



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: SAMUEL HUNTINGTON
DBN (i.e. 01M001): 28Q040
Principal: ALISON BRANKER
Principal Email: ABRANKE@SCHOOLS.NYC.GOV
Superintendent: DR. BEVERLY FOLKES-BRYANT
Network Leader: ELLEN PADVA

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
Alison Branker	*Principal or Designee	
Rose Quinones	*UFT Chapter Leader or Designee	
Nicole Martinez	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Keisha Thomas-Ellis	Member/ CSA	
Ronald Williams	Member/ Parent	
Latasha Redfield	Member/ UFT	
Kelly Nurse	Member/ Parent	
Gloria Mowring	Member/ Parent	
	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

X	School Leadership Team Signature Page
	Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)
	▪ Annual Goal
X	▪ 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)
X	Academic Intervention Services (AIS)
X	Title I Plan (Only for schools receiving Title I funding)
X	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.

As a result of analysis of all available assessment data, there is an urgency to accelerate the reading levels of our students in all grades; therefore, our goal is to improve student achievement in ELA. By June 2014, students who are continuously enrolled from September through June will increase their reading levels by 2 levels from Fall 2013 to Spring 2014 as measured by Fountas and Pinnell reading assessment.

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 was identified because our school scored an 8% proficient on the ELA state exam. The majority of our students are reading below grade level.

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. Our school adapted the CKLA program which is a research based program for the lower grades and we incorporated the ELA Shifts to the upper grade program.
2. Every student reads independently for 30 minutes during the morning and an additional 30 minutes for guided reading daily.

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

1. All classroom, out of classroom and cluster teachers.
2. CKLA program for lower grades and Treasures program for upper grades.

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

1. After every unit or domain exams, teachers complete an Action plan that analyzed the exam and develop a plan to target the students who performed below grade level.
2. During independent reading, students are also reading on a computer based program that tracks their reading levels. If the teacher sees a decline in the student's reading level, then she develops a plan to help that student.

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

1. Each domain in the lower grade program is 3 weeks long. Each unit in the upper grade program is 6 weeks long.
2. Each guided reading session is 1 week long.

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

1. The lower grade program requires 2.5 hours of ELA daily instruction. The upper grade program requires 2 hours of ELA daily instruction.
2. Each guided reading session is 30 minutes long.

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).

On an ongoing basis, parent workshops are provided to all parents explaining the new program and all of its components, as well as the CCSS, ELA shifts and Starrmatica.

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.

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.

There is an urgency to accelerate the math skills of our school's students in all grades, therefore our goal is to improve student achievement in Math. By June 2014, students who are continuously enrolled from September through June will demonstrate 5% growth on the MOSL benchmark exams from Fall 2013 to Spring 2014 as measured by MOSL benchmark exams and CCLS units of study.

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 was identified because our school scored a 14% on the Math state exam. The majority of our students are performing below grade level standards in math.

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. Our school adapted the MIF program which is a research based program for all grades and we incorporated the Math Shifts to enrich the program.
2. Every student has access to Starrmatica our online resource to practice math fact fluency, and to apply and reinforce units being taught in class

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

1. All classroom, out of classroom and cluster teachers
2. Technology, laptops and iPads are available for student use.

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

1. After every unit exam, teachers complete an Action plan that analyzed the exam and develop a plan to target the students who performed below grade level.
2. Teachers track student progress on Starrmatica and use end of unit data to determine student progress and achievement.

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

1. The lengths of the units vary, they go anywhere from 2 – 4 weeks
2. Teachers provide students the opportunity to use Starrmatica at least three times per week..

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

1. The math program requires 75 minutes of daily instruction for all grades.
2. Title I teachers support teachers in use of this online resource. This resource is accessible at home as well.

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).

On an ongoing basis parent workshops are provided to all families explaining the MIF program, CCSS, Math shifts and Starrmatica

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.

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.

To further improve the quality of instruction, we will institute the 22 areas of Danielson's Teacher Effectiveness Framework. By June 2014, 100% of the staff will attend professional development sessions focusing on the 22 Danielson components to increase student outcomes in ELA and Math.

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 was generated based on the Citywide Instructional Expectations 2013-2014 and the adoption of the new teacher effectiveness system. This system will improve teacher effectiveness which will result in greater student achievement.

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. On a monthly basis, grade conference activities will be focused on diving deeper into the domains of the new teacher effectiveness system, Danielson.
2. An SBO vote was passed to have 6 early dismissal days for PD to support the implementation of the new teacher effectiveness system.

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

1. Administration, talent coach, coaches, effective and highly effective teachers and ARIS learn videos will be used to support teacher growth.
2. Administration, talent coach, coaches, effective and highly effective teachers and ARIS learn videos will be used to support teacher growth

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

1. Observations that follow the grade conferences will be the evaluation tool.
2. Observations that follow the grade conferences will be the evaluation tool.

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

1. September 2013 through June 2014
2. September 2013 through June 2014, there is a specific Danielson domain and component that is focused on each month

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

1. The Danielson rubric, and ARIS learn videos are used to support each instructional activity.
2. The Danielson rubric, and ARIS learn videos are used to support each instructional activity.

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).

This goal applies to the growth of teachers by aligning their instruction to the Danielson rubric for teacher effectiveness.

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.											

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.

In order to accelerate school wide student achievement, there is an urgency to increase parental involvement. By June 2014, we will increase parental involvement by 5% at school based activities that target parent participation for the 2013-2014 school year.

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 was generated based on the performance of students on the new ELA and Math CCSS exams in the spring of 2013.

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. To support the academic success of all students, we have class parent day once per month where parents can visit their child’s class and learn what is taught in class across content areas.
2. Monthly parent workshops focusing on ELA and Math CCSS.

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

1. All teachers
2. Coaches, Title I teachers, and teachers

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

1. Parents sign homework nightly and ensure that student homework is done as a reinforcement of what was learned for the day.
2. When student reading levels improve and they log their reading in their reading logs nightly, it shows that parents are enforcing the 60 minutes of reading each night. When students improve in math, it shows that parents are utilizing the fact fluency resources that were provided.

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

1. September 2013 – June 2014
2. September 2013 – June 2014

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

1. Student workbooks, textbooks, notebooks, software programs and websites.
2. Engageny website – parent resources, flocabulary math fact fluency materials, Starrmatica internet based program, MyOn internet based reading program

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).

On a monthly basis we host parent workshops on the third Friday and Saturday of each month on the CCSS in ELA and Math. We host monthly Cookshop family workshops (non-fiction) focusing on nutrition and healthy eating.

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

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
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	-AIS -Response to Intervention -Extra Help After-School Reading Program	AIS ELA 10:1 RTI Tier 3-one-to-one Pull-Out/Push-In Tier 2-Small group pull-out/push-in And Classroom Teacher Tier 1-Groups in Classroom Reading Program: 20:1	AIS- 50 extra min 2x a week RTI – During the School Day Extra-Help Reading Program- After-School Saturday Reading Academy
Mathematics	AIS -Response to Intervention -Extra Help After-School Math Program	AIS Math 10:1 RTI Tier 3-one-to-one Pull-Out/Push-In Tier 2-Small group pull-out/push-in And Classroom Teacher Tier 1-Groups in Classroom Math Program: 20:1	AIS- 50 extra min 2x a week RTI – During the School Day Extra-Help Math Program- After-School Saturday Math Academy
Science	Response to Intervention	Tier 1 & Tier 2	During the School Day
Social Studies	Response to Intervention	Tier 1 & Tier 2	During the School Day
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Guidance Counselor Social Worker RTI Social / Emotional Goals are determined on the particular student deficits	Tier 3 one-to-one Pull-Out/Push-In	During the School Day

**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.			
X	School Wide Program (SWP)		Targeted Assistance (TA) Schools
			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.
Teachers are recruited from local colleges, recruitment fairs and from the excess pool. Teachers are provided with professional development support based on their varying needs identified from observation data. All teachers receive professional development on implementation of the citywide instructional expectations.

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).
To ensure high quality professional development for all members of the school community to enable all students to meet the CCSS, ongoing CCSS based learning opportunities are planned 5 or more times per month. The CCSS is the focus of grade conferences, faculty conferences, lunch and learns across content areas and our SBO Danielson half day PD sessions. DOE talent coaches, school administration, network support staff, the data team and teachers facilitate PD.

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 <i>the intent and purpose</i> programs whose funds are consolidated (i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).
Federal, state and local funds are used to fund teachers to close student achievement gaps, support STH with needed materials for school, to purchase content based software programs, professional development, bully prevention programs, at-risk boys book club, internet based observation program, online reading program MyOn, technology in the classrooms and parental involvement.

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.).
Every year we host open houses for local day care centers to visit our school. They visit classes, clusters, have lunch and receive a school brochure.

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.
Prior to the start of the school year during the summer, teachers meet to analyze various assessments to make collaborative decisions on assessments by grade and subject that will yield the greatest student outcomes.

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) PS 40 Q.

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 28	Borough Queens	School Number 040
School Name Samuel Huntington School		

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

Principal Alison Branker	Assistant Principal Christina Williams
Coach Sharon Clifford	Coach Cheri Hicks
ESL Teacher Jennifer Dulberg	Guidance Counselor Judy Maquine
Teacher/Subject Area Cathy London	Parent type here
Teacher/Subject Area Natasha Andrews	Parent Coordinator Stephanie Sanders
Related Service Provider Roselle Coley	Other
Network Leader(Only if working with the LAP team) Ellen Padva	Other

C. Teacher Qualifications

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

Number of certified ESL teachers currently teaching in the ESL program.	1	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area 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)	604	Total number of ELLs	37	ELLs as share of total student population (%)	6.13%
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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 <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
Dual Language <small>(50%:50%)</small>	0	0	0	0	0	0								0
Freestanding ESL														
Push-In	2	2	0	4	4	4								16
Pull-out	4	4	3	3	2	3								19
Total	6	6	3	7	6	7	0	35						

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	31	ELL Students with Disabilities	4
SIFE	1	ELLs receiving service 4-6 years	5	Long-Term (completed 6+ years)	1

Enter the number of ELLs by years of identification and program model in each box. Enter the number of ELLs within a subgroup who are also SIFE or 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	31	1	3	5	0	1	1	0	0	37
Total	31	1	3	5	0	1	1	0	0	37

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	0	0	0	0	0	0	0	0	0	0	0	0	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	EL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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	3	5	3	8	4	3								26
Chinese														0
Russian														0
Bengali			1	2	2	2								7
Urdu														0
Arabic		2												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	0	0	1									2
TOTAL	3	8	4	10	7	5	0	0	0	0	0	0	0	37

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)	3	4		2	1	2								12

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	3									4
Advanced (A)		4	4	7	3	3								21
Total	3	8	4	10	7	5	0	0	0	0	0	0	0	37

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	7				7
4	4	2			6
5	1				1
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	6				1				7
4	3		2		2				7
5	1								1
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			2		2				4
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 looks at data from the LAB-R and the NYSESLAT. We also look at the data from the Acuity, ELL Periodic Assessment, state exams. We look at what areas the students still need help in and focus on those areas. We find that the students need to strengthen their main idea skills and overall comprehension. We look at the results and determine if the students are improving in the skills they are deficient in. PS 40 students take monthly assessments through out the year across all content areas. Teachers are able to go on ARIS and look up their students' scores on variety assessments. Teachers gear their instruction according to their students needs.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
According to the NYSESLAT 21 students were advanced, 4 were intermediate and 6 were beginners. There were 6 new ELLs and all of them are beginners. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students K-5, we use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, questions/discussions and class presentations. The ESL teacher also meets with the classroom teacher to ensure that the skills being taught in class match what is taught in the ESL classroom.
3. 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](#))
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?

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

5. 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](#).)
PS 40 uses data from the monthly assessments and running records to identify Tier II and III students. All of PS 40 is involved in RTI. The classroom teachers conducts RTI in their classrooms (Tier I and Tier II). There are also cluster teachers and out of classroom staff who also work with Tier II students. When the ESL teacher pushes into the classroom that have ELLs she works with them in Tier II. Tier III instruction occurs when there is a child who needs one to one instruction. In addition, there is a RTI team that works with the lowest third who pulls out those students for further instruction. The students who are in Tier II and Tier III are identified by the RTI team and they tend to contain ELLs.
6. How do you make sure that a child's second language development is considered in instructional decisions?
The classroom teachers that are using Treasure's have an ELL component embedded into the program. Students also have a packet that is in addition to their workbook that focuses on language and vocabulary development. The lower grades that use Core

Knowledge design lessons that encompasses all four modalities which support second language development. When the ESL pulls out students she supports second language development within her lessons through the use of manipulatives, books and other instructional materials. The ESL teacher also meets with the classroom teachers to ensure that the ELLs instructional needs are being met during instruction.

7. For dual language programs, answer the following:
 - a. How are the English-proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?

PS 40 currently does not have a Dual Language program

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

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

Part 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](#).)

During registration period the certified ESL teacher, Jennifer Dulberg, is part of the registration team. While parents are filling out the registration packet, the ESL teacher meets the parents of new students. Inside the packet there is the Home Language Survey. After interviewing parents of new admits she makes sure that the Home Language Survey is in their home language. After speaking with the parent the ESL teacher goes over the Home Language Survey to make sure they understand what they are filling out. If the parent does not speak English a translator will be available at PS 40 to assist. If the parent indicates that the child speaks, reads or writes in another language two or more times in questions 1-4 and 4-8 then the ESL teacher will interview the child next. Jennifer Dulberg will then interview the parents with further questions to get a dossier of the child. If Jennifer Dulberg feels that the student will be an ELL then she will have the parent watch the Parent Orientation Video and fill out the Program Selection form and the Program Survey in their home language there at registration. If the ESL teacher feels that the child should be tested then she will administer the LAB-R within ten days of registration. If the child is identified as an eligible candidate for Bilingual Instructional Services, an informal interview is given to the candidate by a pedagogue and the Spanish LAB-R is administered. The ESL teacher has ten days from the child's registration date to administer the LAB-R. The ESL teacher runs the RLER report from ATS to see who is eligible to take the LAB-R. The ESL teacher administers the Speaking portion of the NYSESLAT individually in her classroom. She checks off students names on the RLER to ensure all students are tested. In case the ESL teacher is not available there will be two pedagogue teachers, Ms. Clifford & Ms. Jeanty, who will be trained by Jennifer Dulberg to identify new ELLs.
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.

If parents did not see the video during registration then Jennifer Dulberg will have a Parent Orientation meeting within ten days of registration. The ESL teacher sends home the Entitlement letter in the child's home language. The parents who had a Parent Orientation meeting during registration will still receive an Entitlement letter. This letter informs the parent briefly about the different programs the board of education has to offer. In addition, the letter states the day, time, and place where the Parent Orientation Meeting is being held. The Entitlement Letters are distributed within ten days from the start of school. In this meeting the ESL teacher has the parents' watch the video from the board of education that fully describes the different programs the city has and the process. Parent brochures are also handed out so that the parents can bring it home and refer to it when needed. The video is shown in the different languages that are

presented at the meeting. After the parent watches the video they are able to fill in the Program Survey and Program Selection Form and sign it. The Program Selection Form and Parent Surveys are given in the parents Native language.

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 has all the names of new ELLs on a list. The Entitlement letters are printed out from the NYC Board of Education website and has PS 40's school heading on top. Each letter is copied and put in the ESL teacher's Data Binder. The Entitlement letter matches the parent's home language. The original letter is sent home to the parents. The ESL teacher collects the Parent Survey and Program Selection Form and places it in her Data Binder. It is filed in a locked closet and room for security. If a parent does not show to the meeting the ESL teacher will continue to call and write letters to the parents to invite them in to see the video and fill out the forms. The ESL teacher will document her efforts in trying to contact the parents. When the ESL teacher meets with the parents who missed the first Orientation Meeting, the parents watch the video and fill out the Program Selection Form and the Parent Survey. The ESL teacher takes those forms and puts it in her Data Binder. The ESL teacher has the Parent Selection Forms and the Parent Surveys in a Data Binder for every year she was the ESL teacher. A translator is available to speak to parents of other languages. If the forms are still not returned the default program for ELLs is the Transitional Bilingual Education as per the CR-154.

4. 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.

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

5. 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.

In the spring the ESL teacher runs the RLER and RLAT reports from ATS to see who is eligible to take the NYSESLAT. She also uses this list to ensure that all of the ELLs are tested in all of the sections of the NYSESLAT. The ESL teacher administers the Speaking portion of the NYSESLAT individually to the student in her classroom. The scorer of the Speaking section is also present. The ESL teacher checks off students names to ensure all students are tested. Once the other parts of the NYSESLAT are delivered the ESL teacher administers the those parts within the testing time frame. The listening, reading and writing sections are administered in the ESL teacher's classroom. The students are tested in groups by grade. There is a testing sign outside her classroom door to ensure that the hallway is quiet. In addition, the principal writes that the NYSESLAT is taking place in the ESL teacher's classroom on the Daily News which is emailed to all of the teachers and posted in the school office. When the results come in the ESL teacher uses the data from their scores to gear instruction.

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.  In the last few years most parents choose the Freestanding English as a Second Language Program as their first choice. Currently the Samuel Huntington School offers the Freestanding English as a Second Language Program. PS 40 does not meet the criteria to open any other programs. If Samuel Huntington School met the requirements to open up other ELL programs the school is prepared to do so. Since most parents indicate ESL as their first choice, that is the program that is used in the school. The program models at PS 40 are in alignment with the parent requests as per their choice on their Parent Selection Form.

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])?

PS 40 has a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action leading to college and career readiness. We have school wide shared expectation and beliefs about student learning. We emphasize a culture of high expectations for ELLs, teachers and parents. PS 40 continuously monitors ELL student progress and adjust their instructional planning based on a wide variety of evidence and data. We have ongoing assessments to monitor student progress. We use assessment data to plan instruction and use rubrics that integrate ELA and ESL performance standards in writing. Teachers of ELLs know their ELL population and their individual needs based on the meetings the ESL teacher has with the classroom teachers. Teachers make connection between the Children First concept of accountability for ELL outcomes and key initiatives through the use of ARIS, progress reports and inquiry teams to clarify the work with data. The Treasures Program and the Core KNowledge Program are aligned with the Common Core Standards. Teachers use differentiated instructional strategies and use adequate materials to address needs of all students. PS 40 values parent and community involvement and takes active steps to ensure that they are part of the school's culture.

a & b) The goal of our ESL program is to foster full English proficiency in a supportive classroom environment. ESL instruction is provided to all ELL students in grades K – 5 using a push-in model except for seven periods a week where the ESL teacher pulls out ESL students . The pull-out groups are serviced in a separate classroom and are given ESL instruction using a modified Teacher's College workshop model. Students are grouped according to grade and English proficiency level. English is the language of instruction. The ELLs are placed in one class per grade. The classes are heterogenous. There is an ELA block across grade levels in the school.

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)?

ESL students will receive 360 minutes of instruction each week at the beginning and intermediate levels and 180 minutes of instruction at the advanced level. The ESL students who are Beginner, Intermediate and Advanced receive one unit of 180 minutes in their Native Language. All ELL students also receive more than one unit of 180 minutes in English Language Arts. The ESL teacher pushes in part of the week during the ELA time period so that the ESL students receive the maximum amount of ELA instruction. There is a 25% Native language support in the classrooms and in the ESL classrooms in terms of glossaries and books in the students' native languages.

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.

When the ESL teacher pulls out the students she focuses on ELA skills and uses the teacher's curriculum maps to align instruction. When she pushes in she pushes in during ELA and Math time. All instruction is in English. However, students receive Native Language support in their classrooms and in the ESL teacher's classroom. There are Native Language libraries and glossaries in ELA and Math. Some of the Title III money is used to purchase these items. The Treasures Program that is used in the upper grade classrooms have a Native Language support section in the Teacher's Guide. The Treasure's Program and the Core Knowledge program are aligned with the Common Core Standards. The classroom teacher also assigns a buddy who speaks the same language to the ESL student.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?
To ensure that the ELLs are appropriately evaluated in their native language PS 40 has fluent Bengali, Haitian, French and Spanish speakers on site.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?
Student are interacting in all four modalities in all ESL lessons. Classroom teachers make sure that their students are working in all four modalities across content areas. Evidence of this is seen in their unit plan and lesson plans.
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).

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

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

For the newcomers we use explicit instruction. Utilizing the research based Treasures Program or Core Knowledge Program, the newcomers receive extra support with practicing skills that help prepare them for the ELA State Exam. Other strategies to be emphasized in order to improve the language acquisition of ELLs are: building and activating background knowledge, the integration of children's native language and cultural backgrounds, values and beliefs, the use of manipulatives to facilitate concrete experiences to help students create a context for what they are learning, using accountable talk to support language development, assisting students in understanding each component in the writing process, and the use of rubrics to self-asses students' progress. Language development will be increased and assessed and the use of vocabulary as integrated into the content areas of literacy, mathematics, science, social studies, technology, etc. The ESL students will learn to look critically at the world around them through studying original documents, doing research, and investigation. In addition, PS 40 has reading materials that are written in different languages to help the student gain knowledge while learning English. PS 40 is also currently using technological support for ELLs such as Reading Eggs for Kindergarten through second grade and ESL Reading Smart for grades three to five. Pearson's Waterford Early Learning Program will be used as an intervention to close the learning gaps of scholars in Pre-K through grade three in ELA, Math and Science.

The ELL students who have four to six years of instruction and the one long term ELL will receive resource room and are

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

The former ELLs will receive AIS services and will be able to take advantage of the resources that are found in their classroom. Students will be engaged in all instructional strategies that the current ELLs are utilizing. They will receive support from RTI team if necessary and will be able to have testing accommodations for two years for the state exams. Former ELLs are invited to the ELA and Math after school programs so that they can do well on the state exams.

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?

Students who have special needs will also receive extra services as per their IEP. For example, they receive ESL, RTI and AIS services. These students are given a variety of remedial aid to ensure that they meet the Common Core Learning Standards. Waterford Early Learning Program, Core Knowledge and the Treasures Program are programs that PS 40 provides. The students who have IEPs are involved in the RTI process. In addition students are assigned literature and non fiction text on their appropriate reading level and prompted to apply grade level concepts according to Common Core Learning Standards. There is a use of multi-sensory learning approach that incorporates visual, auditory and tactile activities. We provide additional presentations using repetition, paraphrasing and modeling. We allow opportunities for movement.

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?

At PS 40 all classes on each grade level adopt a similar schedule to allow students an opportunity to have access to a general education classroom during subjects identifies as a "student strength," ie mainstreaming. Tasks and assignments are modified so that SWD's participate in the general education curriculum and are prepared to meet CCLS.

Courses Taught in Languages Other than English ⓘ

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

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

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

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.

In addition to the classroom teacher there are content area specialists, for example, math, ELA/Social Studies and Science, that push into the classroom to give extra support. PS 40 provides after school programs that focus on reading and math skills. These skills are aligned with the NYS CCLS and prepare the students for the state exams. In addition, there is the Title III after school program for ELLs. The ELL students who are in grades K-5 will be participating in the ESL after school program. All of the ELL students in all of the ELL subgroups are targeted and invited to participate in the Title III program. PS 40 also uses the Waterford Early Learning Program for grades Pre-K through third grade. Students are also targeted by the RTI team and they pull those students out for further instruction. Students also participate in AIS and AES from grades two through five.

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 the ESL program is shown by the results of the NYSESLAT, monthly assessments, classroom tests across content areas.

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

Write to Learn is one program that PS 40 is considering for the upcoming school year. The program is a technology based program that strengthens their comprehension and writing skills.

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

There currently are no programs being discontinued.

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; such as Title III, ELA and Math after school programs and any other extra curricular activities that the school offers. All notices that invite ELLs are translated into their home language.

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 used to support each subgroup are glossaries, native language books, the Treasure Program and Core Knowledge. State exams are ordered in the student's native language across content areas. The ESL teacher uses ESL Reading Smart and Reading Eggs in the classroom. Students who have internet access can also work on these programs at home.

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

Native language support is given to the ELLs in the ESL program by having glossaries, native language books and teachers who speak the languages of our students.

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

Services and supports correspond to ELLs in K-5. SETSS, speech, ESL, AIS teachers will differentiate grade level curriculum to meet the needs of the ELLs. All instruction is aligned to the curriculum maps and Common Core Standards.

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.

To ensure that newcomers are acclimated to the school parents are invited with their child to come in and view the classroom and meet the teacher. They are invited to tour the building with their children. The ELLs can meet their buddy partner so that the Affective filter is lowered. This will lower the anxiety and stress they might feel when they first come to the school.

18. What language electives are offered to ELLs?

Currently PS 40 does not have any language electives offered to ELLs.

19. For schools with dual language programs:

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

PS 40 does not currently have a Dual Language Program.

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 and 2) To further enrich learning experiences for ELLs, trips will be planned. During the 2013-2015 school years, the ESL teacher plans to attend a variety of ESL workshops that will better prepare her in dealing with current issues ELLs face in today's society. Mrs. Dulberg attended a CFN meeting on September 18, 2013, that focused on compliance and using data to focus instructional improvement. She will also attend monthly meetings that the CFN provides. On September 30, 2013 Mrs. Dulberg attended a workshop that educated her further on the Language Allocation Policy. In addition, the ESL teacher meets with the teachers of the students she services and turns keys the information learned to them. The ESL teacher also hosts Lunch and Learns monthly starting in October and hosts professional development to teachers throughout the year. Agenda and sign-in sheets are kept in the Data Binder. The first professional development that will be given to the staff will be hosted by Mrs. Dulberg on October 23, 2013 on ELL strategies accelerating academic achievement of ELLs. November 6, 2013 there will be professional development on curriculum planning. December 18, 2013 there will be professional development on classroom instruction that works with ELLs. On January 15, 2014 there will be professional development on the NYSESLAT. Teachers will learn strategies that will help their ELL students on the upcoming test. On February 5, 2014 there will be a PD on the SIOP model. On March 19, 2014 there will be another PD regarding students with disabilities that are ELLs. On April 9, 2014 there will be a PD on how to create goal-oriented lesson plans. June 4, 2014 PD will be on how to promote parent involvement for parents of ELLs. The assistant principals, common branch teachers, subject area teachers, paraprofessionals, guidance, special education teachers, ESL teacher, psychologists, occupational/physical therapists and speech therapists are sent to professional development on ELL instruction. All staff members are also invited to all Lunch and Learns that the ESL teacher hosts throughout the year. Staff are also sent to ELL workshops and turn keys the information to their colleagues in the grade. During the common planning prep period the classroom teacher discusses with the ESL teacher what strategies they are working on and what the strategies that need to be re-addressed are. This is to ensure that what is being done in the ESL classroom reflects what is being taught in the classroom.

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

4) To ensure that the staff receive the 7.5 hours of ELL training the principal sends the staff to ELL workshops in addition to the Lunch and Learn Mrs. Dulberg hosts throughout the year. Staff members are required to keep track of all the workshops they attend. Mrs. Dulberg also keeps a log of attendees from her Lunch and Learns in her Data Binder. The ESL teacher will also attend OELL professional development so that she receives the 7.5 hours required. She will also turn key the information that she gained from the professional development workshops.

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) As new students enter the ELL program, our school will conduct additional new parent workshops, as well as other informational workshops. Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students will be held a few times a year as needed. There will be monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. These meetings for parents emphasize instructional issues, such as assessment, standards, school policies and strategies to help support student success and achievement. The ESL teacher, Parent Coordinator, and translators will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed. In addition, PS 40 will host workshops for parents of ESL students to strengthen parenting skills and minimize parental stress. Some of the workshops for parents meet on Saturdays. Parents are invited to come and meet the teacher on Open School Night. In addition PS 40 hosts Open House Week where parents can come into their child's classroom to work with them on classroom activities. Parents are invited to come into the classroom to do a read aloud with the class.
 - 2) PS 40's ESL second graders have the opportunity to work with the YMCA. Students learn how to swim once a week for a few hours.
 - 3) PS 40 sends home surveys to parents asking their opinions and concerns about what is being done in the current school year. In addition , parents are given the Environmental Surveys so that we can address any issues of concern. PS 40 teachers also provide their school emails so that the parents can contact their child's teacher at any time. Parents received Welcome Letters during open house that states how parents can contact them and how to share any of their concerns. We welcome parents to take an active part in their child's learning. We provide translators so the parents of ELLs feel comfortable coming in and addressing any concern they might have regarding their children.
 - 4) Parents are also invited to participate in the Title III after school program. Parents are welcomed to join in and participate in the activities that their ELL child is involved in. There are weeks in the school year where parents are free to come in and participate in their child's activities through out the day. Parents and their family members can come in and read to the class. PS 40 has the report cards, discipline Code and school policies will be distributed in the home language of the ESL students.

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.

Paste response to question here:

Part VI: LAP Assurances

School Name: _____

School DBN: _____

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		1/1/01
	Assistant Principal		1/1/01
	Parent Coordinator		1/1/01
	ESL Teacher		1/1/01
	Parent		1/1/01
	Teacher/Subject Area		1/1/01
	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
	Guidance Counselor		1/1/01
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

Requirement under Chancellor's Regulations – for all schools

DBN: 28Q040 School Name: Samuel Huntington School

Cluster: 5 Network: 535

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

Part A: Needs Assessment Findings

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

A needs assessment was conducted, which included the Principal, Assistant principal, Pupil Accounting Secretary and ESL teacher, regarding the written translation needs of the students enrolled in PS 40. Each students' Home Language Identification Survey was assessed. All students whose home language was listed as non English on the survey was reviewed and discussed. Those parents receive a Home Language Survey in their home language. The Language Translation and Interpretation Unit is used through out the year to translate a variety of letters to parents. PS 40 also have teachers who speak Spanish, French and Haitian Creole if parents need a translator. In addition letters that the ESL teacher sends out are from the Board of Education and are already translated into the different languages. Forms from the Board of Education and school calendars are also translated.

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

The results of the needs assessments are as follows: (20) ELL students and their families require written and oral translation in Spanish and (6) ESL students and their families requires written and oral translation in Bengali. In addition (2) families require written and oral translation in Arabic, and (2) families require written and oral translation in an African dialect.

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

Part B: Strategies and Activities

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

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

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

Oral translation of scheduled school meetings and activities will be provided as necessary to all who do not speak English in their homes. When necessary a translator will be available to provide assistance to those families who require it. The oral interpretation services will be provided by school staff (Spanish) and parents volunteers (Urdu, Arabic, Bengali, Albanian and African dialects). PS 40 also use the Translation and Interpretation Unit for over the phone translations.

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

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit a new Title III Application every other year.

For the 13-14 school year, schools may continue to use, modify, or revise the 12-13 Title III Application.

2012-13 Comprehensive Education Plan (CEP)

Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply):
<input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 36
Grades to be served by this program (check all that apply):
<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: 2
of certified ESL/Bilingual teachers: 1
of content area teachers: 1

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

The Title III program at 28Q040 is for 36 English Language Learners who scored at the beginning, intermediate and advanced level of English language proficiency, as determined by their LAB-R and NYSESLAT scores. They will be offered additional school support for 18 weeks. The program starts in November 3, 2012 and ends in June 2013. The program will be for grades K-5 will be on Saturdays from 9:00 am- 11:00 am. English will be the language of instruction. The Saturday program activities will assist the children to become better readers, writers, listeners, and speakers in their general education and/ or special education classes. Language development will be increased and assessed through the students' use of vocabulary as integrated into content areas through the use technology. There will be small group instruction to improve individual skills in deficient areas. The teaching materials will include a wide range of print, visuals, manipulatives and digital resources. There are two teachers that work in the Saturday program. ESL instruction will be provided by the certified ESL teacher who will employ ESL strategies and techniques. The certified common branch teacher will teach in the content area of Language Arts. The two teachers will be team teaching. The certified ESL teacher will be a continued resource for the common branch teacher throughout the year. The ESL teacher will demonstrate ESL best practices strategies with the common branch teacher to differentiate instruction for ELLs. Activities are designed and geared to each child's specific needs.

The Title III program will be utilizing the Reading Eggs and ESL Reading Smart. This software provides a comprehensive reading intervention that meets the needs of all struggling readers K-5. Reading Eggs focuses on research-based resources for academic vocabulary acquisition, fluency, and comprehension for students in grades K-2. It emphasizes on teaching key reading skills with the focus on reading comprehension, fluency, vocabulary, phonics, sight words and writing activities. ESL Reading Smart is for grades 3-5. ESL Reading Smart offers individualized content based instruction to develop English language proficiency with emphasis on literacy and academic language development. It provides a newcomers' program and a multi-genre, multicultural reading program written on four levels of difficulty. Nonfiction Reading Practice presents three articles on the same topic, but at three different levels of difficulty, making it easy to differentiate instruction. The teacher will differentiate instruction so that intervention is geared to the student. The students will be engaged with high interest reading passages. Daily 6-Trait Writing provides students with structured daily practice on trait-based writing skills. There are 125 scaffolded lessons that break down the 6 traits of ideas, organization, word choice, sentence fluency, voice and conventions into targeted skills. Skill Sharpeners Reading and Spell and Write are materials that will also be used to help students with comprehension, vocabulary and other important language arts skills. All materials are aligned with the Common Core State Standards.

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

Part B: Direct Instruction Supplemental Program Information

Statue of Liberty and what it meant to the people entering Ellis Island.

Part C: Professional Development

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

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

Begin description here: Professional Development will be for the ESL teacher and the classroom teachers who have ELL students in their class. CEI will provide the professional development at other schools where the staff will participate in workshops and observe ELL best practices. PS 40 will also host in house professional development. There will be six sessions through out the year. The first one will be on October 24, 2012 on ELL strategies using the Treasures Program. All professional development will be held during the day; therefore the teachers will not be paid. All teachers need to receive 7.5 hours of ELL professional development that is mandated by the state. One of the workshops Mrs. Dulberg attended was on September 27, 2012 was about the LAP, Title III and Extension of Services. This workshop further explained the upcoming documents that are needed to stay in compliance. There will be professional development on October 24, 2012 on ELL strategies using the Treasures Program. November 28, 2012 there will be professional development on . There will be professional development on December 12, 2012 on supporting ELLs in the mainstream classroom Part I. On January 23, 2013 there will be a PD on supporting ELLs in the mainstream classroom Part II. On February 20, 2013 there will be another PD on understanding linguistic, cultural and academic differences. On March 20, 2013 there will be a PD on strategies to improve instruction. On April 3, 2013 there will be a PD on best practices for assessment and progress monitoring.

Part D: Parental Engagement Activities

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

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

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

Part D: Parental Engagement Activities

students to experience what their ancestors went through many year ago. They learn the history of the Statue of Liberty and what it meant to the people entering Ellis Island. Parents will also be invited once a month to come in and work with their child. Parents and students will be engaged in hands on activities that promote English proficiency. They will be receive translated letters notifying them of the activities they are invited to.

Part E: Budget

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

Allocation Amount: \$11200

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