



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: SAMUEL HUNTINGTON SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 28Q040

PRINCIPAL: ALISON BRANKER

EMAIL: ABRANKE@SCHOOLS.NYC.GOV

SUPERINTENDENT: DR. BEVERLY FOLKES-BRYANT

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 or Designee	
Deborah Jackson-Carr	*UFT Chapter Leader or Designee	
Nicole Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keisha Thomas-Ellis	Member/ CSA	
Tamika Jones	Member/ UFT	
Ronald Williams	Member/Parent	
Elaine Quashie	Member/Parent	
Kelly Nurse	Member/Parent	
	Member/	
	Member/	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

CEP goals are generally intended to guide school-wide planning and development. CEP goals may be coordinated with goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

ANNUAL GOAL #1 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 #1

- By June 2013 40% of students will make progress of at least one proficiency level based upon the pre-assessments to post assessments in grades Pre-K-5 by completing three performance tasks in mathematics that are aligned to the CCLS unit of study as measured by NYC Department of Education model rubric for each unit of study selected.

Comprehensive needs assessment

- *As a result of analyzing data from the 2011-2012 New York State Mathematics exam and in compliance with the Citywide Instructional Expectations for the 2012-2013 school year we will complete three New York State Common Core-aligned units of study in mathematics.*

Instructional strategies/activities

- Ongoing professional development sessions throughout the school year to support improved practice that focus on further developing Common Core- aligned units of study in mathematics
- Professional development on text complexity to support Common Core-aligned units of study
- Mathematics coach and title I math teacher will support work in instruction requiring fluency, application, and understanding of Common Core-aligned units of study
- Teacher team meetings debriefing professional learning and assessing student work as it relates to grade specific Common Core-aligned units of study in mathematics
- Cross grade meetings focusing on curriculum mapping to reorganize math content to teach fewer topics and allow more time to focus on major work on the grade
- Provide ongoing assessments in units of study
- After consulting with the instructional cabinet and teacher leaders, we are transitioning into a new math series – Math in Focus (Singapore Math) for Kindergarten through grade 2 in 2012-2013 and grades 3 – 5 in 2013-2014
- Developing strong teacher teams to analyze student work to adjust teacher practices and instructional planning
- Modeling by coaches, teacher leaders, and network support staff
- Professional Development on integrating conceptual understanding and application opportunities in mathematics
- Provide differentiated supports for teachers that includes high-quality feedback and professional development connected to instructional improvement efforts in math and revisions around common core-aligned units of study
- Teachers will include the use of mathematical tools and the application of math concepts when using the tool to further develop their units of study
- Professional development in rubrics aligned to CCLS in the unit of study
- Professional development that continues support of rigorous tasks using Webb's Depth of Knowledge and Bloom's Taxonomy aligned to CCLS
- Instructional cabinet meetings to support the work in implementing, monitoring, and evaluating Common Core-aligned learning tasks and developing next steps
- Tiered school wide focus on mathematics data in order to identify and support improved instructional practices resulting in higher student achievement
- Common planning time for teachers to share best practices as they work on Common Core-aligned units of study in mathematics
- Frequent walkthroughs and observations to provide feedback and to assess teacher practices as it pertains to mathematics

- Tiered instruction and intervention for students as identified in the benchmark assessments and student work in order to provide multiple entry points for instruction
- Students in grades 2-5 will be strategically grouped in classes during Extended Day based upon benchmark assessments and NYS exams in mathematics
- Professional development in instructing teachers on how to use their data in order to differentiate instruction with specific focus on subgroups –children with IEPs, ESL students, and children in the lowest third.
- Teacher teams will develop problem solving questions that require students to take multiple steps in order to solve them
- Professional development focused on mathematical vocabulary that will extend skill based learning to cognitive understanding of the vocabulary
- Teachers will implement instructional shifts in mathematics in order to reinforce, enrich and deepen student understanding of mathematical units of study
- Workshops to educate parents about Common Core aligned units of study

- Agendas and attendance sheets from professional development sessions for pedagogical personnel
- Curriculum maps, units of study, and lesson plans aligned to the CCLS
- Formal and informal observations focusing on evidence provided for teachers measuring the progress in relation to instructional practice covered in the creation of CCLS task during professional development
- Student work reflecting cognitive thinking and conceptual understanding aligned to the CCLS -aligned units of study
- Pre and post benchmark assessments for grade specific units of study
- Rubrics and checklists that provide opportunities for students to self-assess their strengths and weaknesses in order to enrich and improve their performance in mathematics as evidenced by their work
- The end products for the three Common Core-aligned learning tasks on each grade
- Minutes and agendas of teacher team meetings that reflect planning of instruction and assessment of student work
- Strategic scheduling of tier II and tier III support to students for practice, reinforcement, and enrichment of mathematical concepts

Strategies to increase parental involvement

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**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

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. 2012-June 2013 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.**
- **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.**

ANNUAL GOAL #2 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 #2

By June 2013 40% of students will make progress of at least one proficiency level based upon the pre-assessments to post assessments in grades Pre-K-5 by completing three performance tasks in English Language Arts that are aligned to the CCLS units of study as measured by NYC Department of Education model rubric for each unit of study selected.

Comprehensive needs assessment

- *As a result of analyzing data from the 2011-2012 New York State English language Arts (ELA) exam and in compliance with the Citywide Instructional Expectations for the 2012-2013 school year, we will complete three New York State Common Core-aligned units of study in English Language Arts with a focus on the content areas of science and social studies.*

Instructional strategies/activities

- Ongoing professional development sessions throughout the school year to support improved practice that focus on developing Common Core- aligned units of study in ELA.
- Professional development on text complexity to support Common Core-aligned units of study
- Literacy coach and title I reading teacher will support work in instructional shifts requiring students to ground reading, writing, and discussion in evidence from text.
- Provide differentiated supports for teachers that includes high-quality feedback and professional development connected to instructional improvement efforts in English Language Arts and revisions around common core-aligned units of study
- Developing strong teacher teams to analyze student work to adjust teacher practices and instructional planning
- Modeling by coaches, teacher leaders, and network support staff
- Professional development in rubric development in common core learning standards
- Professional development that continues developing rigorous tasks using Webb's Depth of Knowledge and Bloom's Taxonomy aligned to CCLS
- Instructional cabinet meetings to support the work in implementing, monitoring, and evaluating Common Core-aligned learning tasks and developing next steps
- School wide inquiry focus on English Language Arts data in order to identify and support improved instructional practices resulting in higher student achievement
- Common planning time for teacher teams to work on Common Core-aligned units of study in English Language Arts units of study
- Teacher team meetings debriefing professional learning and assessing student work as it relates to grade specific Common Core-aligned units of study in ELA
- Frequent walkthroughs and observations to provide feedback and to assess teacher practices as it pertains to ELA
- Tiered instruction and intervention for students as identified in the *benchmark* assessments and student work in order to provide multiple entry points for instruction
- Students in grades 2-5 will be strategically grouped in classes during Extended Day based upon benchmark assessments and NYS exams in English Language Arts
- Professional development in instructing teachers on how to use their data in order to differentiate instruction with specific focus on subgroups –children with IEPs, ESL students, and children in the lowest third.
- Workshops to educate parents about Common Core aligned units of study

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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;**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

 X Tax Levy X Title I Title IIA X Title III X Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **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.**

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 2013, 95% of the teachers will have attended one Professional Development session for each of the three components of the Danielson Framework for Teaching, which were cited above and teachers will effectively use the components as a roadmap to enhance their classroom

Comprehensive needs assessment

- *practice*In order to improve teacher developmental needs that focus on supporting all students to meet the NYS CCLS we will deepen the school communities comprehension of Charlotte Danielson's Framework for teaching focusing on designing coherent instruction 1e using questioning and discussion techniques (3b) and using assessment in instruction(3d).

Instructional strategies/activities

- Chancellor's Professional Development Days, grade meetings and faculty conferences will be used as a venue to discuss the three components of the framework that was identified above.
- Administrator will provide teachers with immediate verbal and written feedback after each short frequent observation that is focused on a specific component of specific components.
- Teachers will create goals that are based on the Framework for Teaching and discussions around goals.
- Teachers will participate in inter-visitations and intra-visitations to ensure that they will improve professional practice.
- Facilitate inter-visitations and formative classroom observations by school leaders, followed by norming through developmental conversations.
- Minimum of three professional development sessions on designing coherent instruction, using questioning techniques, and using assessment in instruction
- Use of Teach Boost to monitor, evaluate, and provide timely feedback to pedagogical staff
- Use of Danielson's Teaching Framework rubrics to move teachers along the continuum of increased student achievement
- Coaches and Network support staff will model effective teaching practices.
- Identify resources and structures to support teachers' understanding of the Danielson Framework (eg. Videos on ARIS Learn, ASCD, teacher team meetings, inter-visitations).
As a faculty over the course of the school year watch at least 3 classroom videos together and record low inference observations, dig deeply into 1 – 2 competencies at a time and discuss strategies for providing feedback and strengthening teacher practice, using evidence from the observations.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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;**

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I _____ Title IIA Title III _____ Grants _____ Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- **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.**

ANNUAL GOAL #4 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 #4

By June 2013, we will increase parental involvement by 5% at school based activities that target parent participation for the 2012-2013 school year.

Comprehensive needs assessment

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

Instructional strategies/activities

- Semi-monthly “Chat & Chews” with parents
 - to open lines of communication between parents and administration,
 - provide opportunity to provide professional development for parents
 - provide a forum for parents to voice their concerns as it pertains to their child’s education and give input on how to better our school
- Parent workshops to educate parents about Common Core aligned units of study
- Distribution of monthly parent newsletter
- Provide parent volunteer training through the Learning Leaders Program
- School will encourage attendance at both the fall and spring Parent-Teacher conferences including Open School Week
- September “Open House Meet the Teacher Night”
- Hold monthly parent workshops on a Friday and an encore presentation on Saturday morning
- School will provide ELA and mathematics workshops for parents in preparation for the NYS exams
- Parental attendance at school events including: Student of the Month, Scholar Roll, College Day, Mother/Daughter Tea, Brotherhood Breakfast, Celebration of Cultures Day, monthly 100% attendance award celebrations, and so forth.
- Probationary teachers will provide technology training to parents in order to complete LES.
- 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.
- Support and/or participate in monthly community service projects.
- Encourage attendance at two Town Hall meetings to establish school priorities and goals.
- 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.
- School made parent survey to collect data on parent needs and concerns as well as what’s working in our school community

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

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;

Budget and resources alignment

- Indicate your school's Title I status: X School Wide Program (SWP) Targeted Assistance Program(TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 X Tax Levy X Title I Title IIA X Title III Grants Other

If other is selected describe here:

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Wilson Foundations <ul style="list-style-type: none"> • Pre-Kindergarten through grade 1 	<ul style="list-style-type: none"> • Small group instruction 	<ul style="list-style-type: none"> • During the school day

	<p>Targeted Skill Deficiency groups During the school day</p> <ul style="list-style-type: none"> • Grades Pre-K - 5 <p>Individual Student conferences</p> <ul style="list-style-type: none"> • Skill specific resources • All grades <p>Reading Test Preparation Program</p> <ul style="list-style-type: none"> • Crosswalk Coach • Grades 3 – 5 <p>Small Group Instruction</p> <ul style="list-style-type: none"> • All grades • 20 - 30 minutes 	<ul style="list-style-type: none"> • Small group instruction • One to one • Whole Class • Small group instruction 	<ul style="list-style-type: none"> • During the school day • During the school day • Afterschool • During the school day
Mathematics	<p>Targeted Skill Deficiency groups</p> <ul style="list-style-type: none"> • Grades Pre-K - 5 <p>Individual Student conferences</p> <ul style="list-style-type: none"> • Skill specific resources • All grades <p>Math Test Preparation Program</p> <ul style="list-style-type: none"> • Finish Line 	<ul style="list-style-type: none"> • Small group instruction • One to one • Whole Class 	<ul style="list-style-type: none"> • During the school day • During the school day • Afterschool

	<ul style="list-style-type: none"> Grades 3 – 5 <p>Small Group Instruction</p> <ul style="list-style-type: none"> All grades 60 minutes <p>Math AIS/AES</p>	<ul style="list-style-type: none"> Small group Small group 	<ul style="list-style-type: none"> During the school day During the school day
Science	NYS Science Test Preparation	<ul style="list-style-type: none"> Whole Class 	<ul style="list-style-type: none"> Afterschool
Social Studies			
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)			

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

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

P.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 who will provide the highest quality 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.

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in 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
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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 will 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.



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

Keisha Thomas-Ellis, Assistant Principal, IA Ext. 4130

Stephanie 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;
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- 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.

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- 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;
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- 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;

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- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

**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 .

Part I: School ELL Profile

A. School Information

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

B. Language Allocation Policy Team Composition

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

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 type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	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 than 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 in their 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

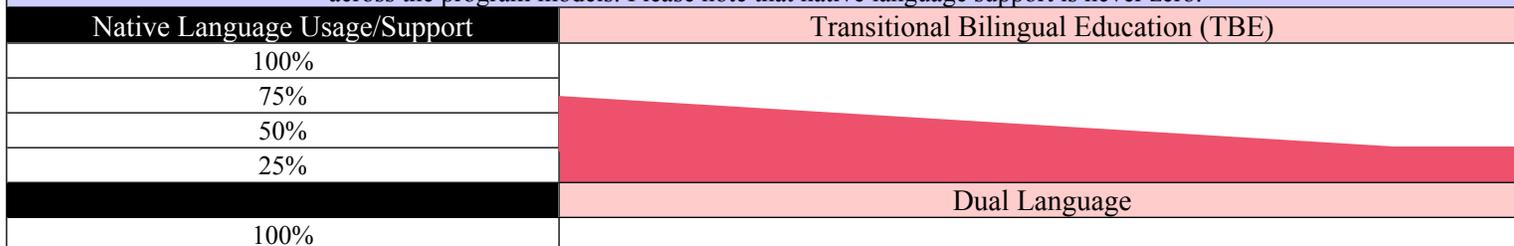
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes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



75%			
50%			
25%			
	Freestanding ESL		
100%			
75%			
50%			
25%			
TIME	BEGINNERS	INTERMEDIATE	ADVANCED
TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.			

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. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

This section does not apply to my school.

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 turn keys the information learned to them. The ESL teacher also hosts Lunch and Learns and hosts professional development to teachers through out 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 through out the year. Staff members are required to keep track 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 through out 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.

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							
	I	3	3	4	0	0	0							
	A	0	1	1	3	2	0							

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
	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				
Geometry				
Algebra 2/Trigonometry				
Math				

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
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 materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, and class presentations. The ESL teacher also meets with the classroom teacher to ensure that the skills being taught in class match what is taught in the ESL classroom.

3) According to the patterns in proficiency the ELL students tend to be proficient in the Speaking and Listening modalities. The ELL students tend to need to strengthen their reading and writing skills more. Most of the ELL students are assessed as beginner and intermediate. The ESL program helps our students to develop grade appropriate skills, concepts and level of understanding English. The program emphasizes integration of four language skills: listening, speaking, reading and writing.

4) Most of the students who are grades Kindergarten through Second Grade are scored as Beginners by the LAB-R or NYSESLAT. Classroom assessments show that the students tend to need more instruction with phonemic awareness and fluency. The students in grades three through five are mostly Intermediate and Advanced according RLAT that indicates students scores from the NYSESLAT. The classroom teachers in grades K-5 identify them as needing further instruction. The Title I teacher, the ELA AIS teacher, SETSS teacher and Inquiry Team members work with those students so that they can meet grade level benchmarks. Most of the ELL students take the state exams in English. We have found that the ELL students are not proficient in the home language to take the test in their home language. The ESL teacher shares the scores and information from the ELL periodic assessment with the classroom teachers. Classroom teachers also assess their ELL students when they conference with them. They use this information to gear their instruction. In addition, all of PS 40's staff participate in Inquiry. Selected students in grades two through five are identified by classroom teachers and are the students teachers, clusters and support staff work with to help their them meet grade level benchmarks. PS 40's focus currently is working with the ELL population in reaching proficiency on state exams. Most of the ELLs in grades two through five are working with the Inquiry Teams. Native language is used in the classroom. Teachers in all grades are using the Treasure's Program where students can listen to stories in Spanish. In the program there is a ELL section that indicates the Spanish Cognates which aids in comprehension. Students are also buddied with a student who speaks the same language. There are also glossaries and books in students' native language in the classrooms.

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 conferencings 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.

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 conferencings 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)
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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 Huntinton 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.

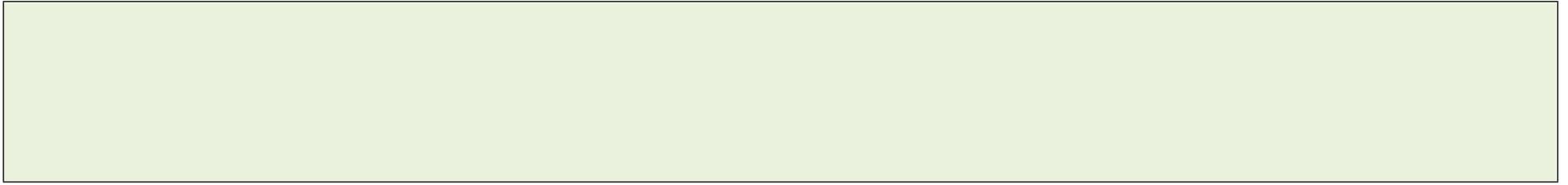
Written translation of all documents regarding the school's academic programs, student participation in the school activities, open-school day and night information, approaches for increasing achievement, NCLB information not available from the central board, information regarding assessments, and information 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.



2012-13 Comprehensive Education Plan (CEP)

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 Huntington School	DBN: 28Q040
Cluster Leader: Deborah Maldonado	Network Leader: Nancy Ramos
This school is (check one):	
<input checked="" type="checkbox"/> conceptually consolidated (skip part E below) <input type="checkbox"/> NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 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 36 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 18 weeks. The program starts in November 3, 2012 and ends in June 2013. The program will be for grades K-5 will be on Saturdays from 9:00 am- 11:00 am. English will be the language of instruction. The Saturday program 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. There are two teachers that work in the Saturday 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 certified ESL teacher will be a continued resource for the common branch teacher throughout the year. 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.

The Title III program will be utilizing the Reading Eggs and ESL Reading Smart. This software provides a comprehensive reading intervention that meets the needs of all struggling readers K-5. Reading Eggs focuses on research-based resources for academic vocabulary acquisition, fluency, and comprehension for students in grades K-2. It emphasizes on teaching key reading skills with the focus on reading comprehension, fluency, vocabulary, phonics, sight words and writing activities. ESL Reading Smart is for grades 3-5. ESL Reading Smart offers individualized content based instruction to develop English language proficiency with emphasis on literacy and academic language development. It provides a newcomers' program and a multi-genre, multicultural reading program written on four levels of difficulty. 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 students will be engaged with high interest reading passages. Daily 6-Trait Writing provides students with structured daily practice on 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. Skill Sharpeners Reading and Spell and Write are materials that will also be used to help students with comprehension, vocabulary and other important language arts skills. All materials are aligned with the Common Core State Standards.

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 year ago. They learn the history of the

Part B: Direct Instruction Supplemental Program Information

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 through out the year. The first one will be on October 24, 2012 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 27, 2012 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 October 24, 2012 on ELL strategies using the Treasures Program. November 28, 2012 there will be professional development on . There will be professional development on December 12, 2012 on supporting ELLs in the mainstream classroom Part I. On January 23, 2013 there will be a PD on supporting ELLs in the mainstream classroom Part II. On February 20, 2013 there will be another PD on understanding linguistic, cultural and academic differences. On March 20, 2013 there will be a PD on strategies to improve instruction. On April 3, 2013 there will be a PD on best practices for assessment and progress monitoring.

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

Part D: Parental Engagement Activities

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. Parents will also be invited once a month to come in and work with their child. Parents and students will be engaged in hands on activities that promote English proficiency. They will be receive translated letters notifying them of the activities they are invited to.

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 		
Purchased services <ul style="list-style-type: none"> High quality staff and curriculum development contracts. 		
Supplies and materials <ul style="list-style-type: none"> Must be supplemental. Additional curricula, instructional materials. Must be clearly listed. 		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		