether in our school or not, the parent will receive the Placement Letter in their home language. The Placement letters are distributed once the LAB-R scores are posted in ATS. This is also the same time the ESL teacher distributes the Non-Entitlement letters. For the students who passed out of the ESL program will receive the Non-Entitlement Transition Letter and the students who are still in the program will receive the Continuation Letter within the first month of school. All letters are copied and stored in the ESL teacher's Data Binder, which is in a locked closet.

5) In the last few years most parents choose the Freestanding English as a Second Language Program as their first choice. Currently the Samuel Huntington School offers the Freestanding English as a Second Language Program. There are also not enough students that speak one language in one grade to open any other programs. If Samuel Huntington School met the requirements to open up other ELL programs the school is prepared to do so. Since most parents indicate ESL as their first choice, that is the program that is used in the school.

6) The program models at my school are in alignment with the parent requests as per their choice on their Parent Selection Form.

Part III: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0	0	0	0	0	0	0	0	0
Freestanding ESL														
Self-Contained														0
Push-In	3	4	2	3	1	1	0	0	0	0	0	0	0	14
Total	3	4	2	3	1	1	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	42	Newcomers (ELLs receiving service 0-3 years)	36	Special Education	2
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6 years)	1

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 special education. [?](#)

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	36	0	2	5	1	0	1	0	0	42
Total	36	0	2	5	1	0	1	0	0	42

Number of ELLs in a TBE program who are in alternate placement: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0
Chinese																			0	0
Russian																			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	
	EL L	EP																		
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**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
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	4	12	4	7	1	3								31
Chinese														0
Russian														0
Bengali	1	0	1	0	0	1								3
Urdu														0
Arabic	0	1	1	0	1	0								3
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Other	0	3	0	1	1	0								5
TOTAL	5	16	6	8	3	4	0	42						

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. 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?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1) The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. ESL instruction is provided to all ELL students in grades K – 5 using a push-in model except for three periods a week where the ESL teacher pulls out second grade students. The pull-out groups are serviced in a separate classroom and are given ESL instruction using a modified Teacher’s College workshop model. Students are grouped according to grade and English proficiency level. English is the language of instruction.

2) ESL students will receive 360 minutes of instruction each week at the beginning and intermediate levels and 180 minutes of instruction at the advanced level. The ESL students who are Beginner, Intermediate and Advanced receive one unit of 180 minutes in their Native Language. All ELL students also receive more that one unit of 180 minutes in English Language Arts. The ESL teacher pushes in during the ELA time period so that the ESL students receive the maximum amount of ELA instruction.

3) Students receive Native Language support in their classrooms and in the ESL teacher's classroom. There are Native Language libraries and glossaries. The Treasures Program that is used in all classrooms also have a Native Language support section in the Teacher's Guide. Some of the Title III money is used to purchase these items. The classroom teacher also assigns a buddy who speaks the same language to the ESL student.

4) To ensure that the ELLS are appropriately evaluated intheir native language PS 40 has fluent Bengali, Haitian, French and Spanish speakers on site.

A. Programming and Scheduling Information

5) The students are heterogeneously grouped with mixed proficiency levels. When the ESL teacher creates the schedule the teacher adds up the instructional minutes to ensure that mandates are being met. The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language modalities: listening, speaking, reading and writing. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT.

5a) To help the two SIFE students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. Students work in cooperative groups and the teacher uses the method of scaffolding to aid the students in understanding concepts. Scaffolding is an essential part to learning. It allows the teacher to model, bridge, contextualize and build the students' background knowledge. The ESL teacher also conferences with the students and collaboratively plans with the classroom teachers. The teacher also has the students in flexible groups so that the students are working with different types of children.

5b) For the newcomers need explicit instruction. Utilizing the research based Treasures Program the newcomers receive extra support with practicing skills that help prepare them for the ELA State Exam. Other strategies to be emphasized in order to improve the language acquisition of ELLs are: building and activating background knowledge, the integration of children's native language and cultural backgrounds, values and beliefs, the use of manipulatives to facilitate concrete experiences to help students create a context for what they are learning, using accountable talk to support language development, assisting students in understanding each component in the writing process, and the use of rubrics to self-assess students' progress. Language development will be increased and assessed and the use of vocabulary as integrated into the content areas of literacy, mathematics, science, social studies, technology, etc. The ESL students will learn to look critically at the world around them through studying original documents, doing research, and investigation. In addition, PS 40 has reading materials that are written in different languages to help the student gain knowledge while learning English. PS 40 is also currently using technological support for ELLs such as Ticket To Read for Kindergarten through fifth grade. The Lindamood Bell program provides ELA support.

5c & 5d) The ELL students who have four to six years of instruction and the one long term ELL will receive resource room and are targeted at-risk by the Data Inquiry Team, as well as attending after school. To promote vocabulary development the ESL teacher will utilize a variety of strategies such as the Total Physical Response where students apply actions with oral language to concepts and procedures. The ESL teacher will have students perform the action while chorally saying the word or sentence related to it. Another strategy is using sentence frames. Sentence frames support students' use of academic vocabulary and language structures. The ESL teacher provides students with sentence frames for oral and written responses to questions. All assignments in the ESL classroom are Tiered and are designed to have varied levels of depth, complexity, and abstractness accompanied with varied degrees of scaffolding, support, and direction depending on students and task. Tiered assignments allow students to work on similar tasks that provide individual challenges. In all assignments the ESL students will be asked hierarchy of questions that progress from less to more complex. Students who are below grade level will focus on building knowledge and comprehension as a foundation. The students who are on grade level will work on applying and analyzing information learned. The students above level will work towards synthesizing and evaluating. The below level students contribute to the group's knowledge because their questions provide the basis for what everyone needs to know. The students on grade level apply and analyze information learned and above grade level students are encouraged to think about their own thinking.

6) Students who have special needs will also receive extra services as per their IEP. For example, they receive ESL, Resource Room/SETSS. The students who have IEPs are in a self contained classroom with paras. In addition, these students are given a variety of remedial aid to ensure that they meet the NYS Learning Standards. Foundations, and Treasures Program are programs that PS 40 provides. The students who have IEPs are brought to the Writing Lab once a week where they work on strengthening their writing skills.

7) PS 40 provides an environment that is least restrictive by practicing flexible grouping in classrooms. Furthermore, all grades except for Kindergarten and first grade students participate in AIS and AES instruction. Currently we have two students in self contained Special Education class. One is in second grade and the other is in third grade and they both stay and participate in AIS. The AIS instruction allows the students to receive instruction that focuses on their weaknesses; while AES instruction is geared to enrich the children's' understanding of units of study.

Courses Taught in Languages Other than English ⓘ

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

- classes that are taught in English using books in the native language
- heritage classes
- foreign language (LOTE) classes

Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts	0		0	0
Social Studies:	0			
Math:	0			
Science:	0			

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

The chart below is a visual representation designed to show the variation of native language usage and supports across the program models. Please note that native language support is never zero.



B. Programming and Scheduling Information--Continued

8. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. What language electives are offered to ELLs?

- 8) In addition to the classroom teacher there are content area specialists, for example, math, ELA/Social Studies and Science, that push into the classroom to give extra support. PS 40 provides after school programs that focus on reading and math skills. These skills are aligned with the NYS CCLS and prepare the students for the state exams. In addition, there is the Title III after school program for ELLs. The ELL students who are in grades K-5 will be participating in the ESL after school program. All of the ELL students are invited to participate in the Title III program.
- 9) For students that reach NYSESLAT proficiency are met with and the ESL teacher meets with the classroom teacher to assess his progress. In addition they also receive ELL accommodations for state exams. They are involved in the after school programs and receive academic intervention or academic enrichment services. PS 40 is also currently using technological support for ELLs such as Study Island for Kindergarten through fifth grade. The Lindamood Bell program provides ELA support. All support is grade appropriate to the ELL learner. The instructional materials that are used to support ELLs are books in the child's native language. In addition, PS 40 uses Getting Ready for the NYSESLAT by Attanasio and Associates. Classroom teachers and the ESL teacher use laptops to create hands on activities. In addition students work on a variety of computer programs; one is called Starfall. Starfall focuses on language development through text and also builds upon what the child already knows. Students also go on a variety of ELL websites that allow them to experience and use the English Language.
- 10) Write to Learn is one program that PS 40 is considering for the upcoming school year. The program is a technology based program that strengthens their comprehension and writing skills.
- 11) There currently no programs being discontinued.
- 12) ELLs are afforded equal access to all school programs; such as Title III, ELA and Math after school programs and any other extra curricular activities that the school offers. All notices that invite ELLs are translated into their home language.
- 13a & 13b) The instructional materials used to support each sub group are glossaries, native language books and the Treasure Program. State exams are ordered in the student's native language across content areas.
- 14) Native language support is given to the ELLs in the ESL program by having glossaries, native language books, the Reach Program and teachers who speak the languages of our students.
- 15) Services and supports correspond to ELLs at all grade levels. SETSS, speech, ESL, AIS teachers will differentiate grade level curriculum to meet the needs of the ELLS.
- 16) To ensure that newcomers are acclimated to the school parents are invited with their child to come in and view the classroom and meet the teacher. They are invited to tour the building with their children. The ELLs can meet their buddy partner so that the Affective filter is lowered. This will lower the anxiety and stress they might feel when they first come to the school.
- 17) Currently PS 40 does not have any language electives offered to ELLs.

C. Schools with Dual Language Programs

1. How much time (%) is the target language used for EPs and ELLs in each grade?
2. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
3. How is language separated for instruction (time, subject, teacher, theme)?
4. What Dual Language model is used (side-by-side, self-contained, other)?
5. In what situations are additional language services offered (e.g., after school, summer school, weekend school, etc.)?

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

1) To further enrich learning experiences for ELLs, trips will be planned. During the 2011-2012 school year, the ESL teacher plans to attend a variety of ESL workshops that will better prepare her in dealing with current issues ELLs face in today's society. On September 21, 2011 Mrs. Dulberg attended a workshop that educated her further on the LAP, Title III and Extension of Services. In addition, the ESL teacher meets with the teachers of the students she services and turns keys the information learned to them. The ESL teacher also hosts Lunch and Learns and hosts professional development to teachers throughout the year. Agenda and sign-in sheets are kept in the Data Binder. The first professional development that will be given to the staff will be hosted by Mrs. Dulberg on November 16, 2011 on ELL strategies using the Treasures Program. December 14, 2011 there will be professional development on ELL strategies. There will be professional development on January 18, 2012 on the ELL Identification Process and the LAP. On February 8, 2012 there will be a PD on Teaching Study Skills to Special Education Students. On March 14, 2012 there will be another PD regarding the items that are on the NYSESLAT within the four modalities. Teachers will become aware of what exactly is on the test so that they can better equip their ELL students. On April 4, 2012 there will be a PD on ELL strategies that can be utilized to help the students pass the NYSESLAT. The assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, psychologists, occupational/physical therapists and speech therapists are sent to professional development on ELL instruction. All staff members are also invited to all Lunch and Learns that the ESL teacher hosts throughout the year. Staff are also sent to ELL workshops and turn keys the information to their colleagues in the grade. During the common planning prep period the classroom teacher discusses with the ESL teacher what strategies they are working on and what the strategies that need to be re-addressed are. This is to ensure that what is being done in the ESL classroom reflects what is being taught in the classroom.

2) The social worker and the guidance counselor set up workshops to provide parents with information about transitioning their children to a new school. The social worker and guidance counselor make trips to the new school to ensure a smooth transition.

3) To ensure that the staff receive the 7.5 hours of ELL training the principal sends the staff to ELL workshops in addition to the Lunch and Learn Mrs. Dulberg hosts throughout the year. Staff members are required to keep track of all of the workshops they attend. Mrs. Dulberg also keeps a log of attendees from her Lunch and Learns in her Data Binder.

E. Parental Involvement

1. Describe parent involvement in your school, including parents of ELLs.
2. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents?
3. How do you evaluate the needs of the parents?
4. How do your parental involvement activities address the needs of the parents?

1) As new students enter the ELL program, our school will conduct additional new parent workshops, as well as other informational workshops. Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ESL students will be held a few times a year as needed. There will be monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. These meetings for parents emphasize instructional issues, such as assessment, standards, school policies and strategies to help support student success and achievement. The ESL teacher, Parent Coordinator, and translators will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed. In addition, PS 40 will host workshops for parents of ESL students to strengthen parenting skills and minimize parental stress. Some of the workshops for parents meet on Saturdays.

2) PS 40's ESL second graders have the opportunity to work with the YMCA. Students learn how to swim once a week for a few hours.

3) PS 40 sends home surveys to parents asking their opinions and concerns about what is being done in the current school year. In addition, parents are given the Environmental Survey.

4) Parents are also invited to participate in the Title III after school program. Parents are welcomed to join in and participate in the activities that their ELL child is involved in. There are weeks in the school year where parents are free to come in and participate in their child's activities throughout the day. Parents and their family members can come in and read to the class. PS 40 has the report cards, discipline Code and school policies will be distributed in the home language of the ESL students.

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Part V: Assessment Analysis

A. Assessment Breakdown

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	4	9	2	1	0	2								18
Intermediate(I)	0	5	3	6	0	0								14
Advanced (A)	1	2	1	1	3	2								10
Total	5	16	6	8	3	4	0	0	0	0	0	0	0	42

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING /SPEAKING	B	0	0	0	0	0	0							
	I	2	0	0	0	0	0							
	A	8	2	2	1	1	0							
	P	1	3	3	2	1	0							
READING/ WRITING	B	8	1	0	0	0	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	I	3	3	4	0	0	0							
	A	0	1	1	3	2	0							
	P	0	0	0	0	0	0							

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	0	0	0	2
4	3	0	0	0	3
5	0	1	1	0	2
6					0
7					0
8					0
NYSAA Bilingual Spe Ed					0

NYS Math

Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	1	0	1	0	0	0	0	0	2
4	0	0	3	0	0	0	0	0	3
5	0	0	2	0	0	0	0	0	2
6									0
7									0
8									0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	0	0	1	0	1	0	0	0	2
8	0	0	0	0	0	0	0	0	0
NYSAA Bilingual Spe Ed	0	0	0	0	0	0	0	0	0

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

B. After reviewing and analyzing the assessment data, answer the following

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
- What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
- How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
- For each program, answer the following:
 - Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
- For dual language programs, answer the following:
 - How are the English Proficient students (EPs) assessed in the second (target) language?
 - What is the level of language proficiency in the second (target) language for EPs?
 - How are EPs performing on State and City Assessments?
- Describe how you evaluate the success of your programs for ELLs.

1) PS 40 looks at data from the LAB-R and the NYSESLAT. We also look at the data from the Acuity, ELL Periodic Assessment, state exams. We look at what areas the students still need help in and focus on those areas. We look at the results and determine if the students are improving in the skills they are deficient in. PS 40 students take monthly assessments through out the year across all content areas. Teachers are able to go on ARIS and look up their students' scores on variety assessments.

2) The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students we will use instructional strategies centered on Phonemic Awareness, the use of multimedia

Additional Information

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

Continuation of Assessment Analysis: Part B

5) PS 40 currently does not the Dual Language program.

6) The Title I teacher, Inquiry team members, ESL teacher, SETSS teacher, academic clusters, such as writing and science administer assessments and evaluate the results. Classroom teachers use the monthly assessments across content areas and conferencing sessions to evaluate if the child is making progress. The data from these assessments allow teachers to identify the students' weak skills and re evaluate their own teaching. Teachers gear their instruction to the needs of their students.

Part VI: LAP Assurances

School Name: Samuel Huntington School

School DBN: 28Q040

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Alison Branker	Principal		11/11/11
Christina Williams	Assistant Principal		11/11/11
Sandra Sanders	Parent Coordinator		11/11/11
Jennifer Dulberg	ESL Teacher		11/11/11
Estrella Caban	Parent		11/11/11
Natasha Andrews	Teacher/Subject Area		11/11/11
Cathy London	Teacher/Subject Area		11/11/11
Sharon Clifford	Coach		11/11/11
Cheri Hicks	Coach		11/11/11
Judy Maquine	Guidance Counselor		11/11/11
Nancy Ramos	Network Leader		11/11/11
	Other		
	Other		
	Other		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q040 **School Name:** Samuel Huntington School

Cluster: Debra Maldonado **Network:** Nancy Ramos

Goal: To communicate whenever feasible with non-English speaking parents in their home language in order to support shared parent-school accountability, parent access to information about their children's educational options, and parents' capacity to improve their children's achievement.

Part A: Needs Assessment Findings

1. Describe the data and methodologies used to assess your school's written translation and oral interpretation needs to ensure that all parents are provided with appropriate and timely information in a language they can understand.

A needs assessment was conducted, which included the Principal, Assistant principal, Pupil Accounting Secretary and ESL teacher, regarding the written translation needs of the students enrolled in PS 40. Each students' Home Language Identification Survey was assessed. All students whose home language was listed as non English on the survey was reviewed and discussed. The Language Translation and Interpretation Unit is used through out the year to translate a variety of letters to parents.

2. Summarize the major findings of your school's written translation and oral interpretation needs. Describe how the findings were reported to the school community.

The results of the needs assessments are as follows: (35) ELL students and their families require written and oral translation in Spanish and (5) ESL students and their families requires written and oral translation in Bengali. In addition, (4) families require written and oral translation in Haitian-Creole, (2) families require written and oral translation in Arabic, and (4) families require written and oral translation in an African dialect.

The committee will make arrangements to ensure that the written and oral translation needs of all families who require them will be met.

Part B: Strategies and Activities

1. Describe the written translation services the school will provide, and how they will meet identified needs indicated in Part A. Include procedures to ensure timely provision of translated documents to parents determined to be in need of language assistance services. Indicate whether written translation services will be provided by an outside vendor, or in-house by school staff or parent volunteers.

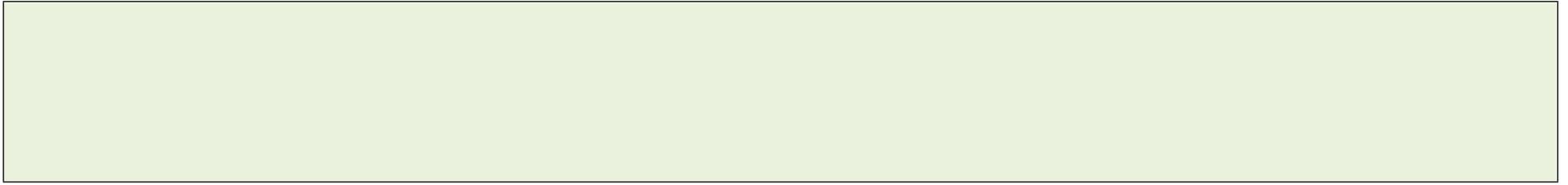
Written translation of all documents regarding the school's academic programs, student participation in the school activities, open-school day and night information, approaches for increasing achievement, NCLB information not available from the central board, information regarding assessments, and information which would increase parent participation in school activities will be sent home in their home language to those families who do not speak English in their homes. The Spanish, the Bengali and the Haitian –Creole translation will be done in our school by our qualified staff members. For the Arabic, and African dialects we will use services of NYDOE Translation and Interpretation Unit.

2. Describe the oral interpretation services the school will provide, and how they will meet identified needs indicated in Part A. Indicate whether oral interpretation services will be provided by an outside contractor, or in-house by school staff or parent volunteers.

Oral translation of scheduled school meetings and activities will be provided as necessary to all who do not speak English in their homes. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish, Bengali, Haitian) and parents volunteers (Arabic, Bengali, Haitian and African dialects)

3. Describe how the school will fulfill Section VII of Chancellor's Regulations A-663 regarding parental notification requirements for translation and interpretation services. Note: The full text of Chancellor's Regulations A-663 (Translations) is available via the following link: <http://docs.nycenet.edu/docushare/dsweb/Get/Document-151/A-663%20Translation%203-27-06%20.pdf>.

PS 40 will provide each parent whose primary language is not English and who requires language assistance services with written notification of their rights regarding translation and interpretation services in the appropriate covered languages, and instruction on how to obtain such services. We will post near the primary entrance a sign in each of the covered languages that a copy of the Important Notice for Parents Regarding Language Assistance Services is in the main office. Our school's safety plan will contain procedures for ensuring that parents in need of language assistance services are not prevented from reaching the school's administrative offices solely due to language barriers. If our school would have the parents of more than 10% of the children speak a primary language that is neither English nor a covered language we will obtain from the Translation and Interpretation Unit a translation into such language of the signage and forms required.



2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

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 as well as reduced class-size, and/or push-in services.
 - 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.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Samuel Huinton School	DBN: 28Q040
Cluster Leader: CEI	Network Leader: Nancy Ramos
This school is (check one): <input checked="" type="radio"/> conceptually consolidated (skip part E below) <input type="radio"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input checked="" type="radio"/> Before school <input checked="" type="radio"/> After school <input type="radio"/> Saturday academy <input type="radio"/> Other:
Total # of ELLs to be served: 42
Grades to be served by this program (check all that apply): <input type="radio"/> K <input type="radio"/> 1 <input type="radio"/> 2 <input type="radio"/> 3 <input type="radio"/> 4 <input type="radio"/> 5 <input checked="" type="radio"/> 6 <input checked="" type="radio"/> 7 <input checked="" type="radio"/> 8 <input checked="" type="radio"/> 9 <input checked="" type="radio"/> 10 <input checked="" type="radio"/> 11 <input checked="" type="radio"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

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:

The Title III program at 28Q040 is for 42 English Language Learners who scored at the beginning, intermediate and advanced level of English language proficiency, as determined by their LAB-R and NYSESLAT scores. They will be offered additional school support for 22 weeks on Saturdays. The program starts in October 15, 2011 and ends in May 2012.

Grades K-5 will be on Saturdays from 9:00 am- 11:00 am

1 day x 2 hrs @ \$49.89=\$ 99.78 (1 teacher)
\$ 99.78 x 2(teachers)= \$ 199.56 x 22 Saturdays= \$ 4390.32

1 day x 2 hrs @ 51.85= \$ 103.70 (1 supervisor)
\$ 103.70 x 22 Saturdays = \$ 2281.40

English will be the language of instruction. There will be one certified ESL teacher and a certified common branch teacher who has a concentration of English Language Arts. These after school activities will assist the children to become better readers, writers, listeners, and speakers in their general education and/ or special education classes. Language development will be increased and assessed through the students' use of vocabulary as integrated into content areas through the use technology. There will be small group instruction to improve individual skills in deficient areas. The teaching materials will include a wide range of print, visuals, manipulatives and digital resources. The teachers will provide instruction in organizational skills, test taking skills and reading strategies. They will model the use of the language in ways in which students are expected to perform. The Title III program will help the students to become more effective communicators in the English language. There are two teachers that work in the after school program. ESL instruction will be provided by the certified ESL teacher who will employ ESL strategies and techniques. The certified common branch teacher will teach in the content area of Language Arts. The two teachers will be team teaching. The ESL teacher will demonstrate ESL best practices strategies with the common branch teacher to differentiate instruction for ELLs. Activities are designed and geared to each child's specific needs. There are approximately forty two students participating in the after school program.

The Title III program will be utilizing the Ticket To Read Voyager Passport is a comprehensive reading intervention that meets the needs of all struggling readers K-5. . Ticket To Read has research-based daily lessons, frequent progress monitoring, and Ticket To Read® technology. It also focuses on research-based resources for academic vocabulary acquisition, fluency, and comprehension for students in grades K-5. It emphasizes on teaching key reading skills with the focus on reading comprehension, fluency, vocabulary, phonics, sight words and writing activities. Nonfiction Reading Practice presents three articles on the same topic, but at three different levels of difficulty, making it easy to differentiate instruction. The teacher will differentiate instruction so that intervention is geared to the student The 20 units in each title cover content-area topics acrosss all subject areas. The students will be engaged with high interest reading passages. Daily 6-Trait Writing provides students with structured daily practice on

Part B: Direct Instruction Supplemental Program Information

trait-based writing skills. There are 125 scaffolded lessons that break down the 6 traits of ideas, organization, word choice, sentence fluency, voice and conventions into targeted skills. All materials are aligned with the Common Core State Standards.

The Saturday program focuses on academic vocabulary words that are key for English language learners to develop reading proficiency. The program also reinforces the reading and writing connection with a writing activity. Teachers will model all components of the program to help students develop a solid foundation in literacy and provide preparation for state assessments. This is designed to provide detailed instructional strategies that can be used immediately to help students take control of their reading. The ELL classroom library books are authentic and engaging which motivates all learners. The libraries include books for independent reading and read aloud. These books enable teachers to build stronger connections academically and socially with English as the students become an integral part of their learning community.

The Title III program will be attending two field trips on Saturday. One of the field trips is to White Post Farms and the other is to the Statue of Liberty Museum. White Post Farms exposes the ELL students to a different environment from what they are used to. They will be able to see what the countryside looks like, in addition to participating in picking apples and pumpkins. Apple picking and pumpkin picking are activities Americans enjoy during the Harvest Season. The Statue of Liberty Museum allows the ELL students to experience what their ancestors went through many years ago. They learn the history of the Statue of Liberty and what it meant to the people entering Ellis Island.

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: Professional Development will be for the ESL teacher and the classroom teachers who have ELL students in their class. CEI will provide the professional development at other schools where the staff will participate in workshops and observe ELL best practices. PS 40 will also host in house professional development. There will be six sessions throughout the year. The first one will be on November 16, 2011 on ELL strategies using the Treasures Program. All professional development will be held during the day; therefore the teachers will not be paid. All teachers need to receive 7.5 hours of ELL professional development that is mandated by the state.

One of the workshops Mrs. Dulberg attended was on September 21, 2011 was about the LAP, Title III and Extension of Services. This workshop further explained the upcoming documents that are needed to stay in compliance. There will be professional development on November 16, 2011 on ELL strategies using the Treasures Program. December 14, 2011 there will be professional development on ELL strategies. There will be professional development on January 18, 2012 on the ELL Identification Process and the LAP. On February 8, 2012 there will be a PD on Teaching Study Skills to Special Education Students. On March 14, 2012 there will be another PD regarding the items that are on the NYSESLAT within the four modalities. Teachers will become aware of what exactly is on the test so that they can better equip their ELL students. On April 4, 2012 there will be a PD on ELL strategies that can be utilized

Part C: Professional Development

to help the students pass the NYSESLAT.

Part D: Parental Engagement Activities

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

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

Begin description here: The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child’s learning process. The Title III program will be attending two field trips on Saturday. One of the fieldtrips is to White Post Farms and the other is to the Statue of Liberty Museum. White Post Farms exposes the ELL students to a different environment from what they are used to. They will be able to see what the countryside looks like, in addition to participating in picking apples and pumpkins. Apple picking and pumpkin picking are activities Americans enjoy during the Harvest Season. The Statue of Liberty Museum allows the ELL students to experience what their ancestors went through many year ago. They learn the history of the Statue of Liberty and what it meant to the people entering Ellis Island.

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> • Per session • Per diem 	<u>\$7,884.76</u>	$1 \text{ day} \times 2 \text{ hrs} @ \$49.89 = \$ 99.78$ (1 teacher) $\$ 99.78 \times 2(\text{teachers}) = \$ 199.56 \times 22 \text{ Saturdays} = \text{Total } \$ 4390.32$ $1 \text{ day} \times 2 \text{ hrs} @ 51.85 = \$ 103.70$ (1 supervisor) $\$ 103.70 \times 22 \text{ Saturdays} =$ Total \$ 2281.40 Saturday Field Trips: $2 \text{ field trips, } 2 \text{ teachers and } 1 \text{ supervisor. } 1 \text{ teacher} \times 2 \text{ field trips} \times 4 \text{ hrs} @ \$ 49.89 = \$ 399.12$ $\$ 399.12 \times 2 \text{ teachers} =$ Total \$ 798.24

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<u>1 supervisor x 2 field trips x 4 hrs @ \$ 51.85=\$ 414.80</u> <u>\$ 414.80 is for 1 supervisor for 2 field trips.</u>
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. 	<u>\$ 858.74</u>	<u>Evan -Moor</u> <u>Nonfiction reading Practice</u> <u>One book for each grade</u> <u>Grades 1-5 @ \$19.00 each</u> <u>5x \$19.00= Total \$ 95.00</u> <u>Daily 6-Trait Writing</u> <u>The set includes 20 student books</u> <u>and one teacher edition. Each set is</u> <u>\$129.95.</u> <u>Grades 1-5 @ \$ 129.95 each</u> <u>5x \$129.95= Total \$ 649.75</u> <u>Ink Cartridge for Printer</u> <u>\$113.99</u>
Educational Software (Object Code 199)	<u>\$ 720.00</u>	<u>Ticket To Read</u> <u>48 licenses @ \$ 15.00 each</u> <u>48 x \$15.00= Total of \$ 720.00</u>
Travel	<u>\$800.00</u>	<u>Bus Cost:</u> <u>School Bus 2 days for 4-6 hrs each x \$</u> <u>400.00= \$800 (2 field trips)Total: \$</u> <u>800.00</u>
Other	<u>\$ 936.50</u>	<u>Field Trips</u> <u>White Post Farms</u> <u>Adults & Children : \$13.50</u> <u>42 students and 3 adults=45 people</u> <u>45 people X \$13.50=</u> <u>Total \$607.50</u>

Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
		<p><u>Statue of Liberty Museum</u> <u>New York, NY</u> <u>Ferry fee:</u> <u>Adults: \$ 13.00</u> <u>Children:\$ 5.00</u> <u>3 adults x \$13.00= \$ 39.00</u> <u>42 Children x \$ 5.00= \$ 210.00</u> <u>Total:\$ 249.00</u></p> <p><u>Parent Involvement on Field Trips</u> <u>White Post Farms</u> <u>Adult fee is \$ 13.50</u> <u>\$13.50 x 3 Parents=Total \$40.50</u></p> <p><u>Statue of Liberty Museum</u> <u>Ferry fee \$ 13.00</u> <u>\$13.00 x 3 Parents= Total \$39.00</u></p>
TOTAL	<u>11,200</u>	