



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: PS 40
DBN (i.e. 01M001): 02M040
Principal: SUSAN FELDER
Principal Email: SFELDER@SCHOOLS.NYC.GOV
Superintendent: MARIANO GUZMAN
Network Leader: ADA CORDOVA

School Leadership Team (SLT) Signature Page

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Susan Felder	*Principal or Designee	
Graham White	*UFT Chapter Leader or Designee	
Kirstin Aadahl	*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	
Charlotte Nnolim	Member/ Parent	
Amy Saivetz	Member/ Parent	
Katty Jones	Member/ Parent	
Jana Ross	Member/ Parent	
Lauren Schnur	Member/ Teacher	
David McRae	Member/ Teacher	
Daria Agosta	Member/ Teacher	
	Member/	

Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note: If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

Comprehensive Education Plan (CEP) Requirements

Which Schools Need to Complete the CEP?

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

Guidance for Developing and Completing the Annual Goals and Action Plan Section

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

School Receiving Title I Funds

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

CEP Checklist

All Schools

Indicate using an "X" in the box to the left of each section that the section has been completed	
	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	Academic Intervention Services (AIS)
	Title I Plan (Only for schools receiving Title I funding)
	Parent Involvement Policy (PIP)

Goal and Action Plan #1

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 100% of students will experience an enriched mathematics curriculum aligned to the Common Core Learning Standards as measured by data collected from NY State Math Exam and Engage NY module assessments.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

This goal is an extension of our 2012-13 action plan that focused on developing a strong early-childhood instructional foundation. A solid mathematical conceptual understanding ensures Kindergartners and first graders will build mathematical skills in upper grades. Based upon feedback from teachers, parents, our math team, and our staff developer it was clear that our current curriculum did not meet the new standards and that we needed to do more than just supplement.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will implement the new Engage New York curriculum, *A Story of Units*, across the grades. These units align to the Common Core State Standards.
2. We will modify lessons based on analysis of student work (including exit tickets). We will utilize the prescribed protocol of the Teaching-Learning Cycle, a guideline for our school's inquiry work.
3. All teachers will participate in professional development both in-house and via Kate Abel's Math Collective. Teachers will turnkey after each session.

B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include all of the classroom teachers, the full-time math coordinator, the principal and assistant principal, and Kate Abel. Resources include copies of the new Engage curriculum and copy paper.
2. Key personnel include all of the classroom teachers, the full-time math coordinator, the principal and assistant principal, and Kate Abel. Resources include copies of the new Engage curriculum and copy paper.
3. Key personnel include all of the classroom teachers, the full-time math coordinator, the principal and assistant principal, and Kate Abel. Resources include copies of the new Engage curriculum and copy paper.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will utilize data gained from NYS Math exams, exit tickets, mid-module and end of module assessments to evaluate student work with the expectation that 75% of students will perform at grade level (3 or above).
2. At the end of each module teachers will reflect and collaborate with grade-level colleagues on successful lesson planning and modifications. Our target population is the lower third of students and we will be measuring their progress using data from EngageNY assessments as well as NY State exam data.
3. At least once a month 3 teachers will attend Math Collective professional development sessions and turnkey with the staff upon return. Each Professional Development and Turnkey Session will be logged and artifacts will be dispersed and collected for future instruction. The math coordinator will attend biweekly professional development through the Math Collective with Kate Abel.

D. Timeline for implementation and completion including start and end dates

1. In September we will launch the new Engage units. At December grade conferences, we will meet to discuss the effectiveness of the units

- and how/where to supplement with TERC. The timeline for the end date will be June 2014
- We will devote the months of December and February to inquiry work in math.
 - Teachers will attend lab sites and planning through the Math Collective as per their schedule.
- E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**
- Resources will include student consumables, photocopy paper, and math materials (number lines, clocks, etc)
 - Per diem funds will be used to hire subs for professional development (tax levy).
 - Per session funds will be used to compensate teachers who attend the after-school Math Collective professional development (tax levy). We will use our extended day teacher team time for math inquiry work (no additional cost).

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).
- Teachers will hold ongoing conversations around NYEngage Curriculum through curriculum mornings, newsletters and EngageNY math workshops for parents.
 - Teachers will inform parents of the learning cycle and how it is the foundation of our instruction as well as how we modify lessons for differentiation purposes. These will be explained at curriculum mornings, parent visitation days, newsletters and EngageNY Math workshops.
 - Teachers and staff developer will hold ongoing conversations around techniques learned during professional developments through curriculum mornings, newsletters and EngageNY math workshops for parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants

List any additional fund sources your school is using to support the instructional goal below.

- PTA
- PTA
- PTA

Goal and Action Plan #2

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To advance the learning of students by providing a variety of teacher and peer feedback that is accurate, specific and aligned to the Common Core Learning Standards (CCLS) and Danielson Framework for Teaching (3d). By June 2014, 85% of teachers will possess a normed understanding of the competencies of the Assessment component of the Danielson Framework (3d). This will be measured using the Advance System through administrative evaluation of teachers and collected artifacts.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Based on data/info from administrator observations PS 40 believes that improving feedback in many forms is an integral part of student success, especially within the context of the CCLS and the Danielson Framework for teaching.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will provide teachers with a minimum of three professional development sessions focused on shifting teacher practice based on component 3d, Assessment, in the Danielson Framework.
2. All teachers will read and discuss a minimum of three professional articles about effective feedback/assessment. In addition, some might choose to participate in a professional book club on this topic.
3. Teachers will observe high quality lessons with a focus on teacher/student and student/student feedback.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers College staff developers will work with classroom teachers, the literacy coach and administration on implementing effective feedback practices. The math coach will parallel this literacy professional development.
2. Key personnel include: Classroom teachers, Teachers College staff developers, literacy and math coaches and administration.
3. Staff developers, teachers, and administrators will work together to create, teach, observe and reflect on lessons that implement high quality feedback across various disciplines.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. By June, 2014, 85% of classroom teachers will be rated effective or highly effective on component 3d (using Assessment to Advance Learning).
2. Twice weekly, teachers will meet with respective upper and lower grade inquiry groups to discuss and reflect on articles relating to teacher/student and student/student feedback. Administration will lead and attend meetings and meeting minutes and artifacts will be logged.
3. By June 2014, in groups teachers will observe and analyze a minimum of 3 high quality lessons with a focus on formal, informal teacher and peer feedback (3d). Eight-five percent of teachers will be graded as Effective or higher on Danielson Component 3D by administrative evaluations.

D. Timeline for implementation and completion including start and end dates

1. Beginning September 2013 and ending June 2014 teachers will participate in one of the following practices a month: professional development, professional reading and high-quality lesson observations.
2. Beginning in November and ending in June 2014, the extended day inquiry time will be structured for teachers to meet in grade level and/or vertical teams to analyze student work with colleagues using the teaching-learning cycle as the protocol.
3. Beginning in November and ending in June 2014 teachers will observe and analyze a minimum of three high quality lessons. .

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will utilize PTA funds to purchase our affiliation with the Teachers College Reading and Writing Project.
2. We will use tax levy funds to pay for our F-status literacy staff developer, Melanie Levy, and tax levy and C4E to pay for our math coordinator, Erika Salzman.
3. Teachers, math coordinator, literacy staff developer and administration will demonstrate and analyze high quality lessons. We will also use DOE approved internet educational videos.

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).

1. Teachers will hold ongoing conversations around NYEngage and Teachers College Curriculum through curriculum mornings, newsletters and EngageNY and TC workshops for parents.
2. Teachers will inform parents of the learning cycle and how it is the foundation of our instruction as well as how we modify lessons for differentiation purposes. These will be explained at curriculum mornings, parent visitation days, newsletters and EngageNY and TC

Workshops workshops.

3. Teachers and staff developer will hold ongoing conversations around techniques learned during professional developments through curriculum mornings, newsletters and EngageNY and TC workshops for parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
1.	PTA					
2.	PTA					
3.	PTA					

Goal and Action Plan #3

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

By June 2014, 75% of K-2 students will meet grade level standards in reading comprehension and discussion techniques through high quality questions and prompts aligned to the Common Core Learning Standards measured by TC assessments and through administrative evaluation of Danielson Rubric component 3b.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

As we continue to extend our partnership with the Teachers College Reading and Writing Project, this goal builds on last year's work to improve the quality and quantity of students' informational writing. Strong reading comprehension discussion skills will further support analysis of text and written work. We see taking on the TC reading units of study as a natural progression to last year's implementation of the writing units. As a staff, we also have been studying the Danielson rubric, Questioning and Discussion Techniques (3b), and plan to take this work deeper as we delve into the new curriculum. After seeing the questions on last year's NYS ELA exam, and studying the item analysis report, we have found we need to lift the level and format of questions students are asked about their reading.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. We will implement the Teachers College reading curriculum units (beginning September 2013).
2. All teachers will participate in professional growth practices that shift teaching practices to incorporate high-level questions and prompts based on component 3b of the Danielson Framework.
3. Teachers will study turn and talk methods to increase student participation in conversations.
4. Teachers will participate in book clubs on Close Reading and Grand Conversations.

B. Key personnel and other resources used to implement each strategy/activity

1. Teachers College staff developers and membership in the Teachers College Reading and Writing Project
2. Literacy Coach Melanie Levy, TC staff developers, classroom teachers
3. TC curriculum calendars and trade books to support the units
4. Teachers, administration, Literacy Staff Developer and TC staff developers.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Teachers will lead a minimum of one interactive read aloud per week teaching multiple comprehension skills within each session. They will use a series of questions and prompts to challenge students cognitively, promote metacognition, and advance high-level thinking and discourse. All teachers will be assessed by Teachers College Reading and Writing Project literacy consultants during their 10 Lab Site visits and expected to meet an effective or higher rating when evaluated with the Danielson Rubric.
2. Teachers will analyze student thinking by reviewing stop and jots and other reading responses to assess student learning and comprehension. Teachers will individually, and as a grade and school, plan unit and lesson modifications as needed in order to reach grade-wide targets. All teachers will be expected to be evaluated as effective or highly effective on these teaching aspects using Danielson Rubric components 3b, 3c, 3d and 3e.
3. All teachers will be expected to meet an effective or highly effective rating on four out of five components of Domain 3 (Instruction) of the Danielson Rubric.
4. At least one teacher per grade level will represent their team by participating in a literacy professional development based book club then turnkey back to their colleagues. All teachers are expected to meet an effective or highly effective rating on Danielson Rubric components 4E

D. Timeline for implementation and completion including start and end dates

1. In July and August, 2013, 10 staff members will attend the Teachers College summer institutes on the Teaching of Reading and each grade level will meet with the Teachers College consultants 10 times per year from September through June 2014.
2. Beginning September 2013 through June 2014 teachers will participate in one of the following weekly practices: quality lesson observations, extended day analysis of student work, analysis and review of stop and jots. "
3. Professional Development will be ongoing beginning September 2013 to June 2014 and included staff meetings, inquiry groups and external professional developments.
4. Beginning in November and ending June 2014, the extended day inquiry time will be structured for teachers to meet in grade level and/or vertical teams to analyze student work with colleagues using the teaching-learning cycle as the protocol.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. We will utilize PTA funds to purchase our affiliation with the Teachers College Reading and Writing Project.
2. We will use tax levy funds to pay for our F-status literacy staff developer, Melanie Levy, and tax levy and C4E funds to pay for our math coordinator, Erika Salzman.
3. Books will be purchased for all teachers who attend the professional book clubs.
4. Administration, literacy coach and teachers. Books will be purchased and teachers will be paid per session if necessary.

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).

1. Teachers will hold ongoing conversations around Teachers College Curriculum through curriculum mornings, newsletters and TC workshops for parents.
2. Teachers will inform parents of the learning cycle and how it is the foundation of our instruction as well as how we modify lessons for differentiation purposes. These will be explained at curriculum mornings, parent visitation days, newsletters and TC Workshops.
3. Teachers and staff developer will hold ongoing conversations around techniques learned during professional developments through curriculum mornings, newsletters and TC workshops for parents
4. Teachers and staff developer will hold ongoing conversations around techniques learned during professional developments through curriculum mornings, newsletters and TC workshops for parents

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						
1 PTA						
2 – PTA						
3 – PTA						
4 - PTA						

Goal and Action Plan #4

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

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

To increase the level of parent education of the Common Core through workshops and other learning experiences.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State academic content and student achievement standards.

Implementation of the new Common Core Learning Standards and decreased level of proficiency on the New York State tests led us to this goal.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1. Workshops will be planned, organized and scheduled throughout the year to inform parents about the new standards in both ELA and math and how PS 40 approaches the standards through curriculum and teaching.
2. Flyers, newsletters and information sheets that illustrate models and outline expectations of the curriculum will be sent home to parents.
3. Links to the CCSS and curriculum will be available on the school website.
4. Parents will have opportunities to visit classrooms and see the CCSS in action.

B. Key personnel and other resources used to implement each strategy/activity

1. Key personnel include our parent coordinator, Teachers College staff developers, PTA presidents/Executive Board and SLT members, in-house staff developers, classroom teachers, administration.
2. Key personnel include our parent coordinator, PTA presidents/Executive Board, in house staff developers, classroom teachers administration.
3. Key personnel include our parent coordinator, PTA presidents/Executive Board, in house staff developers, classroom teachers administration.
4. Key personal include our parent coordinator, in house staff developers, classroom teachers, administration.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1. Targets to identify the progress include: sign in sheets from workshops to monitor attendance, an increase in the communication section of our school's Learning Environment Survey, web analytics (determining number of hits/page views on relevant webpages).
2. Targets to identify the progress are measured by increased attendance at targeted workshops.
3. Targets to identify the process include sign in sheets from workshops to monitor attendance an increase in the communication section of our school's Learning Environment survey, web analytics (determining number of hits/page views on relevant webpages).

4. .Targets to identify the progress are measured by increased attendance at targeted workshops.

D. Timeline for implementation and completion including start and end dates

1. 'This goal will be launched at the first PTA meeting (September) through the principal's report and through the October principal's interview in the PTA newsletter, Life @ 40.
2. Teachers send home newsletters at the onset of each month.
3. Workshops will be launched on Election Day (November) with a K-5 reading workshop conducted by our Teachers College consultants. Math workshops for parents will be launched with a K-5 information session in November. Follow up, grade-specific sessions will be held January through March led by the math coordinator and teachers. Parent book clubs will meet with our literacy staff developer beginning in December (grades 4 and 5) and running through April to accommodate the other grades.
4. Parents will be invited into the classrooms during Open School Week (November) to observe instruction. They will also be invited for publishing/culminating celebrations throughout the year.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1. Per session and per diem funds will be used to pay teachers for leading parent workshops (tax levy).
2. Engage NY online resources and available resources from Teachers College Reading and Writing Project may be used; back-packed paper paid for by the school and PTA budgets
3. Website paid for and maintained by PTA.
4. N/A

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).

1. Flyers are backpacked home and e-mail reminders are sent to parents about workshops. Announcements are also posted on the PS 40 website and in high traffic areas within the school.
2. All informational sheets, including flyers, newsletters, are regularly posted on our PS 40 website and sent by e-mail. Hard copies are also backpacked home. Extra copies are available in the main office. Newsletters are also archived in the PS 40 website.
3. A separate link regarding CCSS information is included on our PS 40 website for parents. The links are referenced at PTA meetings, CCSS workshops held for parents, and also included on workshop handouts.
4. Parents are invited to curriculum mornings run by classroom teachers. They are also invited to Open School Days and publishing events in the classroom.

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- 1 – PTA
5. PTA
6. PTA
7. PTA

Goal and Action Plan #5

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 #5

Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Comprehensive Needs Assessment

Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students, in relation to State

academic content and student achievement standards.

Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

A. Strategies/activities that encompass the needs of identified subgroups

1.

B. Key personnel and other resources used to implement each strategy/activity

1.

C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

1.

D. Timeline for implementation and completion including start and end dates

1.

E. Describe programmatic details and resources that will be used to support each instructional strategy/activity

1.

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).

Budget and Resource Alignment

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	<p>Shared reading, guided reading, readers theater, and conferring are used to practice decoding, developing comprehension strategies such as retelling, inferring, questioning, visualizing, fluency etc. Assessments are given throughout the year. Interactive and shared writing are used to build, skills, confidence and stamina.</p>	<p>First and second grade students receive one-on-one or small group (determined by the level of need) instruction in an intensive reading intervention program.</p> <p>In 3rd – 5th grade, students receive small group instruction in n reading, writing, and writing about reading.</p> <p>A subgroup of students who are not ELLs, but come from a home where English is not the first language, receives literacy support from our ESL teacher.</p> <p>A fourth grade Wilson reading group for students who need work on decoding meets three times a week with a special education teacher.</p>	<p>Service for 1st and 2nd grade receiving one-on-one or small group instruction is provided four times a week during the school day.</p> <p>Service is provided four times a week for 1st grade during the school day, and an additional two days per week of extended day for 1st & 2nd grade.</p> <p>Service is provided three times a week during the school day and during extended day for 3rd – 5th grade.</p> <p>Fourth grade Wilson reading group is provided three times a week during the school day.</p>
Mathematics	<p>Students practice skills learned in class with additional teacher support. They use supplemental models and tools to help better understand concepts taught. Math games that support skills are played and assessments are given throughout the year. Manipulatives are used to develop and support new understanding. Repetition and practice build competency in algorithms and number facts.</p>	<p>Students are supported in small groups. Teacher and specialty math teacher collaborate to meet specific needs of each student. .</p>	<p>Service is provided three to four times per week during the school day and during extended day.</p>

<p>Science</p>	<p>Science intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support students in research and study skills.</p>	<p>Small group</p>	<p>There is planning time for the intervention teacher to meet with the science teacher to ensure that the small group intervention is targeted to the curriculum as well as the needs of the individual students. Instruction is provided for small groups of students throughout the school day and extended day.</p>
<p>Social Studies</p>	<p>Social studies intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support upper-grade students in transitioning from learning to read to reading to learn. Repeated reading and early exposure to texts is one strategy used to grow comfort and confidence in new material.</p>	<p>Small group</p>	<p>The intervention and special education teachers meet to plan for differentiated instruction for small groups of students throughout the school day and extended day.</p>
<p><i>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</i></p>	<p>Students work in small groups to develop social skills with peers; learn anger management techniques; develop conflict resolution skills; and learn strategies for dealing with anxiety, stress, and distressing life issues.</p>	<p>Small group and one-to-one services are provided as needed by our social workers and school psychologist</p>	<p>These services are provided during the school day on an as needed basis.</p>

**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

Title I Status

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

All Title I Schools

Highly Qualified Teachers (HQT)

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

High Quality and Ongoing Professional Development

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Coordination and Integration of Federal, State, and Local Services and Programs

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet ***the intent and purpose*** programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

SWP Schools Only

Transition Plans to Assist Preschool Children (Elementary Schools Only)

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

Measures to Include Teachers in Decisions Regarding Assessments

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

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required 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
MAY 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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District 02	Borough Manhattan	School Number 40
School Name Augustus Saint-Gaudens		

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

Principal Susan Felder	Assistant Principal Stephanie Lukas
Coach Melanie Levy / Literacy	Coach Erika Salzman / Math
ESL Teacher Hilda Montane	Guidance Counselor Reva Fishner
Teacher/Subject Area Graham White /Science	Parent Kirstin Aadahl
Teacher/Subject Area Daria Agosta/ ELA	Parent Coordinator Juliette Knight
Related Service Provider Samantha Olshever / SETTS	Other Lisa Nord / Social Worker
Network Leader(Only if working with the LAP team) Ada Cordova	Other Maria Pabon School Aide

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 currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	1	Number of teachers who hold both content area and ESL certification	1
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified NLA/foreign language teachers	0	Number of teachers who hold both a bilingual extension and ESL certification	0
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (Excluding Pre-K)	599	Total number of ELLs	7	ELLs as share of total student population (%)	1.17%
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Part II: 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 (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Pull-out	2			1										3
Push-In		1	3											4
Total	2	1	3	1	0	7								

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	7	Newcomers (ELLs receiving service 0-3 years)	7	ELL Students with Disabilities	0
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6+ years)	0

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	0	0	0	0	0	0	7
Total	7	0	0	0	0	0	0	0	0	7

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0													

*EP=English proficient student

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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	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
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									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
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			1	1										2
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	2	1	1											4
TOTAL	2	1	3	1	0	0	0	0	0	0	0	0	0	7

Part III: Assessment Analysis

Assessment Breakdown

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

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)	1		1											2

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

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3		1			1
4	1				1
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3		1	1		1				3
4			1					2	3
5		1						1	2
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1			2	3
8									0
NYSAA Bilingual (SWD)									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				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Foreign Language				
Government				
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 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile	Q1 1-25 percentile	Q2 26-50 percentile	Q3 51-75 percentile	Q4 76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

1. 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.

PS 40 uses the TCRWP--Teachers College Reading and Writing Project assessment school-wide. The assessment has indicated some interesting patterns. The more obvious result is that there is a strong correlation between the NYSESLAT scores in reading and the comprehension scores on the TC assessment. However, when one does a complete item analysis, it is clear that ELLs, whose comprehension is on or near grade level, may still be struggling with vocabulary and/or spelling. In addition ELLs who score at an intermediate or beginner level on the NYSESLAT also score below grade level on the TCRWP assessment. This data helps both the classroom teacher and the ESL teacher take the necessary steps aligning the CCLS to their lesson plan and creating meaningful, effective lessons to support struggling ELLs in language growth. These ELLs are in our extended day program. They are all working one on one or in small groups for more than an hour per week with their classroom teacher on the skills that pose a challenge. In addition, they work with the ESL teacher for the mandated units, as per CR Part 154, during regular school hours.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?

The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that students in kindergarten and first grade who score advanced on the LAB-R in the fall and remain in the same ESL program for the entire school year are more than likely to score advanced or proficient on the NYSESLAT in the spring. Students in grades two through five who score advanced on the LAB-R in the fall tend to score advanced or intermediate on the NYSESLAT. Students in grades kindergarten and first who score intermediate or beginner on the LAB-R in the fall tend to score advanced on the NYSESLAT; often times proficiency levels are reached in speaking, listening and reading by the spring.

However, students in grades two through five who score intermediate or beginner on the LAB-R may continue to score intermediate on the writing modality, but advanced or proficient on all other modalities. Rarely do these students reach a level of proficiency in all modalities by the spring.

3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

Patterns across NYSESLAT modalities—reading/writing and listening/speaking drive both classroom teacher and ESL teacher instructional decisions. It is from the data analyzed from the NYSESLAT that teachers create individualized instruction in order to meet the specific needs of their ELLs.

All beginner and intermediate ELLs receive 360 minutes per week of ESL instruction with an ESL teacher. Both pull out and push-in models are used. Beginner and intermediate students are pulled out four times per week. When the pull out model is used these children work in a small group with other age appropriate children. Early childhood ELL students may range from beginner to advanced levels. Beginner and intermediate students also work in their classroom with the ESL teacher using the push-in model. Since spoken language is our main goal at this time, beginner students need the extra language support in their classroom early on. Advanced students in the second grade use the push-in model during writing and word study. The ESL teacher works with them in their classroom four times per week, since NYSESLAT scores indicate that writing is the modality that needs most support. The third grade intermediate student is pulled out four times per week. She also works for 180 minutes of ELA instruction in her classroom with the ESL teacher as per CR Part 154.

4. For each program, answer the following:
 - a. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the native language used?

The Grade Liaison teachers dedicate time during inquiry meetings to discuss the results of the ELL Periodic Assessments. These discussions initiate brainstorming that determine different strategies to help ELLs who continue to struggle. The periodic assessments measure growth that occurs through the course of the academic school year. This data helps teachers to provide services based on the periodic assessment outcomes. These services may include peer partnerships during reading and writing and the classroom teacher and an intervention teacher devise an academic intervention plan in the content area that is at an appropriate level. Intervention with the student(s) takes place during classroom time for 30-40 minutes three to four times a week or as per the teacher's recommendations.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RTI) framework (for grades K-5). (see [RTI Guide for Teachers of ELLs](#).)

At PS 40 the Pupil Personal Intervention Team is composed of the principal, assistant principal, the math specialist, the ESL teacher, the school social worker, the school psychologist, the speech therapist, a general education teacher and a special education teacher. The team meets weekly in order to implement effective interventions for students including struggling language learners. The intervention is not specifically for mandated ELLs. Progress is monitored and academic decisions are made based on the data from periodic assessments, while keeping linguistic diversity in mind

6. How do you make sure that a child's second language development is considered in instructional decisions?
A child's second language development is considered in instructional decisions by first considering the child's age and then conducting an informal interview in order to determine the child's educational experiences. During the informal interview at the time of registration, school pedagogy is informed in numerous ways. The interview determines if the child has the ability to communicate through spoken language. In other words, has the child acquired basic interpersonal concepts about his or her life? For example, the interviewee may ask what grade the child completed or where they went to school. The interview is essential in considering instructional decisions since it is crucial for second language learners, especially beginners, to build on existing knowledge while strengthening the second language. In order to secure individualized instruction tailored to the specific needs of any given student, second language development must be considered.
7. 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?

N/A

8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).
We evaluate the success of our ESL program by assessing the Average Years of Proficiency for ELLs. Based on the data from the last 7 years, most newcomer ELLs who enter in kindergarten reach proficiency levels on the four NYSESLAT modalities by the end of first grade. Newcomer ELLs who enter after kindergarten (first or second grade) reach the proficiency levels on the four NYSESLAT modalities by the third year at PS 40.

Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
Our LAP policy team is composed of the principal (Susan Felder), assistant principal (Stephanie Lukas), literacy coach (Melanie Levy), the parent coordinator (Juliette Knight), our guidance counselor (Reva Fishner) and the ESL teacher (Hilda Montane). The initial steps taken at the time of registration include the administering of an informal interview and the Home Language Survey (HLIS) by one of the following LAP team members:
- ESL teacher
 - Assistant Principal
 - Principal

Once the child is identified as a second language learner the LAB-R is administered by the ESL teacher. During the first ten days

of each school year, the ESL teacher tests all newly enrolled ELLs whose HLIS reflect a language other than English. The LAB-R is administered in order to determine the student proficiency level in English. Two of the ELLs in kindergarten, new to the New York City public school system scored below the cut off score and are receiving the mandated units of ESL per week. One child in the second grade also scored below the cut-off score on the LAB-R. This student is also receiving the required minutes required as per CR Part 54.

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.

As a critical component of the Children First reforms program, placement for ELLs is determined by parents' choice. On the basis of the HLIS and the results of the LAB-R, parents of newly enrolled ELLs receive a letter inviting them to the parent orientation. This letter provides the child's raw score on the LAB-R and the date, time, of the orientation. The LAB-R score is determined by the ESL teacher who conducts the assessment and knows the test's cut off scores. All letters sent to PS 40 families are in English unless if during the initial interview process it was determined necessary to provide letters in the preferred home language. The ESL teacher and the parent coordinator schedule the meeting and gather all necessary literature to share during the meeting.

During the parent orientation the program choices are explained. At the orientation parents receive a translated brochure ("Guide to English Language Learners"). They also watch a video which explains the three program choices available in New York City. The program choices are Transitional Bilingual Education, Dual Language Education, and Freestanding English as a Second Language. The video is watched in any of the designated languages as per the parents at the orientation. If there are absentee parents we then provide the parents with an additional day and time.

Parents are informed that PS 40 does not offer a bilingual program because at the present time we do not have the sufficient number of ELLs from the same native language group to form a class. Parents are also informed about their right to transfer their child to a school that does offer their first choice. Parents are then asked to complete the Program Selection Form. Ongoing parent orientation meetings are scheduled with the parent coordinator and the ESL teacher as newly admitted ELL students are enrolled in our school. Translation services are available for parents as needed.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [[see tool kit](#)].)

The ESL teacher ensures that all parent survey forms are submitted in a timely manner. She also writes the entitlement letters and secures them in a binder clearly marked ESL documents. This is a living document that is updated periodically. It is secured in her cabinet along with other ESL documents. PS 40 has not experienced an unreturned parent survey form, but if in the future a parent survey form is not returned then the child would be placed at a school that offers a bilingual program that can accommodate their home language.

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.

The criteria used to place an identified ELL students in our ESL instructional program is based on our parents' choice as per CR Part 154. The parents are well informed of their choices. Our ESL push in and pull out programs are defined clearly. Parents of former ELLs are also introduced to new ELLs in order to help parents address any concerns and build a strong parent community. Parents are provided with adult English language learning sites within the New York City area. When the parents of ELLs are in need of consultations with the ESL teacher or the classroom teacher all necessary arrangements for translation are made available. Parents are instructed to use the school website to communicate with their child's teacher or their child's ESL teacher. All activities that pertain to ELLs are communicated

5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.

. The steps taken to administer the NYSESLAT each spring are:

- Send a letter to the parents of each ELL informing them of the test and its sections. Remind the parents that attendance is important as the child's score will determine their placement in the fall.

- Coordinate with the classroom teachers so that the students are not pulled out at an inconvenient time. Ensure that the student is also aware of the significance of the assessment is also important.
- Administer the speaking section one on one in a quiet uninterrupted space.

Administer each of the modalities with the same grade of ELLs in a quiet uninterrupted space making sure there is proper signage on the testing site door.

- Follow the directions for the NYSESLAT from the administrator directions guide.
- Secure the tests in a locked secure cabinet or closet in the school; making sure that security procedures and designated security signatures are recorded during testing.

6. 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.) 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. 
- After reviewing the Parent Survey and Program Selection forms for the past 7 years, 100% of the parents have requested Freestanding ESL as the preferred language program for their child. The program offered has been fully aligned to the Common Core Learning Standards for ELLs and with parental request.
- In the future, if fifteen or more second languages learners in continuous grades and in the same native language group are registered at PS 40 the necessary steps will be taken to hire an effective bilingual teacher.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered? (see [*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs*](#))

- 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])?

Instruction for all ELLs is delivered in English in small group instruction. ELLs are placed in groups according to their English language proficiency based on either the NYSESLAT or the LAB-R. The ESL teacher analyzes the data from both tests as well as the data from the classroom teacher's TCRWP assessment. This information from both ESL teacher and classroom teacher help make effective decision as to how to instruct their ELL(s).

When possible all beginner students are buddied up with a child who speaks and understands the ELLs' home language if the classroom teacher is unable to communicate. Classroom instruction includes:

Total Physical Response

Pictures to identify words

Real objects

Gestures and role playing

Scaffolding unfamiliar information from the bottom up in order to help ELLs make connections to academic vocabulary

Connecting the work to their prior experiences

For example in the second grade the social studies unit begins with the study of New York City, the ESL teacher and classroom teacher may choose to study some of the students' native cities in order to help ELLs make the necessary connections to their life experiences. Both the classroom teacher and the ESL teacher use their Teachers College Units of Study in English to help align their work with their beginner ELLs.

One of the strategies that has proven successful and is used to build vocabulary with the intermediate and advanced ELLs is "shades of meaning." During read aloud and word study students may come across words they are not familiar with. The ESL teacher then defines the word(s) by adding two or three words the children are familiar with. This is done with student input; they potentially choose the words in context.

- a. The second grade advanced ELLs are serviced using a push-in model since the NYSESLAT indicated that writing is where they struggle. These students remain in their classroom during writer's workshop and the ESL teacher meets with them four times per week for a total of 180 minutes. Beginner students are pulled out of their classroom for 180 minutes during reading/writing and the ESL teacher pushes in for the remainder of the required units. The optimal organizational model is push-in with advanced students and a combination of push-in and pull-out for a more tailored instruction.. The ESL teacher then defines the word(s) by adding two or three words the children are familiar with. This is done with student input; they potentially choose the words in context.
- b. The program models include homogeneous grouping for children in advanced and proficient levels who may still need support and heterogeneous grouping for students in the beginner and intermediate levels if they are within grades kindergarten through second.

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)?

The staff works together to organize their schedules to meet the needs of the ELLs. The needs of a beginner, intermediate and advanced ELLs are met by ensuring that both the push in and pull out model are enforced in order to meet the required 360 minutes per week mandated by CR Part 154. Advanced ELLs work for the mandated 180 minutes per week with the ESL teacher using the organizational pullout model, but they also work for another 180 minutes with their classroom teacher in ELA instruction as per CR Part 154.

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 foster language development and meet the demands of the Common Core

Learning Standards.

The content area is delivered in English either during classroom time using the push-in model or the pull-out model with the ESL teacher. Teachers scaffold the academic language in order to ensure learning is comprehensible and is aligned with the New York State Common Core Learning Standards. Students are encouraged to use native language dictionaries during science and social studies units when academic language exceeds the ELLs ability to comprehend text. When native Spanish ELLs are in need of one on one translation during content area lessons our bilingual ESL teacher assists in comprehension.

:

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
Since PS 40 is not a dual language school or a bilingual school, the only way to ensure that native language is appropriately evaluated at this time is by communicating with the parents or caregivers who speak both languages. The only assessment administered at the time of the LAB-R is the Spanish LAB-R, which is evaluated by the ESL teacher who is bilingual in both Spanish and English. If the need arises for a bilingual class other than Spanish the necessary steps to hire a qualified bilingual teacher in the language of need will take place. In addition native language assessment in a language other than Spanish will also be required as a measure of the ELLs strengths and challenges in the content areas.:
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
To ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year the classroom teachers and ESL teacher maintain records of student progress in a timely manner. Students are involved in class discussions during read aloud and group discussions with their peers and during these discussions listening skills are evaluated and data is recorded. Formal and informal assessments in spelling and writing are maintained and analyzed in order to make effective and meaningful decisions when planning next steps. Depending on the lessons taught during units of study, ELL students are prompted to write monthly pieces during classroom time—On Demand writing is administered and compared to prior months in order assess growth and or challenges.
6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

PS 40 differentiates instruction for ELL subgroups assessing the needs of each of the subgroups according to the student's age and academic needs.

- At this time, PS 40 does not have SIFE, but if such a circumstance were to present itself in the future, PS 40 will take all the necessary steps to ensure academic rigor as well as a safe and welcoming environment. Currently we only have seven ELLs so creating subgroups is:

The instructional plan for Students with Interrupted Formal Education may include working one on one with the initial classroom teacher or the ESL teacher during our extended day. Focus would be on language and literacy at first then as progress is monitored the instructional needs might shift to computation or a specific content area. In addition, a teacher assistant can be assigned to a SIFE child in order to help the student adjust to their new environment. The plan will include academic and emotional support from our Pupil Personnel (intervention) Team and correlate with classroom instruction.

- The plan for ELLs who have been in US schools for less than three years will include a peer tutor or partner during reading times. The teacher works with a small group who has similar academic needs and who may be from a similar culture. For example a boy from South America may work in the same small reading group as the girl whose grandmother is from Puerto Rico. Newcomers receive the required units of ESL as per their LAB-R or NYSESLAT score as per the requirements as per CR Part 154. All newcomers are given 180 minutes of ELA support as per CR Part 154. PS 40 parent community and teachers are committed to helping all newcomer ELL students by providing language support during classroom time when necessary.

- The plan for ELLs receiving service 4 to 6+ years is to focus on the modality that is most challenging during ESL units. A child who has been in a rigorous academic program with high-quality instructional practices should not continue to score

below proficiency levels. Academic intervention with the Pupil Personnel Team may determine that language is not the child's struggle. Long-term ELLs may be evaluated for special learning needs and a discussion may take place for an Individualized Educational Plan (IEP).

- ELLs who test proficient in years one and two receive support from the ESL teacher when the classroom teacher deems it is beneficial. At this time the ESL teacher uses the push-in model to help support the needs of a student who scored proficient in the spring. The classroom teacher and the ESL teacher discuss these students in the beginning of the year in order to make the teacher aware of the child's ELL status. The classroom teacher closely monitors ELLs for academic support.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
 . The instructional strategies and grade-level materials teachers of ELL-Students with Disabilities (SWD) include the same Common Core Learning Standards with accommodations as needed for each individual ELL-SWD.

The same scaffolding strategies that ESL teachers and classroom teacher use for language and ELA instruction are:

- Modeling
- Bridging
- Schema Building
- Contextualization
- Text Re-presentation
- Metacognition

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?
 PS 40 does not have an ELL-SWD at this time, but as a school we have high expectations for all our ELLs. In order to assist ELL-SWDs there should be a lower student teacher ratio in the classroom. The ELL staff is given time to plan with content staff to address the needs of the ELL-SWDs population. The ELL teacher also participates in planning meetings on a weekly basis alongside classroom teachers who share curricular objectives.

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
Native Language Arts:	
Social Studies:	
Math:	
Science:	

Class/Content Area	Language(s) of Instruction

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

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	45 minutes per day	45 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.



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

9. 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.

Our targeted intervention programs for ELLs in ELA, math and other content areas is designed by an intervention team such as our math specialist, Erika Salzman, our literacy and language intervention teachers (Hilda Montane, James Bruffee, Samantha Olshever and the ELL's classroom teacher. All current ELL students and former ELL students who take the ELA, math or content tests in the spring work with an intervention teacher for three to four periods a week during two cycles, one cycle begins in the fall and the next cycle begins in the winter. The students are placed in the area that they struggle in during the first cycle and then moved to a different area for the following cycle. In addition, students who scored below grade level on ELA, math or content in the spring are also working with their classroom teacher during extended day in the area that is most challenging.

10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.

The effectiveness of our program can be measured by the success of our ELLs on the NYSESLAT, ELA, math and content assessments. More than half of our ELLs who start the ESL program in kindergarten score proficient on the NYSESLAT assessment after three years. Students, who score advanced on the NYSESLAT assessment and have been at PS 40 since kindergarten, also score above grade level on the ELA, math and content area tests. The program's effectiveness can also be measured by our parents' commitment to their children's education and the learning community at large. In addition to PS 40's rigorous curriculum, students who have high educational levels and parent support in their native language score fours on the math assessment. When analyzing the scores on the NYSESLAT from previous years, ELL students show consistent progress on at least two modalities if not all NYSESLAT modalities.

11. What new programs or improvements will be considered for the upcoming school year?

An initiative we will consider for the upcoming school year is to make a formal occasion for parents' of ELLs to meet and greet other families prior to the beginning of the school year.

12. What programs/services for ELLs will be discontinued and why?

Since all of the programs offered at PS 40 have proven to shown growth in both learning and socialization, we are not planning to discontinue any of our programs or services for ELLs at this time.

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

ELLs are afforded equal access to all school programs at PS 40. Parents of ELLs are given letters about our extended day program, intervention services and after school programs. Our ESL teacher explains these programs to the family member of ELLs who participate in the parent orientation. Parents of ELLs sign up for the Wingspan program at our school. They are also encouraged to ask other parents of ELLs who have been in the program to share information and help answer any questions or concerns. Our extended day program meets twice a week and ELLs are automatically invited. A letter is sent to the parents of all ELLs in the language of preference that was identified during our orientation.

14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?

The instructional materials, including technology used at PS 40 include:

- ESL room has fiction and non-fiction picture books in the library
- Several book rooms in the building that support levels of guided reading
- School library has books on specific topics of interest

- Audio books
- I-pads accessible and loaded with Apps that tell stories and highlight words
- Apps that play math games and strengthen academic language
- Classroom computers for all student use
- Media Literacy room equipped with a computer for every student

15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?

PS 40 provides native language support by providing students with books in both English and Spanish for our bilingual Spanish ELLs. We also provide translation when necessary from a student or a staff member who can communicate in the same language as our ELL. For example last year we had an ELL who was a Japanese speaker and new to PS 40. Knowing our student body helped us address his needs by introducing him to one of our bilingual Japanese students to help him adjust and feel safer. Although at this time PS 40 does not have bilingual texts in all of the languages of our ELLs, we do have in-house staff and students who facilitate and support native language.

16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.

The required services support and resources correspond to all ELLs' ages and grade level. Ensuring that ELLs regardless of their English language proficiency level upon entry are placed in an age appropriate grade.

ESL groups during the push-out model are also made up of age appropriate grade levels. Students in grades kindergarten through second grade often work together on the basis of their language level. Resources also correspond with the ELLs' age and grade level. PS 40 orders age appropriate materials for ELLs who require it.

17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.

We informally introduce newly enrolled ELLs and their families to current families who speak the same language in order to create a school buddy and a parent support system if the family with the same language expresses interest.

New parents also receive:

- New Parent Welcome Folder- School-wide Information
- School Handbook
- Calendar from the DOE
- PTA Calendar

18. What language electives are offered to ELLs?

Spanish is offered to grades three and four as an extended day elective.

19. For schools with dual language programs:

- a. How much time (%) is the target language used for EPs and ELLs in each grade?
- b. How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
- c. How is language separated for instruction (time, subject, teacher, theme)?
- d. What Dual Language model is used (side-by-side, self-contained, other)?
- e. Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. The plan for the ELL teacher at our school is to continue including her in all our TC and CCSS workshops during our rotating cycle.

2. Professional development is offered to all teachers at PS 40 including the ESL teacher. Every Monday and Wednesday the ESL teacher meets with teachers who have ELLs in their classroom. The focus this year during this professional development time is for teachers of ELLs deepen their questioning strategies as they engage in Common Core Learning Standards.

During this cycle of our professional development read aloud texts are chosen for inferring, predicting making connections etc.

Questions for the specific read aloud are generated. Teachers are committed to strengthen their instructional strategies. Professional literature from our reading coach, Melanie Levy was shared for summer reading. The teachers read: Pathways to the Common Core: Accelerating Achievement, by Lucy Calkins, Mary Ehrenworth & Chris Lehman. Over the last two years PS 40 has worked hard to implement the CCSS across reading and writing curriculum. The book helped deepen teachers' understanding of what the standards mean and how they can impact their teaching. Professional development is ongoing at PS 40.

3 In order to transition from elementary to middle school our school counselor, Reva Fishner, upon ELL parent request or teacher recommendation, schedules an informational meeting to facilitate the middle school choice process and answer questions. Ms. Fishner helps ELL parents make a decision on a middle school that they feel is the best fit based on the ELLs needs. Ms. Fishner may ask the child's teacher and ESL teacher to be part of the meeting in an effort to collaborate and make a choice that best suits the ELL student's language needs.

4. This year the ESL teacher at PS 40 and at least one of the second grade teachers, who has three mandated ELLs in her class and one who scored proficient this spring, will team up and assist in the four-day elementary literacy institute. The focus on instructional strategies and curriculum design to develop ELLs' language use. These four sessions will satisfy the 7.5 minimum hours of ELL training as per Jose P.

D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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. ELL parents are encouraged to attend the following events:
 - Kindergarten and New Parent Welcome
 - Hospitality Night
 - Monthly PTA Meetings
 - Hospitality Morning
 - Potlucks
 - Monthly Publishing Parties in the ELL students' classroom
 - Barnes and Noble Book Fair at B&N Union Square
 - Fright Night
 - 40th Day of School-Spirit Day
 - Scholastic Book Fairs
 - Healthy Bake Sales
 - Sports Night at MS 104
 - Jump Rope for the Heart
 - Grandparents and Special Guests Day
 - Annual Auction
 - Parent-Teacher BBQ
 - Curriculum Morning
 - Open School Week
 - Parent Teacher Conferences
 - 5th Grade Middle School informational and Guidance

The buddy family system also strengthens attendance of ELL families at these events.

2. PS 40 does not partner up with other agencies or Community Based Organizations to provide workshops or services to ELL parents because parents have not expressed a need for this type of support. When the school receives flyers about pertinent workshops, we distribute them to ELL parents and translate if needed.

3. The needs of our parents are evaluated during the parent orientation when the parents meet with the ESL teacher and the parent coordinator. The parents are given access to the parent coordinator's e-mail address and the ESL teacher's e-mail address. Once the classroom teacher meets a parent or caregiver during our curriculum morning, they can address the needs of their ELL parents. A welcome poster is readily displayed from the Translation and Interpretation Unit with the contact information details. Our parent coordinator, Juliette Knight, is available at arrival and dismissal for any inquiries. She is also available in the school office and via e-mail.

4. Parental involvement activities address the needs of parents by keeping our ELL population and their parents abreast on all the events as well as extra curricular activities that take place. Parental involvement provides the opportunity for parents to make inquiries about their child and maintain constant communication with all pedagogy responsible for their child's educational success. It also creates an environment to join the general PS 40 community and meet other parents' of ELLs.

E. 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.

School Name: Augustus Saint-Gaudens

School DBN: 2M206

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Susan Felder	Principal		10/1/13
Stephanie Lukas	Assistant Principal		10/1/13
Juliette Knight	Parent Coordinator		10/1/13
Hilda Montane	ESL Teacher		10/1/13
Kristin Aadahl	Parent		10/1/13
Graham White/Science	Teacher/Subject Area		10/1/13
Daria Agosta/ ELA	Teacher/Subject Area		10/1/13
Melanie Levy/ Literacy	Coach		10/1/13
Erika Salzman/ Math	Coach		10/1/13
Reva Fishner	Guidance Counselor		10/1/13
	Network Leader		10/1/13
	Other		10/1/13

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M040 School Name: PS 40

Cluster: 2 Network: 206

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.

The data and methodologies used to assess our school's written translation and oral interpretation needs begin at the time of registration when the parent meets our parent coordinator, Juliette Knight. The parent is then introduced to either the Principal, Assistant Principal or the ESL teacher who conducts the formal interview for the HILS (Home Language Survey). The data on the HLIS ensure that all parents are provided with appropriate and timely information. Another method used is during the parent orientation. Parents of ELLs have an opportunity to share their preferred language for class newsletters, school notices and parent/teacher correspondence.

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 major findings of our school's written translation and oral interpretation needs are the following:

- One out of the two ELL parents speak English
- Parents of ELLs prefer information in English
- Parents in the community are willing to assist other families
- Nine out of ten times in-house translators are used at PS 40

The findings are shared during general staff meeting. Teachers are given all the above findings at the start of the new school year when there are ELLs in their classroom.

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.

The written translation the school provides include:

- The Department of Education written translation
- PS 40 in-house translators—Teachers, therapists, and aides
- DOE letters are printed in the language(s) necessary when needed
- Teachers of ELLs whose parents express need for written translation contact the parent coordinator who makes the arrangements to obtain timely written translation

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.

The oral interpretation services our school will provide, depends on the information that is collected at the time of the HLIS interview. PS 40 has used in-house translators for oral translations during parent/teacher conferences or school meetings when deemed necessary. If parents request oral translation during parent teacher conferences that we are unable to provide in-house the phone translation services are used during conferences. If the language is unavailable by the translation services then an outside vendor may be contacted. Parent volunteers have also been helpful in providing oral interpretation with parents who speak mutual languages and are from similar cultures. Parents who help with oral interpretation often times help new ELL families feel at ease with their new child's new school.

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>.

Less than 10% of PS 40 parents speak a language other than English. We do provide a copy of a translated version of the Bill of Rights and Responsibility if a parent requests it. Our school also posted a large visible poster in all the languages the DOE represents informing parents of the translation and interpretation contact details at the district office and our school site.

PS 40 will provide parents whose language is a covered language with translation of any document that contains individual, student-specific information regarding:

- Health
- Safety
- Legal or disciplinary matters
- Entitlement to public education or placement of special education
- English Language Learner or non-standard academic program

If PS 40 is unable to translate or interpret information pertaining to a child to a parent or guardian, an indication to the parent on how they can request free translation or interpretation of such document(s) will be provided. PS 40 ensures that parents in need of language access services are not prevented from reaching the school's administrative offices on the basis of language barriers.