



**Department of
Education**

Dennis M. Walcott, Chancellor



2013-2014
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

School Name: HUBERT HUMPHREY ELEMENTARY
DBN (i.e. 01M001): 31R057
Principal: MRS. SANDRA HARRELL
Principal Email: SHARRELL4@SCHOOLS.NYC.GOV
Superintendent: MS. JESSICA JENKINS
Network Leader: MR. MICHAEL DANTONA

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
Sandra Harrell	*Principal or Designee	
Patricia Lockhart	*UFT Chapter Leader or Designee	
Lutina Hinds	*PA/PTA President or Designated Co-President	
Joan Creamer	DC 37 Representative, if applicable	
N/A	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
Amanda Garcia	CBO Representative, if applicable	
Rhonda Calcagno	Member/ Assistant Principal	
Karyn Lind	Member/ Assistant Principal	
Adrienne Trovato	Member/ Parent	
Margaret Rice	Member/ Teacher/ Chairperson	
Dana Lockhart	Member/ Parent	
Allison Cugini	Member/ Teacher	
Aretha Curry	Member/ Parent	
Keisha Drake	Member/ Parent	
Amel Lewis	Member/ Parent	
Jacquelyn Smith	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.

By June 2014, principal and assistant principals will conduct an initial planning conference with all teachers, conduct an initial planning conference with all teachers, conduct 1 formal and 3 informal observations for teachers selecting Option 1 and 6 informal observations for Option 2 and provide actionable feedback in collaboration with teachers. According to the Danielson Framework for Teaching Rubric, 95% of teachers will show growth in teacher's practice as evidence by teacher observation reports.

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.

- Needs assessment revealed that based on the performance of students in ELA and mathematics improving teacher quality and effectiveness is an area to be addressed. In 2013, P.S. 57's average score on the Math State exam was 2.17. This was lower than the average overall citywide test score for Elementary schools in 2013. Compared to other schools in the city serving students with similar characteristic, P.S. 57's average score was statistically similar. However, students from P.S.57 improved more than other students citywide who received similar scores the prior year and compared to students from schools serving similar populations, the students from P.S. 57 improved more from 2012 to 2013. In 2013, P.S. 57's average score on the ELA State exam was 2.2. This was lower than the average overall citywide test score for Elementary schools in 2013. Compared to other schools in the city serving students with similar characteristic, P.S. 57's average score was statistically similar. However, students from P.S.57 improved more than other students citywide who received similar scores the prior year and compared to students from schools serving similar populations, the students from P.S. 57 improved more from 2012 to 2013. .
- Addressing Quality Review Recommendation refine teaching practices across classrooms to ensure questioning strategies, provide opportunities to challenge students and extend thinking.
- Addressing Quality Review Recommendation strengthen the work of using assessment tools and rubrics across classrooms to provide actionable and meaningful feedback

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

Strategy- All teachers will participate in professional growth practices the improve teaching practices

- Activity-**Principal, Assistant Principals will develop and implement a coherent professional development plan for teachers that integrate the twenty two competencies through the Danielson Rubric with a focus on competency 3b and 3c.
- Activity-** Teachers will conduct an initial, mid year, and end of year self assessment on Danielson and reflect on their teaching practice.
- Activity-** Supervisors will engage in frequent cycles of formal and informal classroom observations. Feedback with teachers will be timely and collaborative and designed to improve best practices.
- Activity-** All teacher teams (Inquiry and Grade Level) will evaluate student work and assessments a minimum of 3 times using a prescribed protocol for looking at student work. This activity will prompt future instructional decisions

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

- Principal and Assistant Principals
- All teachers
- DOE network advance coach, administrators, teachers, literacy and math coach.
- Administrators, literacy and math Coach

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

- By the end of 2013-2014, school leaders and teachers will have implemented a professional development plan that has addressed the needs of the faculty based on their initial self assessment that incorporate the Danielson competencies as per the Citywide Instructional expectations.
- Self reflections will be used both prior to and post each observation to measure the alignment between teacher self assessment and observed practice.
- Based on the continuous observation and feedback cycle, lessons will increase their HEDI rating by one level from the original lesson to the observation of the

modified lesson

- Lesson plans, curriculum maps, and assessments will reflect modifications from the teacher teams analysis and evaluation of student work.

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

- September 2013, November 2013, January 2014 and May 2014
- September 2013 , January 2014 June 2014
- Ongoing throughout 2013-2014 school year
- Initial September 2013, Interim January 2014, End June 2014

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

- Extended day professional development time, faculty meetings and common prep planning time throughout the 2013-2014 school year.
- Scheduled common preps are made available as well as extended day professional development time.
- No cost associated with this activity
- Scheduled common preps are made available as well as extended day professional development time

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parental 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).

- Parents will attend on site workshops given by the Literacy Coach on effective teaching practices that will occur in the classrooms.
- During monthly Parent Advisory Committee Meetings, principal will inform parents about best practices in the classroom, the school wide mission statement, the mission, vision and motto.
- Monthly PTA meetings and newsletter will serve as information for parents regarding school wide professional goal Danielson 3b and 3c.

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

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child).

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.

Improve learning environment and academic expectations by inviting teachers, parents and students to play a meaningful role in setting goals and making important decisions for the school. By June 2014, the engagement score on the 2013-14 NYC School Survey Report will increase .5 from a score of 7.7

out of 10 on the 2012-13 NYC School Survey Report, to a score of 8.2 out of 10 moving from an average level of teacher satisfaction to a higher level of teacher satisfaction. By June 2014, the academic expectation score on the 2013-14 NYC School Survey Report, will increase .5 from a score of 7.6 out of 10 on the 2012-13 NYC School Survey Report to a score of 8.1 out of 10 on the 2013-14 NYC School Survey Report.

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.

- Teacher responses to questions about school engagement and academic expectations on School Survey indicated a need to improve the learning environment and academic expectations by allowing teachers to play a meaningful role in setting goals and making important academic decisions for the school. The School Environment component of the Learning Environment Survey for 2012-13 was 1.4 out of 15. The School Academic Expectations component of the Learning Environment Survey for 2012-13 for aligning curriculum, instruction, related services and assessments was 7.6 out of 10.

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.

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

Strategy: All stakeholders will have a voice in decision making in the school

1. **Activity-** The school wide Vertical Inquiry Team will meet bi-monthly throughout the school year to discuss school issues, academic expectations and arrive at solutions through shared decision making and team building.
2. **Activity** Supervisors will have an open door policy in place which will allow teachers to meet with supervisors to discuss goals, academic expectations, share concerns and provide input into the decision making process.
3. **Activity-** A Student Council was formed with a representative from each class (grades 1-5). The Student Council meets monthly with the Principal and the coaches to discuss issues of concern to the students.
4. **Activity-** Parent Coordinator will offer walk in sessions for parents in the Parent Coordinator's room to allow parents to voice their school concerns.

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

1. Administration, teacher leaders, Literacy Coach, Math Coach,
2. Supervisors, parents all faculty and staff and students
3. Principal, student representatives and coaches
4. Parent coordinator and parents

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

1. Improved results from teachers and parents on the 2013-2014 Learning Environment Survey. Teacher reflection form will be used to evaluate effectiveness of program
2. Notes from meetings and feedback from all stakeholders will impact changes school wide
3. Feedback from students during Student Council meetings with principal and coaches will result in school wide changes.
4. Improved results from teachers and parents on the 2013-14 NYC School Learning Environment Survey.

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

1. Bi monthly
2. Ongoing for the 2013-2014 school year
3. Monthly
4. Ongoing for the 2013-2014 school year.

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

1. Common prep planning time and extended day to allow for vertical inquiry meetings.
2. No cost associated with this activity
3. No cost associated with this activity.
4. No cost associated with this 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).

- Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
- Parents will be provided with opportunities to volunteer and participate in their child's classroom activities designed to accomplish stated goal.
- Teachers will provide parents with frequent reports on their children's progress relative to this goal.
- Parent Coordinator will conduct parent workshops providing information to parents about stated goal.
- Information about this goal is posted for parents on the school's Face Book page.
- The Principal will hold an annual School Parent Involvement meeting where the Title 1 School Parent Involvement Policy and the School/Parent Compact are distributed and discussed.
- Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
- Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed.
- Principal will hold monthly PAC meetings.

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	X	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.

As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal Mckinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents

Goal and Action Plan #3

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

Annual Goal #3

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

By June 2014, all students, inclusive of all sub groups, will achieve a 4% increase toward student proficiency at level 3 & 4 on the NYS Math 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.

In 2013, P.S. 57's average score on the Math State exam was 2.17. This was lower than the average overall citywide test score for Elementary schools in 2013. Compared to other schools in the city serving students with similar characteristic, P.S. 57's average score was statistically similar. However, students from P.S.57 improved more than other students citywide who received similar scores the prior year and compared to students from schools serving similar populations, the students from P.S. 57 improved more from 2012 to 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.

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

Strategy- All students inclusive of all subgroups will achieve a 4% increase in student proficiency at level 3 and 4 on the NYS Math Exam.

1. **Activity-** Classroom teachers will implement instruction using the Go Math Program with a heavy focus on critical thinking, problem solving skills and college and career readiness. Goal sheets will be created matched to the standards to assess student progress.
2. **Activity-** Classroom teachers and Data Specialist will utilize data results from NYS Math exam, predictive exams and Go Math unit assessments to individualize instruction and match students to appropriate materials.
3. **Activity-** Beginning in September, 2013 and continuing through June.2014, supervisors will conduct formal and informal observations of teachers in mathematics that reflect the Go Math program and show evidence of academic rigor.
4. **Activity-** UFT Teacher Center Math Coach will facilitate Professional development encompassing the Danielson rubric, Citywide expectations, new curriculum (Go Math) and math standards for teachers. In addition, parent workshops to support parental involvement and deepen the understanding of math concepts to improve student achievement.

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

1. Teachers
2. Teachers, Data Specialist, and UFT Teacher Center Math Coach.
3. Supervisors, teachers and math coach
4. Math coach, teachers and parents

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

- 1 Unit/ Chapter assessment results will be analyzed to evaluate student work and progress toward meeting the standards
- 2 The data Specialist in conjunction with teacher teams will conduct an analysis of results on the NYS assessment in comparison to the unit/ chapter assessments to assist in modifications to instruction.3.
- 3 Based on the continuous observation and feedback schedule, lessons will increase their HEDI rating by one level from an original lesson to the observation of the modified lesson4
- 4 Lesson plans, curriculum maps and assessments will reflect adaptations due to the professional development provided feedback and attendance from parent workshops will inform the school as to the needs of parents in assisting their students' achievement

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

1. Ongoing throughout the school year
2. September 2013, January 2014 and June 2014
3. Ongoing throughout the year
4. Ongoing throughout the year

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

1. Core Curriculum and NYSTL funds
2. Common prep planning time
3. No cost associated with this activity
4. Common prep planning time and extended day professional development

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).

- Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
 - Parents will be provided with opportunities to volunteer and participate in their child’s classroom activities designed to accomplish stated goal.
 - Instructional and informational “text blasts” will be sent out to parents by the parent coordinator.
 - UFT Center Math Coach will provide parent workshops on components of Go Math program incorporating the Common Core Standards.
 - During monthly Parent Advisory Committee Meetings, principal will inform parents about stated goal, the school wide mission statement, the mission, vision and moto.
 - Monthly PTA meetings, newsletter and instructional “math blasts” will serve as information for parents regarding stated goal.
 - Parent Coordinator will conduct parent workshops providing information to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.
 - Teachers will provide parents with frequent reports on their children’s progress relative to this goal.
 - Math instructional information will be posted on the P.S. 57 Facebook page.
 - The school will hold an annual Curriculum Conference in October during the PTA meeting where the Title 1 School Parent Involvement Policy and the School/Parent Compact are distributed and discussed.
 - Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
 - Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed.
- Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.
 The UFT Math Coach will facilitate parent workshops in mathematics and conduct an annual “Math Family Night” Where parents and their children in math activities and games with staff designed to pique to student interest in math.

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.

The Go Math program as part of the Core curriculum was funded using NYSTL funding
 As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor’s Regulation A-780 Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

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.

By June 2014, all students, inclusive of all sub groups, will achieve a 4% increase toward student proficiency at level 3 & 4 on the NYS ELA 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.

In 2013, P.S. 57's average score on the ELA State exam was 2.2. This was lower than the average overall citywide test score for Elementary schools in 2013. Compared to other schools in the city serving students with similar characteristics, P.S. 57's average score was statistically similar. However, students from P.S.57 improved more than other students citywide who received similar scores the prior year and compared to students from schools serving similar populations, the students from P.S. 57 improved more from 2012 to 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.

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

Strategy- All students inclusive of all subgroups will achieve a 4% increase in student proficiency at level 3 and 4 on the NYS English Language Arts Exam.

- 1. Activity-** Classroom teachers will implement instruction using the Expeditionary Learning literacy Program with a heavy focus on critical thinking, problem solving skills and college and career readiness. Goal sheets will be created matched to the standards to assess student progress.
- 2. Activity-** Classroom teachers and Data Specialist will utilize data results from NYS ELA exam, on demand writing assessment and ELA Performance assessments to individualize instruction and match students to appropriate materials.
- 3. Activity-** Beginning in September, 2013 and continuing through June.2014, supervisors will conduct formal and informal observations of teachers in literacy that reflect the Expeditionary Learning Literacy program and show evidence of academic rigor.
- 4. Activity-** Literacy Coach will facilitate Professional development encompassing the Danielson rubric, Citywide expectations, new curriculum and ELA standards for teachers. In addition, parent workshops to support parental involvement and deepen the understanding of math concepts to improve student achievement.

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

1. Teachers
2. Teachers, Data Specialist, and Literacy Coach.
3. Supervisors, teachers and literacy coach
4. Literacy coach, teachers and parents Supervisors, Literacy Coach, Network Support Staff, outside consultants and Parent Coordinator will be utilized to implement strategies and activities. Professional development activities during school day and per session activities before and after school will be funded by tax levy and reimbursable funds.

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

1. Unit performance assessment results will be analyzed to evaluate student work and progress toward meeting the standards
2. The data Specialist in conjunction with teacher teams will conduct an analysis of results on the NYS assessment in comparison to the unit/ chapter assessments to assist in modifications to instruction.
3. Based on the continuous observation and feedback schedule, lessons will increase their HEDI rating by one level from an original lesson to the observation of the modified lesson
4. Lesson plans, curriculum maps and assessments will reflect adaptations due to the professional development provided feedback and attendance from parent workshops will inform the school as to the needs of parents in assisting their students' achievement the observation cycle and focused walks will be used to evaluate the progress, effectiveness and impact of each strategy/activity.

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

1. Ongoing throughout the school year
2. September 2013, January 2014 and June 2014
3. Ongoing throughout the year
4. Ongoing throughout the year Interim Check Point of Progress: January 31, 2014

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

1. Core Curriculum and NYSTL funds
2. Common prep planning time
3. No cost associated with this activity
4. Common prep planning time and extended day professional development valuation form and interim checkpoints on individualized professional development plans will be used to support each instructional strategy/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).

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
 - Afternoon and evening parent teacher conferences will be held during the fall and spring term where this goal will be discussed with parents.
 - Parents will be provided with opportunities to volunteer and participate in their child's classroom activities designed to accomplish stated goal.
 - Instructional and informational "text blasts" will be sent out to parents by the parent coordinator.
 - Literacy Coach will provide parent workshops on components of Core Knowledge (K-2) and Expeditionary Learning (3-5) literacy programs incorporating the Common Core Standards.
 - During monthly Parent Advisory Committee Meetings, principal will inform parents about stated goal, the school wide mission statement, the mission, vision and moto.
 - Monthly PTA meetings, newsletter and instructional "literacy blasts" will serve as information for parents regarding stated goal.
 - Parent Coordinator will conduct parent workshops providing information to parents about stated goal and provide parents with strategies and materials to assist their children in achieving this goal.
 - Teachers will provide parents with frequent reports on their children's progress relative to this goal.
 - ELA instructional information will be posted on the P.S. 57 Facebook page.
 - The school will hold an annual Curriculum Conference in October during the PTA meeting where the Title 1 School Parent Involvement Policy and the School/Parent Compact are distributed and discussed.
 - Title 1 SWP 1% parent involvement set aside will be used to pay for parent involvement activities designed to inform parents about stated goal.
 - Principal will hold quarterly meetings with PTA Executive board where progress towards meeting the stated goal will be discussed.
Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.
- The Literacy Coach will facilitate parent workshops in literacy and conduct a series of "Literacy Family Nights" where parents and their children in literacy activities and games with staff designed to pique to student interest in literacy.

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.

As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

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.

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

5.

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

1.

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

1.

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

1.

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

1

Strategies to Increase Parental Involvement

All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP).

Budget and Resource Alignment

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

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

Academic Intervention Services (AIS)

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

Description

Type of Academic Intervention Service (AIS)	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
ELA	Literacy and Technology programs: Achieve 3000, Raz Kids, Earobics, Mondo, Words Their Way, Weekly Reader, Saddler Phonics. These programs focus on the following strategies: phonemic awareness, comprehension skills, content area vocabulary, focused read alouds, guided reading and writing strategy.	Small group, Pull-out, After school tutoring, Extended day, One-on -One	During the school day and after school
Mathematics	Go Math – using strategies for solving word problems and differentiate instruction; Larson’s Math software for math review; Online math programs including Math Playground, Math Acuity (on line individualized math remediation practice).	Small group, Pull-out, After school tutoring, Extended day, One-on -One	During the school day, after school
Science	Intense instruction as needed by classroom teachers, educational paraprofessionals, SETTS, and guidance counselor. Harcourt Science text and FOSS experiment science program.	Small group, Pull-out, After school tutoring, Extended day, One-on – One, Hands-on activities	During the school day, after school
Social Studies	No students identified for AIS in Social Studies	N/A	N/A

At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	At-risk guidance and at risk Staten Island Mental Health Satellite Services.	Small group, 1:1 counseling	During the school day
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**Title I Information Page (TIP)
For Schools Receiving Title I Funding**

5. All elements of the *All Title I Schools* section must be completed*.
- A. School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- B. Targeted Assistance (TA) Schools must also complete the *TAS 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.
<ul style="list-style-type: none"> Highly qualified staff will be recruited, interviewed and selected to fill posted teacher vacancies through Open Hire, Network Human Resources Administrator and teacher recruitment fairs. All current staff is highly qualified. High Quality professional development will be provided by Principal, Assistant Principals, Literacy Coach, Math Coach, Network Support Staff and outside providers to ensure that staff is highly qualified. Instructional Leads were carefully selected to attend network sponsored professional development and are responsible for turnkey training in-house.

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).
<ul style="list-style-type: none"> High Quality professional development will be provided by Principal, Assistant Principals, Literacy Coach, Math Coach, Network Support Staff and outside providers to ensure that staff is highly qualified to provide instruction that will enable all students to meet Common Core State Standards (CCSS) through the following ways: Administrators and teacher teams will meet to analyze student work Data specialist in conjunction with teacher teams will analyze student assessment data and determine next steps Vertical Inquiry team will meet bimonthly to ensure alignment of curriculum across the grades Teachers are matched with mentor teachers to participate in inter visitations to strengthen their teacher practice.

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.).
As a Title 1 School-Wide School, Conceptual Consolidation will allow school to combine Tax Levy Funds with reimbursable funds (i.e. Title 1, SINI, Title 111, NYSTL, etc.) to implement action plan by providing professional development provided by supervisors, Network Support Staff and outside consultants to purchase materials designed to improve teacher effectiveness and to hire staff. In accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780 Title 1 funds will be set aside to assist students in temporary housing (STH) to meet academic content and academic achievement standards as well as urgent needs (\$100 per identified child). Tax Levy and Reimbursable translation funds will be used to provide translation services for parents.

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.).
The pre kindergarten program is a full day program. The literacy and math programs that are utilized are aligned with the

Common Core Learning Standards. A work sampling system (WSS) has been implemented. These periodic assessment results are used by pre k teachers to plan individual and whole class instruction. The pre k teacher leader is a member of the Vertical Inquiry Team. Additionally, the pre k teacher team meets weekly to plan instruction based on periodic assessment results. Parent involvement workshops are held for parents of preschool children where common core curriculum and parenting strategies are discussed. Parents from Community Based Preschool programs are invited to attend these meetings. In the spring term, parents of preschool students are invited to visit the school and are given a tour of the kindergarten classrooms and are provided information about early intervention services that are available. Services are provided for pre k students identified as needing early intervention services.

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.

- Monthly staff conferences will include time for teambuilding by providing staff with opportunities to discuss school issues including the use and selection of appropriate multiple assessment measures.
- Supervisors will have an open door policy in place which will allow teachers to meet with supervisors to discuss the use and selection of appropriate multiple assessment measures
- The school wide Vertical Inquiry Team will meet bi-monthly throughout the school year to discuss the use of assessment results to improve instruction.
- Supervisors, Coaches and Network Staff will provide professional develop regarding the use of assessment results to improve instruction. Staff will also be encouraged to attend professional development activities provided by DOE internal services regarding the use of assessment results to improve instruction.

TA Schools Only

Use of Program Resources

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

TA Coordination with the Regular Program

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

**Directions and Guidance for Developing and Updating the
Parent Involvement Policy (PIP) (Required for Title I Schools ONLY)**

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

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

Parent Involvement Policy (PIP) Template

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

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

Our school's Parent Involvement Policy was designed based upon a careful assessment of the needs of all parents/guardians, including parents/guardians of English Language Learners and students with disabilities. Our school community will conduct an annual evaluation of the content and effectiveness of this parent involvement policy with Title I parents to improve the academic quality of our school. The findings of the evaluation through school surveys and feedback forms will be used to design strategies to more effectively meet the needs of parents, and enhance the school's Title I program. This information will be maintained by the school.

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., CCLS/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;
- conduct an anti-bullying workshops and an annual health fair.

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.

- **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; implement school wide "Big Six Values."
- implementing a curriculum aligned to the Common Core State Learning Standards;
- offering rigorous instruction guided by a school wide rigor statement 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;
- The administration and staff of PS 57 are committed to making parents feel wanted when they come to school by maintaining an "Open Door Policy."
- Smiling and making parents feel welcome and appreciated when they come to school.
- Conducting tours of school in small groups so parents can learn about school programs.
- Keeping a list of parent volunteers and encouraging parents to volunteer.
- Contacting new parents and conducting orientation for them.
- Soliciting parent ideas/interests.
- Soliciting parent volunteers for SLT.
- Having staff available to answer questions and provide direction when parents register their children
- Holding meetings at various times of the day to encourage broader parent participation.
- Providing parents with a parent handbook.
- Having staff and administrators attend PTA meetings.
- Communicating with parents in a positive manner.

- **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;

- **Student Responsibilities:**

- attend school regularly and arrive on time;
- every class will have a representative on the student council.
- 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 31	Borough Staten Island	School Number 057
School Name Hubert H. Humphrey		

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 Sandra Harrell	Assistant Principal Rhonda Calcagno
Coach Ali Das (Math)	Coach Kristine Cusick(literacy coac)
ESL Teacher Irene Lepek	Guidance Counselor Elaine Gregorio
Teacher/Subject Area Judith Maisonave(Bilingua Spa)	Parent type here
Teacher/Subject Area Marie Pugliese (Bilingual Spa)	Parent Coordinator Edwin Torres
Related Service Provider Margaret Rice (Speech)	Other Karyn Lind(Assisstant Princip)
Network Leader(Only if working with the LAP team) type here	Other type here

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	0
Number of certified bilingual teachers currently teaching in a bilingual program	3	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	1	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	3

D. Student Demographics

Total number of students in school (Excluding Pre-K)	603	Total number of ELLs	57	ELLs as share of total student population (%)	9.45%
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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 checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s): Spanish
Dual language program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):

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

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	57	Newcomers (ELLs receiving service 0-3 years)	36	ELL Students with Disabilities	35
SIFE	1	ELLs receiving service 4-6 years	21	Long-Term (completed 6+ years)	0

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

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

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE	7	0	7	14	0	14	0	0	0	21
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	24	1	6	12	0	7	0	0	0	36
Total	31	1	13	26	0	21	0	0	0	57

Number of ELLs who have an alternate placement paraprofessional: 4

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	0	4	3	3	8								21
SELECT ONE														0
SELECT ONE														0
TOTAL	3	0	4	3	3	8	0	21						

*EP=English proficient student

Dual Language (ELLs/EPs*)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0																			

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

**Dual Language (ELLs/EPs)
9-12**

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):	Number of third language speakers:	
Ethnic breakdown of EPs (Number):		
African-American: ____	Asian: ____	Hispanic/Latino:
Native American: ____	White (Non-Hispanic/Latino): ____	Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	8	4	3	3								26
Chinese														0
Russian														0
Bengali														0
Urdu		1			1									2
Arabic														0
Haitian														0
French		1	1	1										3
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			3	1								5
TOTAL	3	8	9	5	7	4	0	0	0	0	0	0	0	36

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)	6	2	5	1	5	5								24

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)		6	6	6	3	5								26
Advanced (A)			2	1	2	2								7
Total	6	8	13	8	10	12	0	0	0	0	0	0	0	57

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	8				8
4	10	2			12
5	7				7
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	8		1		0		0		9
4	8		1		2		1		12
5	6		0		1		0		7
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			4		4		4		12
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)	6	5						
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.

Our school uses TCRWP to assess the early literacy skills of our ELLs. Students are assessed through the following components of TCRWP: letter identification, letter sounds, high-frequency words, comprehension, fluency and re-tell. Teachers keep running records, conference notes, goal sheets, and Fountas & Pinnell Reading levels, and put this information into ARIS. Our school has the Achieve 3,000 computer program that assesses student's reading in Lexicon levels. Our school uses Common Core Curriculum and Assessments through Core Knowledge - grades K-2, and Expeditionary Learning- grades 3-5. These programs include ongoing assessments and build on each other within and across grades. We are also assessing our Pre-K to 5th grade students with Common Core Aligned Assessment Tasks. Other early literacy assessment tools are WRAP and EL SOL for the ELLs and bilingual Spanish students. The results of these assessments drive instruction. Teachers provide differentiated instruction to meet the needs of each student. Data shows that the majority of the ELLs require intensive intervention. Eleven bilingual Spanish students took the ELE. Six scored 1-25% and five scored 26-50%. New Spanish speaking ELLs receive the Spanish LAB. This is given by the ESL teacher. Eight new ELLs took the Spanish LAB test this year. Data shows six students scored 70% and higher. Two students scored 50% .

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
The NYSESLAT was given in the Spring 2013. Fiftyeight ELLs took the test. The numbers indicate improvement and movement in the majority of ELLs. One ESL student tested out in the (P) Proficient Level. Ten ELLs moved from (B) Beginning level to (I) Intermediate. Four ELLs moved from (I) Intermediate to Advance Level. The RNMR- NYSESLAT Modality Analysis Report is not available as of October 7, 2013, therefore the analysis is limited.
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](#))

As of October 7, 2013 the RNMR report is not available. This information will drive instruction. Complying with NYS ESL mandates CR Part 154 and addressing the Common Core Curriculum, teachers will make instructional decisions. Core Standards are used to teach English in a content based cross-curriculum format addressing the four modalities of speaking, listening, reading and writing in English. Staff members involved in this process are Bilingual Spanish, Special Education teachers Judith Maisonave (K-2), Marie Pugliese (3-5), and Irene Lepek (ESL-K-5).

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?

a. Content tests, such as Math and Science are given in English. Spanish translations are available as needed.
There were 28 ELLs that took the 2013 New York State Math exam. Out of 9 third graders, 8 scored Level 1 and 1 ESL student scored Level 2. Out of 12 fourth graders, 8 scored Level 1, 1 scored Level 2, 2 scored Level 3, and 1 ESL student scored Level 4. Out of 7 fifth graders, 6 scored Level 1, and 1 ESL student scored Level 3.

There were 27 ELLs that took the 2013 New York State ELA exam. Twentyfive scored Level 1, and 2 ESL students scored Level 2. There were no students that scored 3 or 4.

There were 12 fourth grade ELLs that took the 2013 New York State Science exam. Four scored Level 2. Four scored Level 3. Four scored Level 4. The Science test was given in English with Spanish translation.

Bilingual Spanish students took the ELE exam. Eleven students took the test. Six students scored 1%-25%, and five students scored 26%-50%.

b. T.C. Assessments and Performance Tasks indicate that ELLs are deficient in reading and writing. Classroom teachers are using the results of the ELLs performance, and running records assessments to drive instruction. Based on the data, teachers of ELLs differentiate instruction to accommodate the needs of each student. While differentiating instruction, teachers use supplementary materials such

as

Achieve 3,000, Scholastic readers, and Mondo Intervention materials during extended day, smart board activities, to reinforce instruction. Based on the performance assessments and TCRWP data, teachers are also focusing on addressing the Ells needs in the areas of reading and math by providing AIS, peer tutoring, and small group instruction, one to one instruction and ongoing formal and informal assessments to monitor gains.

c. The bilingual Spanish teachers use the results of the ELE Periodic Assessment to drive instruction in Native Language. Native language is used in the bilingual Spanish classes to teach content areas such science and social studies.. The classroom has a Spanish library, word wall and dictionaries. Eleven bilingual students took the ELE. Six scored 1-25% and five scored 26-50%. Twelve bilingual students took the 2013 ELA. Twelve bilingual students scored Level 1. Patterns show that the bilingual students do better in their Native language.

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](#).)

Our school is using the Go Math and New York State Modules program (K-5) which have the RTI embedded in every lesson. In ELA teachers use the TC running records and Fauntis and Pinnelle reading levels to guide their instruction. Differentiating instruction for ELLs include focusing on oracy and vocabulary. The ESL teacher uses the RTI Problem Solving Model which includes the steps of defining the problem, analyzing, developing a plan, and solving the problem.

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

Our teachers have ESL training and understand language acquisition. Our teachers focus on the student's strengths and differentiates according to their needs. The ESL teacher and bilingual Spanish teachers scaffold with native language whenever possible and show value to the native language. The Bilingual Spanish teachers determine when to increase the amount of English to Native language according to the trimester in the year. In the beginning of the year it is 75% native language and 25% English. Then it is 50%-50%. By the end of the year it is 75% English and 25 Native language as support. Parent interviews are used throughout the year for additional support.

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?

Our school 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.).

We evaluate the success of our program in many ways. Annual progress for ELLs is measured with the NYSESLAT results. Scores reflect that out of 48 ELLs that took the 2013 NYSESLAT, 15 moved from one level to the next. This means 32% showed growth. In the Spring of 2013, 12 Ells took the 4th grade ELA ; 2 ESL students scored Level 2. In Spring 2013 NY State Math, Prince Addo, a fourth grade ESL student, scored Level 4. There were two Level 4 in our school. The administration of Home Language forms, Parent Orientation Meetings and all testing is conducted in compliance within the mandated time frames. The program models at our school are alligned with parent requests. All available programs and activities at our school are available to Ells. The parents of Ells are included in all parental activities.

Part IV: ELL Identification Process

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

1. Describe the steps followed for the initial identification of ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. (Refer to [ELL Policy Brief](#) and [EPIC](#).)

Our school uses a multi-step procedure for identifying Ells.

-At enrollment trained office personnel, the ESL teacher, and the parent coordinator meet the parents and help them fill out the Home Language Identification Survey Form (HLIS). Any parent that needs support in a language that we don't have accommodations for, we contact the translation and interpretation unit, who then conducts the informal oral interview by phone or sends an interpreter. At our school we have the ESL teacher and the parent coordinator that are fluent in Spanish. The math coach at our school is fluent in Hindi and Urdu.

- Once the HLIS is collected, Ranee Kelly, our school's pupil accounting secretary, enters the OTELE ALPHA Code in ATS including students that are eligible for LAB-R. Copies of the HLIS are kept in the office filed, the original stays in the students cum file until they graduate NYC schools.

- Within ten days of entering the NYC school system, eligible students are administered the LAB-R., which is the formal initial assessment. This test is administered by Irene Lepek, the licensed and certified ESL teacher at our school. To ensure completion of testing within ten days, ATS generates a list of eligible students for LAB-R testing.

- The ESL teacher is responsible for keeping accurate and updated lists of all students who have been tested. She keeps a record of the testing date and hand scores on file in the ESL room at our school. If a student does not pass the LAB-R, they are considered Ells. If the native language is Spanish a Spanish LAB test is administered by the ESL teacher.

- As soon as the NYSESLAT scores are available (usually in September), the ESL teacher evaluates the scores and determines the grouping of continuing Ells. The students are grouped by proficiency levels: B (Beginning), I(intermediate),A(advance), and P(proficient).The proficient students receive support for the following two years. This score determines the amount of minutes scheduled according to CRPart 154. This is how the ESL teacher creates the ESL program roster.

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.

Our school has structures in place that ensure parents' understand all program choices. Parents of Ells receive a letter inviting them to an orientation meeting in their native language within the 10 days of the Ell's first attendance day. The orientation meeting is scheduled by the licensed and certified ESL teacher at our school. This meeting explains what is available at our school. The parent coordinator, Edwin Torres, works closely with the ESL teacher at this meeting informing parents of all the programs at our school for the parents and the students.

At this meeting The New York City video is presented in their native language explaining the program choices. Parent Survey and Program Selection Forms are filled out in the native language. Copies of these forms are attached to the HLIS and the other copy is kept on file with the ESL teacher. This information is entered in ATS and on the ELPC screen by the ESL teacher within 20 days.

- If a parent is unable to attend the orientation meeting, a second meeting is scheduled the following week. If they can not attend forms such as the Parent Selection Form and Parent Choice Form are sent home with the Ell student. If the parent or guardian does not respond, the parent choice falls as Transitional Bilingual by default as per CR Part 154.

-Every year, at the beginning of the year, Continuing Permission Letters are sent home to the parents or guardians of continuing Ells. This letter gives the choice of keeping the student in the same program. The letter recommends that keeping the students in the same program is more academically successful than alternating between different programs. This letter also states that given sufficient number of students, additional programs could become available.

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 is responsible for the Entitlement Letters. The RLER report lists all Ells. She distributes the letters individually to the Ells in English and Native Language translations (Urdu, Arabic, French and Spanish). If the forms are not returned, the default program is transitional bilingual. The ESL teacher makes copies of these forms. One is attached to the original Home Language Survey and kept in the students cumulative folder and the copy is kept in the ESL room. The forms are evaluated, filed, secured

and stored in the ESL room with the ESL teacher.

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.

-Our school has 2 self-contained Special Education 12:1:1 bilingual Spanish classes. The procedure followed to place students in these classes is determined by the Committee on Special Education and School Assessment Team.

-Our school has a pull-out ESL program. If a child does not pass the LAB-R Assessment test, the student is placed in the ESL program at our school by the NYS licensed and certified ESL teacher. The ESL teacher schedules the child according to minutes as per CR Part 154. The student begins only after the parent orientation meeting and Selection Forms are filled out.

- In the beginning of the school year the ESL teacher prints out the RLER report that lists all the entitled ELLs. Continuing Permission Letters are distributed to each ELL by the ESL teacher. These letters are translated to the home language. If the letters are not returned a phone call is made by the ESL teacher. If another language is required for interpretation then the Translation and Interpretation unit is contacted. The ELPC screen is updated within 20 days by the ESL teacher. The placement letters are stored securely in the ESL room by the ESL teacher.

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, each ELL is administered the NYSESLAT to determine the level of English language proficiency. This test determines whether or not the student continues to qualify for ESL or Bilingual services. The test is ordered and delivered from Questar by the testing coordinator. Our NYS licensed and certified ESL teacher generates the ATS report (RLER) to determine the students eligible for testing. When the testing materials arrive, the ESL teacher checks and sorts and prepares test grids and testing booklets. The test is assembled into the four components of the NYSESLAT (Speaking, listening, reading and writing). She packages the tests and prepares it, keeping accurate lists, to ensure every student is administered all 4 subtests of the NYSESLAT within the month window of the test. The teachers that administer the tests are Judith Maisonave, Marie Puliese, and Irene Lepek. The rooms are prepared for testing according to the New York State mandates and guidelines. Testing modifications are aligned with IEP mandates. When all four components are finished the ESL teacher packs the test. Then the test is hand delivered within the mandated time frame to the designated drop-off at the borough assessment office.

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

After reviewing the Parent Survey and Program Selection Forms for the past year, the trend in program choice is ESL. The Transitional Bilingual Spanish program we have at our school is Special Education 12:1:1. So far this year we have 10 new ELLs. Three selected Transitional Bilingual Spanish and the students were placed there according to their IEP. The remaining students requested free-standing ESL and were placed there. The continuing 47 students, according to parent selection forms requested ESL. 36 parents chose to continue ESL and 21 parents chose to continue Bilingual Spanish programs.

-If the ESL trend changes and our numbers increase, our school would provide Bilingual or Dual Language Spanish classes.

-The Parent Survey and Program selection forms are attached to the Home Language Forms and stored in the students Cumulative file. A copy is stored in the ESL information binder in the ESL room.

-This information is entered in ATS on the ELPC screen within 20 days. The information is reviewed every year. Information about the ELLs is updated and collected using the Bilingual Education Student Information Survey (BESIS).

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])?

P.S. 57 has a total of 57 ELLs. The ESL program has 36 ELLs. Beginning and Intermediate students receive 360 minutes per week of ESL instruction during the scheduled school day as required under CR Part 154. Advance students receive 180 minutes per week of ESL instruction during the scheduled school day. The program services the students in four 72 minute blocks per day, 5 days per week. One block is Kindergarten and first grade. The second block is third and fourth grade. The third block is fourth and fifth grade and the fourth block is a push-in model for the second grade. These blocks are heterogeneously grouped and mixed proficiency levels are included with differentiated instruction. The teacher assigned to this class is NYS licensed and certified in TESOL. The bilingual Spanish Special Education program has 21 students. They are set up as two self-contained 12:1:1 classes. One class is Kindergarten, first and second grade, and the other class is third, fourth and fifth grade. These classes are heterogeneously grouped and mixed proficiency levels are included with differentiated instruction. Both teachers, Judith Maisonave, and Marie Pugliese are NYS licensed and certified Bilingual Spanish Special Education teachers.

2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?

- a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?

The school ensures that the mandated number of instructional minutes is provided according to proficiency levels in each program with schedules approved by the instructional specialists assigned to our school. Beginning and intermediate students receive 360 minutes of ESL instruction per week, and Advance students receive 180 minutes of ESL instruction per week during the school day.

All schedules are in compliance with C R Part 154. The freestanding ESL program at P.S. 57 delivers instruction in English 100% of the time by our New York State licensed and certified ESL teacher. Common Core Language Standards are used to teach English in a content based cross curriculum format using ESL methodologies. Standard based instruction is implemented in the four modalities of language skill: speaking, listening, reading and writing in English. The following scaffolding techniques are used to prepare students for the NYSESLAT ; modeling, bridging, schema building, text representation, metacognition and self assessment with rubrics.

Native language Arts is implemented in the two bilingual Spanish classes. These classes follow the Transitional Bilingual New York State mandates. There is 45 minutes of Native Language Arts instruction delivered daily, by two New York State licensed and certified bilingual Spanish Special Education teachers.

3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to foster language development and meet the demands of the Common Core Learning Standards.

The ESL program delivers instruction in English. The program uses the Amazing English ESL Curriculum by Addison Wesley to deliver instruction in content areas. This program is multicultural and activity centered. Our program also uses "Let's Sing About It". This is a program by Mondo that enriches language and fluency through songs. All programs are aligned with the Common Core Learning Standards. Our school has implemented the Danielson Rubric teaching frameworks for teaching. Presently our school is focusing on the domain 3b, which is using questioning and discussion techniques. All teachers must use open ended questions, they build on responses effectively, and engage students in higher order thinking.

The Bilingual Programs deliver instruction in both English and Spanish according to the mandated minutes charted for proficiency levels. The Kindergarten, first and second grade use the Core Knowledge Curriculum and Go Math and NYS Modules. The third, fourth and fifth graders use Expeditionary Learning and Go Math with NYS Modules. These programs are aligned with the Common Core Learning Standards. Spanish is used to teach content areas such as science and social studies.

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

Our school administers the 'Examen de Lectura en Espanol' - (ELE) every year. The purpose of this exam is to assess the Spanish

reading proficiency of native speakers who are receiving language arts instruction in their native language. The results of this test are used to drive instruction in Spanish in the Bilingual Spanish program.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year? Once a year in the spring the school assesses all ELLs with the NYSESLAT. This exam covers all four modalities. Throughout the year teachers at our school, including the ESL teacher and the bilingual teachers keep Teacher's College (TC) assessments, running records, and performance assessments on all our students. These assessments include all four modalities of speaking, listening, reading and writing. Teachers at our school use conferencing and goal sheets to keep accurate records with strategies to build on. All the ELLs in our school are in Achieve 3,000. This is a computer program that assess students and adjusts their reading levels in Lexicons. Assessments are entered into ARIS.

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).

school

a- At this time we have 1 SIFE student from Sierra Leone. The plan is the same mandated minutes of instruction during the school day. As a Beginning Level student he receives 360 minutes per week of ESL instruction. There is a center set up in the classroom especially for SIFE student. This center includes a picture dictionary, native language books, leveled books, books on tapes, earphones and access to Achieve 3,000. The instructional plan for the SIFE student is not just academic. The teacher has to build self confidence. The teacher uses scaffolding techniques and ESL methodology to bring the student up to grade level. The teacher builds a comfortable environment so the student feels safe to make mistakes. This student participates in AIS, SETSS and supplemental instructional support through Title III.

and

teacher

b- At this time our school has 31 Newcomers. These are students in U.S. schools less than 3 years. The newcomer receives the mandated 360 minutes per week of ESL instruction during the school day. The ESL teacher works closely with the classroom teacher to make sure the needs are met. There is a newcomer center provided by the ESL teacher that include picture dictionary, Newcomer book, books on tapes, Native language books, a set of earphones, and access to Achieve 3,000. These students participate in AIS, SETSS and supplemental instructional support through Title III.

minutes

c - At this time our school has 26 ELLs that are in U.S. schools 4 to 6 years. These students need extension of services. The ESL teacher is responsible for filling out and submitting the BESIS and BEXS reports. These students have the same mandate per week depending on their NYSESLAT scores. These students are in intense remediation focusing on higher order thinking concepts and questioning. They use the writing process with self assessment rubrics. They have access to Achieve 3,000. These students participate in AIS, SETSS and supplemental instructional support through Title III Program.

schools.

d- At this time our school does not have any long term ELLs. These are students that have completed their 6th year in U.S. schools. The teacher must apply for extension of services for these students. They have the same mandated minutes according to the NYSESLAT scores and level of proficiency. These students are in intensive remediation focusing on higher order thinking and questioning. These students would have access to Achieve 3,000. These students would participate in AIS, SETSS and supplemental instructional support through Title III.

supplemental

e - At this time our school has 2 former ELLs. These students are entitled to support from the ESL teacher. They still are entitled to extended time on tests. They are entitled to participate in any ELLs program such as Title III. These students have access to Achieve 3,000.

7. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?

The instructional strategies and grade level materials that teachers of ELL-SWD use in our school is the Core Knowledge curriculum for grades Kindergarten, first and second. We are using Expeditionary Learning for grades three, four and five. These programs have Listening and Learning strand lessons, comprised of teacher read-alouds with extensive activities. Skill strands teaches reading and writing. The domains build on each other within and across grades. Assessments are included with each lesson. This program is aligned with the Common Core Learning Standards. Teachers adapt the lessons to IEP goals. ELL-SWD students are working in small group with the teacher using Mondo Intervention Programs.

Our school is using the Go Math for grades Kindergarten, first and second. We are using the Go Math and NYS Modules for grades three, four and five. This program assesses before and after each lesson. RTI and ELL specific activities are embedded in the program. This program is aligned with the Common Core Learning Standards. Teachers adapt the lessons to IEP goals. Our school offers the technology program called Achieve 3,000 that is accessible to all Ells. Title III offers small groups and individualized supplemental support to all Ells. We have a SETSS teacher that offers additional instructional support during the school day. Our school offers after school programs such as Beyond Excellence, Above Excellence and Saturday programs such as Saturday Excel for additional instructional support.

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?

The ESL teacher is in close contact with the classroom teacher and all other providers to make sure the individual needs are met and followed as indicated on the students IEP. When the ESL teacher pulls out the ELL-SWD, they are in heterogeneous groups with mainstream students. Groups are from 8 to 10 students. All work is aligned with Common Core Learning Standards.

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

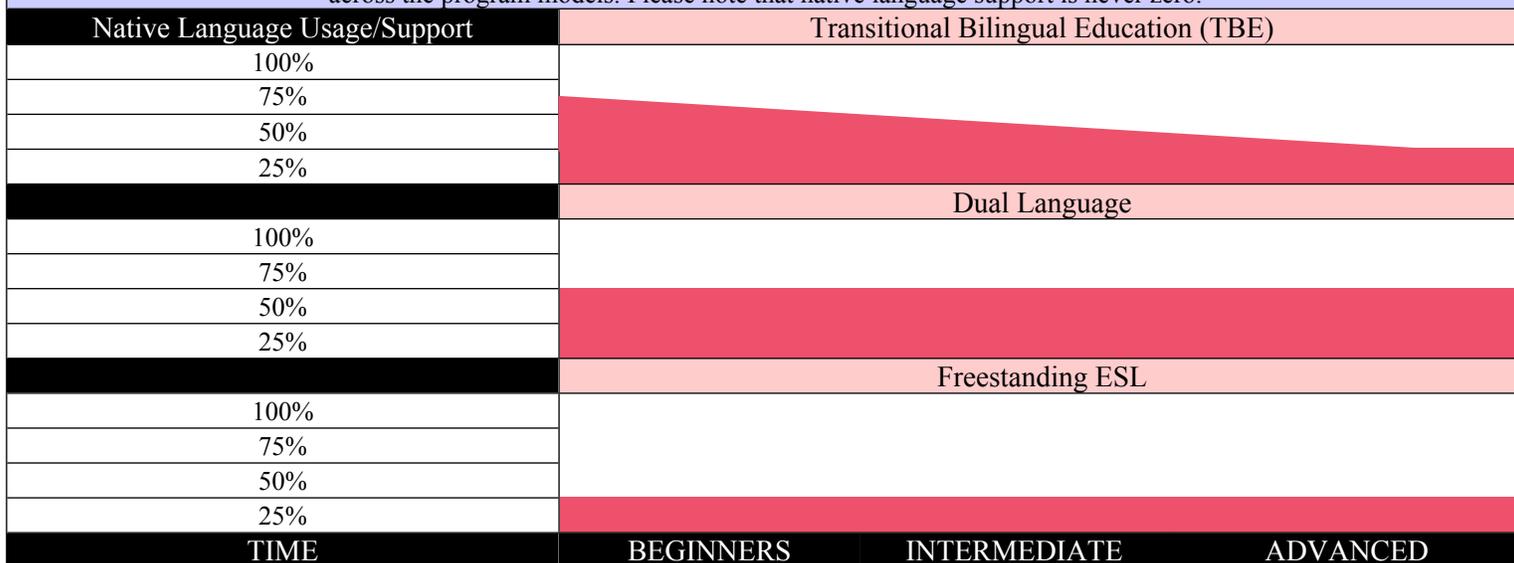
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes 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.
- Our classroom teachers use the Core Knowledge and Expeditionary Learning for the ELA Curriculum. Intervention is embedded in these programs. During extended day the teachers use Scholastic News and WordsTheir Way. Along with the Core Curriculum students use computer programs such as Starfall, Achieve 3,000 and Acuity. The Bilingual Spanish classes use Nuevas Aventuras and Paso a Paso.
- Our classroom teachers use the Go Math and NYS Modules curriculum. This program has intervention embedded in it. The RTI programs include Soar To Success, Mega Math, and Animated Math Modules.
- Our Science teacher, Patricia Lockhart, includes group instructions with many hands on activities and field trips to a nearby pond. We have an award winning robotics team at our school where our science teacher includes ELLs.
- Our school has a SETT's teacher that picks up children for additional support. We have a PIP program that meets every month. Our school offers afterschool TitleIII that is available to all ELLs. This is small group, individualized instruction with ESL strategies. Our school also has after school and Saturday tutoring programs such as Beyond Excellence, Above Excellence, and Saturday Excell. The YMCA provides an afterschool and Saturday program that helps the students with homework.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- NYSESLAT of Spring 2013 scores reflect that out of 48 students that took the test 15 moved from one level of proficiency to the next. This is 32% showed growth. In the Spring 2013, out of 12 ELLs that took the 4th grade ELA, 2 ESL students scored a Level 2;
- In the State Math, a fourth grader ESL student, scored a Level 4 for our school.
11. What new programs or improvements will be considered for the upcoming school year?
- We have a new Curriculum in Language arts called Core Knowledge and Expeditionary Learning. We have a new Math program called Go Math and the NYS Modules. We have a new teacher evaluation system called Danielson. We are continuing the Achieve 3,000 computer program and extending it to more classrooms. We are continuing the Title III afterschool program for all ELLs.
12. What programs/services for ELLs will be discontinued and why?
- Currently we have no programs that are going to be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All after school and supplemental programs are offered to every child at P.S. 57, including ELLs. The Parent Coordinator sends Text Blast in Native Language. Notices are sent home and translated in Native language. A phone call is also made to parents and guardians to clarify any notices or programs that are being offered, if needed. After school programs sponsored by the YMCA and Title III small group tutoring is offered. Our school also offers an Adult ESL and GED program on Saturday mornings for parents and adults in our community. This is sponsored by the YMCA. Our ESL teacher and Bilingual teacher work this program. It is designed to teach and support parents so they can help their children be successful in school.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials used to support the ELLs in the ESL classroom include 'Amazing English by Addison Wesley, Scott Foreman's E.S.L. Accelerated English Language, Breakthrough to Literacy by McGraw Hill. and Let's Sing About It by Mondo. In Math we use the Reading Word Problems. The students are emerged in content reading in Social Studies, Geography, and Vocabulary Connection. Grades 3-5 use content area reading standard based materials. Computer technology programs include Achieve 3,000 and Starfall. The ESL class has a multilingual library including books in Spanish, Chinese, and Urdu.
- Instructional materials used to support the ELLs in the Bilingual Spanish classes include Nuevas Aventuras, Matematicas Diarias, and Paso a Paso. Content areas include Ciencia, Leer y Captar, Ciencias Social, Cuadernos de Actividades, and Enfoque la Matematica.
- These classes have bilingual libraries and Spanish translations of tests
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is delivered in the ESL program 25% of the time in Spanish by the ESL teacher to clarify concepts if

needed. Native language support is delivered in the Transitional Bilingual Spanish program on a sliding scale according to mandates, 75% native language and 25 % English in the first trimester, 50% Spanish and 50% English in the second trimester and 25% Spanish and 75% English in the last trimester. Spanish is used in the content areas. These classes have bilingual libraries and content area materials. Practice tests are also translated in Spanish.

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

Required services support and resources correspond to ELLs ages and grade levels. Students are picked up and grouped with 2 grade levels at a time. Materials correspond to the grade levels. Differentiated instruction is delivered according to needs.

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.

Newly enrolled ELLs are Newcomers. These students receive the mandated instructional minutes during the scheduled school day according to C.R. Part 154. The ESL teacher works closely with the classroom teacher to make sure the student's needs are met. There is a Newcomer Center provided by the ESL teacher that includes a picture dictionary and a Native language dictionary if needed.

Besides the newcomer center provided in the classroom, the ESL teacher has a special orientation class. The newcomers are taken on a tour of the school. The ESL teacher takes them to the cafeteria, auditorium, the gym, the nurse, the office, and shows them where the boys and girls bathrooms are. The students walk the halls and are introduced to the computer teacher, librarian, school nurse, and science teacher. The newcomers walk up and down the stairs and the ESL teacher points out the arrows painted on the walls showing up and down directions.

18. What language electives are offered to ELLs?

There are no language electives offered at our school at the present time.

19. For schools with dual language programs:

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

There is no Dual Language program offered at our school at the present time.

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-ELL personnel at our school include the ESL teacher and ESL/bilingual coordinator. She registers for district wide professional development workshops through e-mail at the survey monkey.com. These workshops are grouped by clusters and networks . The Department of Education Website has a library of videos for additional support for classroom teachers of ELLs.

- LAP Orientation on September 30, 2013

-Nuts and Bolts of Ells on October 23,2013

-Every Monday there is extended day Professional Development at our school for all the teachers, including teachers of ELLs.

These

workshops are given by the Literacy Coach, Kristine Cusick, and Math Coach Ali Das.

-Our asisstant principals attend "Go MathPD, Expeditionary Learning (grades 3-5) and CORE Knowledge PD(K-2). They both attend on going Danielson training.

2.Our school hires an educational consultant, Tina Stanisci, from the Center of Integrated Teacher Education. She comes to our school on a scheduled bases and visits the classrooms. She provides professional development to teachers of ELLs in supporting ELLs as they engage in the Common Core Learning Standards and ESL Methodologies. She teaches scaffolding techniques to support the

Ells. Teachers also sign up for workshops given by the district for GoMath and the New York State Modules.

September 4, 2013 there were literacy workshops for the Literacy programs; Core Knowledge and Expeditionary Learning. (two more sessions to follow)

September 5, 2013 there were math workshops for math programs, Go Math and New York State Math Modules. (two more sessions to follow)

October 23,2013 The district is sending Barbara Ferente, from the UFT Math Center to do a Math workshop. On going PD on Danielson with a strong focus on questioning and teacher pedagogy.

3.Our school provides an orientation meeting at nearby I.S. 49 for the graduating 5th grade class. The students go to the Middle school and are introduced to the staff members. They are given a tour of the school so they can familiarize themselves for next year.

Our Guidance counselor has attended Danielson PD in June of last year. She attended questioning PD in Sept. She also attends the PPT meeting that are given at our school every month.

4. All workshops are provided by the Network. The network Senior ELL Compliance Performance Specialist sends through E-mail, in the Principals Weekly, a list of workshops that our teachers can attend. Our school provides teacher workshops with Tina Stanici, an ESL Specialist. She gives workshops for our teachers on ESL methodologies. Records of these workshops are kept on file in the office. The school payroll secretary, Angela Ulsamer, keeps copies on file, however it is up to the teacher themselves to keep accurate records.

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. Parents are involved in every activity at our school. Our parent Coordinator, Edwin Torres, does outreach to all parents involving them in every aspect. All outreach materials are sent home, texted via blast or posted in both English and Spanish, and Urdu. If any other language is needed Translation money is used for correct translation and interpretations. Our school has set up a text blast for receiving all the latest news. Workshops planned for 2013-2014 school year are:
 - Orientation Meeting - Introductions, Parent Handbook, PTA membership, ELA and Math Curriculum.
 - Computer Literacy for Parents - setting up E-mail and blast account
 - Arisparentlink.org workshop - Basic introduction to Aris
 - Resume Writing Workshop - how to dress for interviews, write a resume, prepare for a job
 2. The school partners up with the YMCA to provide ESL and GED classes for our parents and the community. We have 3 classes at three different levels of proficiency. Two ESL levels directed by our ESL teacher and Bilingual teacher, and a GED class. The classes are held Saturday mornings. Child care is provided so the parents can attend. Coffee and pastries are provided to create a comfortable environment. This is a model program and the only one like this in Staten Island.
 3. Our school evaluates the needs of our parents through our Parent Coordinator, Edwin Torres. He sends out surveys asking parents for their input. He has created a text blast for our school, so parents are aware of what is going on at our school. Everything is translated. If a parent needs a language other than Spanish, or Urdu, our school uses the Translation Money to make sure all notices and surveys going home are translated. Our school generates from ATS a roster of Home languages and gives this to the parent coordinator so he is aware of the languages in need. Presently we are showing Spanish, Urdu, Arabic, French, Krio, and Italian.
 4. Our parental involvement activities address the needs of the parents by having a direct line with our parent coordinator. He has established a text blast system in Spanish and English. If there is any need for another language, the Translation and Interpretation unit is contacted.

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: Hubert Humphrey

School DBN: 31R057

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Sandra Harrell	Principal		11/15/13
Rhonda Calcagno	Assistant Principal		11/15/13
Edwin Torres	Parent Coordinator		11/15/13
Irene Lepek	ESL Teacher		11/15/13
	Parent		
Judith Maisonave/ Bilingual Sp	Teacher/Subject Area		11/15/13
Marie Pugliese/ Bilingual Spani	Teacher/Subject Area		11/15/13
Ali Das (Math)	Coach		11/15/13
Kristine Cusick(literacy)	Coach		11/15/13
Elaine Gregorio	Guidance Counselor		11/15/13
	Network Leader		
Karyn Lind/Assistant Principal	Other <u>Assisstant Principal</u>		11/15/13
	Other		
	Other		
	Other		

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 31R057 School Name: 057

Cluster: 6 Network: 609

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

Part A: Needs Assessment Findings

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

The data and methodologies used to assess the schools written translation and oral interpretation needs comes from the languages spoken by the parents and guardians of the students at our school. This data is generated by the RHLA list generated in ATS. This is a list of all the OTELE ALPHA Language Codes in our school. As of 10/10/13 we are showing 15 languages including English. There are 434 English speaking homes, 114 Spanish, 8 Arabic, 5 Urdu, 3 French, and 1 or 2 of 7 other languages. In addition, the parent coordinator, Edwin Torres, initiates a Language Identification Survey of the primary languages spoken by the parent of each student enrolled at our school, and if the language is not English, translation and oral interpretation will be provided. As of today, our parents needs are Spanish and Urdu. Our school has pedagogues fluent in these language. If another language is required the Translation and Interpretation unit will be contacted. Also in the main office, where the emergency cards are kept, the home language and language of communication is identified and filed.

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

The major finding of our school's written translation and oral interpretation needs is that most of our students are from English speaking homes, but 20% come from Spanish speaking homes. Then we have 12 other languages that are spoken in our students homes. Our school has pedagogues that are fluent in languages other than English. We have teachers that are fluent in Spanish, Hindi and Urdu. If another language is needed for translation and interpretation we contact the Translation and Interpretation Unit. They send someone to our school. We have used them in the past for reasons such as IEP meetings when the parent or guardian needs language interpretation. Any document that contains individual, student specific information regarding health, safety, legal or disciplinary matters need also to be translated.

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 services are needed at our school. Our school is showing 15 different languages including English. We do have teachers that are fluent in Spanish, Hindi and Urdu, but data is showing 12 other languages. Our school will be needing Language Translation and Interpretation during Parent teacher conference and IEP meetings. Many school notices need to be sent home and documents must be signed. These parents and guardians require language assistance in order to communicate effectively.

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 interpretation services are needed at our school. Our school is showing 15 different languages including English. We do have teachers that are fluent in Spanish, Hindi and Urdu, but data is showing 12 other languages that our school will be needing Language Translation and Interpretation. These translators are needed to interpret during IEP meeting and Parent Teacher conferences. These parents and guardians require language assistance in order to communicate effectively.

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>.

Our school will fulfill Section VII of Chancellors Regulation A-663. Our school determines within 30 days the primary language spoken by the parents and guardians of each of the students enrolled in our school. There are grade meetings in September when parents are invited to come to our school for orientation. A Language Identification Survey has been created by the Parent Coordinator, He keeps this information on file. Our parent coordinator has created a blast line directed to the parents that is translated in languages according to the survey. At this time our school uses Spanish, Urdu and Arabic. Our school and office, consistent with this regulation, provide translations and interpretation services to all parents who require assistance in order to communicate effectively with our school. Language assistance needs include:

- registration, applications, and selection forms
- standards and performance report cards
- . conduct, safety, and discipline, special education and related services
- transfers and discharges

Student Specific Critical Documents shall be provided with translation and interpretation. That includes any document with student-specific information regarding health, safety, legal or disciplinary matters and entitlement to public education or placement in any Special Education, English Language Learner or non-standard academic program..

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 #66](#) or contact your [Senior ELL Compliance and Performance Specialist](#). Submit this form to your Senior ELL Compliance and Performance Specialist by October 26.

Part A: School Information	
Name of School: Hubert Humphrey Elementary	DBN: 31R057
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 checked="" type="checkbox"/> After school <input type="checkbox"/> Saturday academy <input type="checkbox"/> Other:
Total # of ELLs to be served: 30
Grades to be served by this program (check all that apply):
<input type="checkbox"/> K <input type="checkbox"/> 1 <input 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: PS 57 services its English Language Learners in English and Bilingual Spanish during the regular school day. Supplemental Programs after school on Thursdays are in English language only. This is in compliance with parental choice. This year we have identified 70 ELL's. Twenty five receive Special Education Bilingual Spanish and 40 receive ESL services. Our bilingual spanish and ESI programs and curriculum are fully aligned with grade level curricula consistent with Common Core Learning Standards in literacy, mathematics, and other content areas. ESL and content area teachers implement the methodology of Teacher's College Reading and Writing Project. Additionally, teachers are using InfoPairs and Safari magazines for small group instruction and "Let's Talk About it" materials for shared reading and oral language development. Our ELL's fully participate in the reading and writing workshop taught by classroom teachers. Those that are newly arrived and identified are pulled out every day for ESL instruction for the beginners. To improve mathematics, our ELS teacher and content area teacher use a variety of materials such as bilingual glossaries, picture dictionaries, classroom word walls, and activating prior knowledge to help their students. We provide additional academic support for ELL's in the Thursday after school ELA/Math program. To improve English Literacy Skills, in addition to ESL and content area teachers, all subject and classroom teachers use graphic organizers for vocabulary and content development, visual aids, picture and bilingual dictionaries, and leveled books. Native language is used in the bilingual Spanish class in accordance to mandated minutes in C.R. part 154. The ESL room has a supplemental library of books and resources in Chinese and Urdu for the students to use. Classroom teachers allow beginners to write in their native language to observe for stamina and fluency. High expectations for all students, including ELL's, are part of of the rigorous academic program; our ELL'S are held to the same high standards and expectations. Because all of or ELL's take standardized exams a year after arrival to the USA, they also participate in test preparation programs during extended day and during regular school hours.

To assure success for our LEP students, the program will consist of one hour of ELA instruction followed by an hour of math instruction. Teachers will use Monday embedded professional development time 2:35-3:12.5 as well as common planning time to construct lessons and activities for the students. We use Title III funds to provide supplemental servces that help them in English Language acquisition and mathmatics in an afterschool program on Thursdays starting November 1st for 25 sessions @ 2 hours/session using two teachers and a supervisor funded with Title 111 funds. One teacher is ESL licensed and the other is a content area teacher . This is the only after school program scheduled for Thursday.

Part C: Professional Development

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: High quality professional development that is in depth and on going is part of our annual PD plan. Furthermore, we provide professional development in teaching ESL strategies for the whole staff so it has positive and lasting impact on the teachers' performance in the classroom. PS 57 has participated in on going professional development that targets teaching English Language Learners. PS 57 has led a 4 year long staff development on teaching ELLs. Teachers have participated in study groups and labsites that meet several times a year where they look at student data tools and discuss theory and practicum in the classroom. As in the past year, the school's professional development for the delivery of instruction and services to limited English proficient students will continue by implementing TC methodology by classroom teachers. We will continue our study and data analysis for ELLs and their implications for instruction. The ESL teacher will work closely with lower and upper grade teachers and will provide them with specific strategies for teaching ELLs. The ESL teacher will participate in professional development offered by the CFN. Because we service ELLs and former ELLs, the on going professional development has been provided for new teachers by their mentor and Literacy Coach, Krisitne Cusick. It is our practice that every year the entire faculty receive ongoing professional development in teaching ELLs and former ELLs from our Literacy Coach, Network Support Staff and supervisors. CITE, a contracted vendor will also provide 11 hours of professional development sessions divided up into 11 one hour sessions. These one hour professional development sessions will be held during the weekly Monday professional development sessions every Monday beginning 1/28/13 through 4/29/13 from 2:35pm to 3:35pm implementing the Common Core Learning Standards for ELL students.

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: There are 70 ELLs enrolled in our school this year. We extend our parent involvement to their parents and families to ensure their full engagement in the educational process. In addition to mandated services, we meet with the identified families during our Open Houses in September and Open Door in October. The Open House is designed to provide the parents with opportunities to learn about the curriculum and meet with their child's teacher. ESL teachers are always available to discuss the ESL curriculum and to provide additional information for the parents. ESL teachers also provide Parent workshops four times a year. Topics include preparing ELL students for standardized exams, strategies to build literacy and math skills and information about the Common Core Standards and citywide expectations. The parent workshops are held in the library at 9am on 12/11/12, 1/15/13, 2/12/13 and 3/12/13. Our literacy coach also provides on going parent workshops throughout

Part D: Parental Engagement Activities

the year. All parents are included. Our report cards keep the parents informed about school expectation and benchmarks students have to meet. Notices are sent home to parents in their native language informing them of the these workshops. Parents are also informed of these workshops in the parent newsletter in their native language that is sent home monthly. Translation service will be available during all workshops.

Part E: Budget

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

Allocation Amount: \$0

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		