

2014-15
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

DBN: (i.e. 01M001):

02M040

School Name:

P.S. 40

Principal:

SUSAN FELDER

Comprehensive Educational Plan Outline

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Section 1: School Information Page

School Information

School Level: PK-5 School Number (DBN): 02M040
School Type: Elementary Grades Served: PK-5
School Address: 320 East 20th Street New York, NY 10003
Phone Number: 212-475-5500 Fax: 212-533-5388
School Contact Person: Marie Eng Email Address: Meng@schools.nyc.gov
Principal: Susan Felder
UFT Chapter Leader: Stacy Bartlett
Parents' Association President: Nicole Sidman
SLT Chairperson: Daria Agosta
Student Representative(s): N/A

District Information

District: 2 Superintendent: Bonnie LaBoy
Superintendent's Office Address: 333 Seventh Avenue
Superintendent's Email Address: blaboy@schools.nyc.gov
Phone Number: 212-356-3815 Fax: 212-356-3702

Cluster and Network Information

Cluster Number: 2 Cluster Leader: Despina Zaharakis
Network Number: 206 Network Leader: Ada Cordova

Section 2: School Leadership Team (SLT) Signature Page

All SLT members are expected to sign this page to confirm their participation in the development of this Comprehensive Educational Plan (CEP) and consultation regarding the alignment of funding to support this school's educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). 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 [Chancellor's Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson and the constituent group represented, e.g., parent, staff, student, or Community Based Organization (CBO). Core mandatory SLT members are indicated by an asterisk*.
2. SLT members should review this document and sign in the right-hand column in **blue ink**. If an SLT member does not wish to sign this plan, the member may attach a written explanation in lieu of his/her signature, which must be maintained on file at the school with the original SLT signature page.**
3. The original signed copy, along with any written communications pertaining to this page, is to remain on file in the principal's office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Susan Felder	*Principal or Designee	
Graham White	*UFT Chapter Leader or Designee	
Nicole Sidman	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	CBO Representative, if applicable	
Daria Agosta	Member/ Teacher	
Shayna Angrist	Member/ Teacher	
Jean Capitali	Member/ Teacher	
Helena Grannis	Member/ Parent	
Kerry Greene	Member/ Parent	
Charlotte Nnolim	Member/ Parent	
Amy Saivetz	Member/ Parent	
	Member/	

**Signature of constituent only indicates consultation in the development of the CEP, not approval.

Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan

The Comprehensive Educational Plan is meant as a tool to facilitate continuous improvement planning - to support schools in engaging their staff, parents, students, and community partners in assessing and prioritizing school needs, setting measurable improvement goals, selecting appropriate strategies to improve student outcomes, monitoring progress toward meeting annual goals, and communicating these efforts to the broader school community. This section will provide School Leadership Teams (SLTs) with guidance regarding CEP development informed by the Capacity Framework. Additional information is available in the [Comprehensive Educational Planning Memorandum](#).

The Capacity Framework and CEP Development

The [Capacity Framework](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement. This collaborative focus will ensure that every child is consistently ready for the next grade, level, and set of challenges. The Comprehensive Educational Plan (CEP) will reflect this focus and should serve as the blueprint that engages a school community in a systematic, ongoing review and analysis of student needs to identify and address root causes and implement strategies and activities that improve outcomes for students.



Aligned with the Chancellor’s [Four Pillars](#), the Capacity Framework takes us away from market-based competitive models to an approach focused on collaboration. This new model looks at how schools can improve, and students can achieve more, when all members of the community work together.

Based on robust research, the six elements of the Framework identify the areas that we must improve to accomplish high student achievement. By focusing attention and resources on what it takes for schools to function well, the Capacity Framework identifies the underlying strengths and weaknesses of a school and shows community members concrete ways to improve.

In accordance with the requirements of [Chancellor’s Regulations A-655](#), all SLTs are to develop an educational plan in consultation with parents, school staff, and students, to provide a meaningful opportunity for stakeholders to participate in shared decision making and school improvement. The expectation is that SLTs will engage in a comprehensive educational planning process to inform the development of five goals and action plans in response to the first five elements of the Capacity Framework (listed below), with the sixth element, *Trust*, addressed within each action plan.

The Six Elements of the Capacity Framework	
•	Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
•	Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.
•	Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.
•	Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.
•	Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.
•	Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Capacity Framework

In order to address the six elements of the Capacity Framework, school communities should engage in improvement planning that is also informed by the NYCDOE's Quality Review Indicators and other quantitative and qualitative data.

NYCDOE's Quality Review (QR)

The Office of School Quality (OSQ) supports school improvement across the NYC Department of Education (DOE) by coordinating qualitative assessments of principals and school communities. All of the qualitative assessments are rooted in the Quality Review rubric and drive improvements to principal and school practice, with the ultimate goal of impacting student achievement. The 2014-15 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Teacher support and supervision (4.1), Goals and action plans (3.1), Teacher teams and leadership development (4.2), Monitoring and revising systems (5.1)

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Conduct a comprehensive needs assessment informed by the school's updated NYSED accountability status and most current quantitative and qualitative data. Prioritize areas of focus for this school year.
- **Step 2:** Revisit your school's Initial Goals and Budget Alignment Form (IGBAF) and modify your goals, as needed, to align with the Capacity Framework. Ensure the annual goals are SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.
- **Step 3:** Build consensus around strategies, activities, and programs to address students' needs in each action plan. Create action plans that translate into observable, effective strategies to improve student achievement.
- **Step 4:** Update your school's AIS section. All Title I schools update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 5:** Establish a process for engaging in progress monitoring throughout the school year as part of an overall cycle of continuous improvement planning to assess whether strategies and activities outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Remember, the plan is only the beginning. Treat it as a living document and feel free to adjust along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/ partnerships and/or special initiatives being implemented.
2. School strengths, accomplishments, and challenges.
3. The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

P.S. 40 is dedicated to the three inter-related concepts of academic excellence, social responsibility and student self-esteem. This philosophy drives instruction and the way everyone at P.S. 40 lives together as a community.

We are a multi-cultural and multi-ethnic community where administrators work with parents, teachers and children to fulfill the school's mission of providing a nurturing, supportive and academically rigorous learning environment for each child. We promote academic excellence and achievement and enhance self-esteem through standards-driven instruction, using a collaborative and interdisciplinary approach to learning in which students participate in inquiry-based work within a clearly articulated, developmentally appropriate curricular framework. Students are encouraged to think critically, and appreciate literature and mathematics. Social studies, science and the arts (visual and performing arts) are integral parts of the curriculum.

Core classroom subjects in reading, writing, math, science and social studies are strengthened by the inclusion of music, art, Spanish, physical education, and technology. Leadership opportunities for upper grade students, such as conflict resolution/peer mediation, student council and monitors are ways we stress social responsibility among our student body. Community is the school-wide, integrated social studies theme that spirals up through the grades as students move from the concepts of home and neighborhood to a broader understanding of one's country and one's world. The theme of community is included both in the curriculum and in the school environment and culture.

High quality arts programs are integral to the learning experience at P.S. 40. A full-time visual art and music teacher provide students with outstanding and comprehensive programs that range from arts projects employing multiple media to choral and instrumental music. Grades 1–5 participate in PTA-sponsored arts residencies focused on dance and dramatic arts in collaboration with outside organizations including National Dance Institute, Marquis Arts, Dancing Classrooms, among others. Children celebrate their artistic accomplishments through exhibitions and performances open to the whole school community.

P.S. 40 serves the Gramercy, Peter Cooper-Stuyvesant Town, Flatiron, and adjacent areas. It occupies the first three floors of two connected buildings. One of them—a century old five-story building—is also home to the Salk Middle School, which has almost 400 students in grades 6 through 8. Both schools share an auditorium, lunchroom, a courtyard and other common spaces. Currently P.S. 40 has 24 classrooms, a computer lab, science lab, music room, art room, library, and rooftop playground.

P.S. 40 has one full-day pre-kindergarten class (new this year), five kindergartens, four first grades, four second grades, three third grades, four fourth grades, and three fifth grades. The average class size in the lower grades (K–2) is 25. In grades 3–5 the average class size is 28.

This year, P.S. 40 was selected to participate in the citywide composting initiative, and students on the Eco-Team were trained in how to teach their fellow students to separate compostable breakfast and lunch waste. In addition, the PTA is supporting the Wellness in the Schools program (WITS) at P.S. 40. Spearheaded by the PTA's Wellness Committee to inspire healthy eating, environmental awareness and fitness, WITS is providing an alternative lunch menu, including a salad bar, regular tastings from the WITS chef and a partnership with a parent chef for cooking demonstrations.

Parent involvement is an essential component to life at P.S. 40. Success depends upon collegial and productive collaboration among teachers, administrators, specialists, support staff, members of the surrounding neighborhood and parents who are important partners in the education of all P.S. 40 students. An active PTA brings together the community through school events and fund-raisers, as well as regular participation in classroom events, open school week, parent-teacher conferences, performances and other special events and lectures. One area of focus is increasing parent response to the annual NYC School Survey, which has declined in recent years and is currently at 36%, below the

citywide average. Another challenge is increasing attendance at PTA meetings; the PTA's executive board and principal will consider a number of ideas to encourage participation.

An ongoing area of focus is the adoption of the Common Core Learning Standards (CCLS) and integration of CCLS within the school curriculum, philosophy, and mission. P.S. 40 has made progress in adopting the CCLS and providing teacher training and parent education. The school's 2013–2014 Quality Report and 2014 Quality Snapshot indicate a well-developed school where leaders and staff have made purposeful decisions to offer rich curricula aligned to the CCLS with emphasis on coherence and access for all learners. Teachers consistently use and analyze common assessments and effectively make instructional adjustments, guiding student awareness of next learning and the steps leading to increased mastery. Collaborative leadership, the school's inquiry work, and implementation of the CCLS-aligned curricula has improved test scores that are above citywide and state averages with significant increases in students achieving level 3 or 4 grades in both ELA and Math exams in 2013–14 over prior year results.

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5A – Capacity Framework Element - Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Rigorous Instruction). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

P.S. 40 administrators and teachers drive student achievement by creating coherent progressions within the Common Core instructional shifts to meet our students’ needs. Through innovative, engaging instructional literacy practices, grounded in the standards, teachers focus on building strong foundations for every learner and student accountability.

Strengths: The *2014 English Language Arts test scores* indicate that 71% of P.S. 40 students met state standards on the English Language Arts (ELA) exam; the average score was 3.3 out of 4.5. The data also revealed excellent student progress amongst all students, including our lowest performing students. Need/Priority: After comparing the 2014 ELA state exam scores with the Teachers College (TC) running records, we noticed a strong correlation between the two metrics, concluding that TC running records are a strong indicator of how students will score on future state exams. Given this, our next step is to increase achievement for our lowest performing readers through well-defined, individualized instructional reading goals and clear expectations for student success.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 20% of level 1 and 2 readers in grades 1–5 will improve at least one performance level as assessed by the TC running records.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
Our school adopted the Teachers College curriculum three years ago: year one focused on writing, year two, reading, and this year teachers will focus on both reading and writing instruction. This synthesis of reading and writing will provide students with literacy experiences grounded in effective practices that holistically support students’ reading, writing, speaking and listening skills. All teachers will participate in professional development that shifts teaching practices to integrate reading and writing skills through differentiation, high	Lowest performing students grades 1–5	September 2014–June 2015	Principal, Assistant Principal, 1–5 teachers, TC staff developer

level questions, prompts, actionable feedback and assessment.			
Teachers will identify lowest performing students and develop customized skill instruction for small group and one-on-one settings. Teachers will meet regularly with target population and lead interactive read aloud, guided and/or shared reading, teaching multiple comprehension skills within each session. They will use a series of questions and prompts to challenge students cognitively, promote metacognition and advance high-level thinking and discourse.	Lowest performing students in grades 1–5	September 2014–June 2015	Principal, Assistant Principal, 1–5 teachers, TC staff developer
One teacher per grade level will represent their team by filling a Grade Liaison position, specific to reading, to build school-wide cohesion across the reading continuum. The vertical team will meet during the 80-minute Professional Development sessions to develop a student-based inquiry, around responding to reading. Teachers will analyze student thinking by reviewing <i>stop and jots</i> and other reading responses to assess student learning and comprehension. Collectively, teachers will plan unit modifications, as needed, to lift the overall quality of critical thinking about reading, in order to reach individual, grade-wide and school-wide targets.	All students grades 1–5, including lowest performers	September 2014–June 2015	Principal, Assistant Principal, Reading Grade Liaisons 1–5, TC staff developer
Targeted students who are at risk of not meeting academic expectations will receive additional interventions. Intervention will be provided by the reading recovery teacher, the Special Education Teacher Support Service (SETSS) provider, the English as a Second Language (ESL) teacher, and select specialty teachers. Paraprofessionals and two Teaching Assistants will be trained in Reading Rescue to support at risk students’ (grades 1–3) fluency, comprehension and language development skills.	At risk readers grades 1–5	September 2014–June 2015	Principal, Assistant Principal, Grades 1–5 teachers, Intervention Specialist, key specialty teachers, select Paraprofessionals and Teaching Assistants
The School Leadership Team (SLT) will educate parents about what each TC reading level means and the comprehension skills needed to master each reading level. The team will create a comprehensive document that provides parents with guidelines as to how they can support individual readers and their progress.	SLT members	November 2014–June 2015	Principal, Assistant Principal, SLT, and TC staff developer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- Membership in Teachers College Reading and Writing Project: includes staff developer, teacher leadership groups, workshops and principal conferences
- Books and online resources (professional and children’s) to support the initiative
- Substitutes to cover teachers to attend workshops
- Teachers to provide homework help after school

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The Pupil Personnel Team will meet in early February to review data and monitor progress toward this goal. TC running records and other formative assessments will inform our progress and indicate additional steps, if necessary that need to be taken to achieve our goal.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

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Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5B – Capacity Framework Element - Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Supportive Environment). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

At P.S. 40 we have a strong community culture where students, teachers and parents work together to create a supportive environment.

Strength of Supportive Environment: For the past several years our teachers have been focusing on providing effective feedback and assessment both at the teacher and student level. Specifically, we have studied Danielson’s component 3d, Using Assessment in Instruction. Need/Priority: Our next step is to create a metacognitive culture of effort throughout the learning day through conversations, charts, and read alouds.

Strength: The social efforts of students are held accountable through the philosophy rooted in Playworks, a collaborative recess program built around the slogan, “Respect the game, play hard, have fun!” Need/Priority: The academic efforts of students in the classroom should also be promoted with a consistent philosophy built on the same tenet with the revised slogan, “Respect the learning, work hard, have fun!”

Strength: Our school-created report cards recognized students not only for their academics but also for their effort. The effort grade on the report card was important to our community in that it gave children the feeling of success even if their academic marks were below grade-level standard. Need/Priority: With the shift this year to the DOE Common Core aligned report card, there is no longer a place to record, measure and celebrate student effort.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By April 2015, 80% of classroom teachers (19/24) will effectively implement an effort checklist as an assessment tool, as evidenced by observation data and student work products.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>

Teachers will read and study the book <i>Mindset</i> by Carol Dweck with a focus on praise and feedback as part of a growth mindset. Through professional development opportunities over the course of the year, including Election Day and the 80 minute PD time, we will create a school-wide expectation around effort. Teachers will institute their own study of effort with the children in their classrooms using the PD as a guide.	Teachers and students	September 2014–May 2015	Administrators and Teachers
Teachers will use a variety of texts to promote student effort. Some of these books will be used as school-wide mentor texts.	Teachers and students	September 2014–June 2015	Administrators and Teachers
School staff will work with parents to expand an effort-based philosophy of learning through a parent book club that studies the book, <i>Mindset</i> .	Parents	November 2014–May 2015	Guidance Counselor and Parent Coordinator
January updates (mid-year progress reports) will be revised to include an effort measure.	Parents	December 2014–February 2015	Teachers and Parents

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
<p>Collaboration with Playworks</p> <p>Books (professional and children’s) to support the initiative</p> <p>Membership in Teachers College Reading and Writing Project: includes staff developer, teacher leadership groups, workshops and principal conferences</p> <p>Substitutes to cover teachers who attend workshops</p>

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
The administrators and a group of teachers will meet in early February to look at data and monitor the progress of this goal. We will have a staff conference where teachers reflect and improve on their effort checklists. We will also review the action plan and our steps toward progress.				
Part 6b. Complete in February 2015.				
<ul style="list-style-type: none"> Did the school meet the mid-point benchmark(s) in the timeframe specified? 		Yes		No
<ul style="list-style-type: none"> If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? 				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5C – Capacity Framework Element - Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Collaborative Teachers). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A consistent strength at P.S. 40 is teachers collaborating to develop and implement curriculum.

Strength: Teachers plan collaboratively during grade meetings and beyond. They work to develop and implement curriculum aligned with Common Core Learning Standards (CCLS). For over a decade we implemented Investigations as our math curriculum. Teachers have a strong mathematical understanding based on content and work well at developing engaging lessons. Our Math Team has been in place for several years. Some members have attended lesson studies planned with the school’s math coordinator and Math Collective. Need/Priority: In order to better align our curriculum with the CCLS, our teachers need to work together to continue implementation of the new Engage New York State curriculum. Our next step is to show progress in units of study with assessment based data. In addition we are looking to differentiate our instruction and support the large class size in third grade.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Collaborative Teachers. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 60% of students K–5 will increase performance by one level from the pre- to the post- assessments (or maintain a level 4) in the two school-wide math units (place value and geometry/measurement).

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
The Math coordinator will push into each third grade classroom a minimum of two times per week. The coordinator and teachers will develop lessons and co-teach, work in parallel groups or teach differentiated small groups based on skill level or strategy/student need.	Third graders	October 2014–June 2015	Third grade teachers, Math coordinator
Math Liaisons will meet vertically for inquiry during the 80 minute professional time around developing richer math conversations and deepening mathematical thinking. Liaisons will attend workshops and	K–5 Teacher liaisons	November 2014(3 week	Teacher liaisons(math), Principal, Assistant

lesson studies with the Math Collective.	(math)	cycle), 2 follow up meetings in Dec/Jan and an additional 3 week cycle in May, 2015	Principal and Math coordinator
Parents will have an opportunity to observe math lessons and ask questions during open school week. Parents will be notified of classroom activities through weekly/monthly newsletters and math workshops. They will also see teacher feedback and student reflections at multiple points within each unit through daily assessments.	Parents	October 2014–June 2015	Teachers, Parents, Math coordinator
Teachers will debrief with students on a daily basis and with grade colleagues several times per week. The collaboration will help deepen mathematical understanding and critical thinking skills as well as promote student agency and trust among peers.	Students and teachers	September 2014–June 2015	Teachers and math coordinator

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Lesson study participation/Math Collective Membership
 Math coordinator
 Workshops for parents and teachers – teacher lead mini workshops, inquiry groups, grade conferences
 Books (to support the initiative) and manipulatives
 Substitutes to cover the teachers who attend workshops.

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
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List below any additional funding sources that will be utilized to support achievement of the goal.

C4E, PTA funds

Part 6 – Progress Monitoring

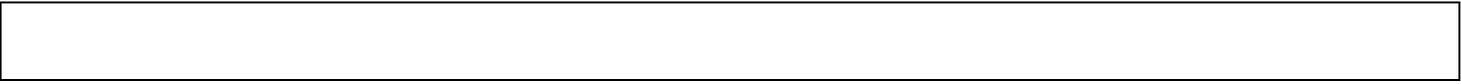
Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

The math liaisons will meet in early February to monitor the progress of the goal. By that time, one of two units will be completed as a mid-year benchmark. We will review the data and decide on next steps.

Part 6b. Complete in **February 2015.**

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	Yes	No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?		



Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5D – Capacity Framework Element - Effective School Leadership: Principals lead by example and nurture the professional growth of teachers and staff, developing and delivering the instructional and social-emotional support that drives student achievement.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Effective School Leadership). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A consistent strength of effective leadership at P.S. 40 is how our School Leadership Team works together to identify and address the school goals and write the CEP.

Strength of Effective School Leadership: Our grade liaison system has been in place for many years. Need/Priority: Our next step is to broaden leadership by including all teachers in the process, developing and implementing a new grade liaison system by creating “experts” in each subject area.

Strength: Historically, school leaders at P.S. 40 participate in professional development as well as various teaching opportunities. Need/Priority: The principal and assistant principal will move from participation to collaboration with teachers and students.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

This will be measured by 50% of staff members leading or participating in a professional development/workshop/parent workshop as evidenced by the Professional Responsibility component, Domain 4 of the Danielson Framework for Teaching by June 2015.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 			
The principal and assistant principal will co-teach a writing unit in fourth grade. Two fourth grade teachers will open their classrooms to the collaboration. We will partner with our Teachers College Reading and Writing Project consultant to plan and guide the essay writing unit, including modifications for student with special needs.	Fourth graders	October 2014– January 2015	Principal, Assistant Principal, Fourth grade teachers, TC staff developer
Grade liaisons will be expanded to include all teachers, divided by subject area. Specifically, the writing liaisons will meet vertically during the 80 minute professional time for an inquiry around effective feedback in writing. Liaisons will attend Teachers College workshops	Classroom teachers	September 2014–June 2015	Administration, Classroom teachers

on the teaching of writing.			
Teachers will lead workshops for colleagues to share their personal areas of expertise. Through observations, walk-throughs, and conversations, school leaders, along with teachers, will identify areas of strength in classroom practice related to the Danielson Framework. These areas of strength will be highlighted and shared at mini-workshops during the 80 minutes professional development time. Liaisons who attend workshops will turnkey to their grade.	All Teachers	October 2014–May 2015	All administrators and teachers
School staff will work with parents in an effort to expand leadership and inform our school community about school initiatives through welcoming them into the classroom during open school, sharing monthly newsletters, presenting at PTA meetings, inviting parents to participate in publishing parties, and providing relevant feedback.	Parents	October 2014–June 2015	Administrators, teachers, parents, staff developer

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.
Membership in Teachers College Reading and Writing Project: includes staff developer, teacher leadership groups, workshops and principal conferences Books (professional and children’s) to support the initiative Substitutes to cover teachers to attend workshops

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.									
X	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:				
<ul style="list-style-type: none"> Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal. Specify a timeframe for mid-point progress monitoring activities. 				
The principal and assistant principal will meet in early February to look at observation data and monitor the progress of this goal. By that time each teacher rated effective will have had a minimum of two observations. We will also review the action plan and our steps toward progress.				
Part 6b. Complete in February 2015.				
• Did the school meet the mid-point benchmark(s) in the timeframe specified?		Yes		No
• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?				

Section 5: Needs Assessment, Annual Goals and Action Plans

Section 5E – Capacity Framework Element - Strong Family and Community Ties: The school creates a welcoming environment for families and takes advantage of community resources to enrich the civic life of the school.

Part 1 – Needs Assessment

- Conduct a comprehensive assessment of your school’s academic program in response to this element of the Capacity Framework (Strong Family and Community Ties). This assessment should be informed by an analysis of student performance trends and any major findings from your Quality Review (QR) (and/or other relevant data).
- Summarize your school’s strengths and needs relative to this Capacity Framework element (in a narrative or bullet format), and identify the priority need(s) that will be addressed in the goal and action plan for this section. Cite all data sources.

A consistent strength of our strong family-community ties at P.S. 40 is how the PTA works with parents and the school to identify areas for improvement. Once these areas are identified, there is a great deal of support from the community.

Strength of Strong Family-Community Ties: Last year, the PTA surveyed P.S. 40 parents and found that 98% of responders supported bringing healthier food to the cafeteria and educating children about nutrition and healthier eating. **Need/Priority:** This year the PTA will fund the first year of a partnership with Wellness in the Schools (WITS). Our next step is to take full advantage of our WITS resident chef and involve parents and the community in all of the program’s opportunities, including cooking labs for children in grades K–5, applying for a vertical garden grant from a community organization, and partnering with a local chef.

Strength: Historically, a core group of parents have been the most active in the school’s wellness community. **Need/Priority:** Parents from all classes will be asked to volunteer in cooking labs. A fledgling Wellness Committee will expand to include parents, the resident chef, and teachers. The Wellness Committee will reach out to community chefs to volunteer at school.

Part 2 – Annual Goal

List your school’s 2014-15 goal for improving student outcomes and school performance that addresses Capacity Framework element – Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and should be written as SMART – Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2015, 100% of students in grades K–5 will have the opportunity to attend four healthy cooking lessons taught by WITS and will learn about healthy eating, composting and environmental impact as evidenced by student artifacts.

Part 3 – Action Plan

Activities/Strategies: Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to increase parent involvement and engagement • Activities that address the Capacity Framework element of Trust 	Target Group(s) <i>Who will be targeted?</i>	Timeline <i>What is the start and end date?</i>	Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
The administration, parents and cafeteria staff will work together to bring the alternative lunch menu to P.S. 40 and educate the students about the healthier lunch options.	All grades	September 2014–June 2015	Principal, cafeteria staff, Wellness Committee

The PTA Wellness Committee will coordinate with Wellness in the Schools (WITS) to facilitate the healthier lunch options and will communicate with parents about the options available to their children.	All grades and parents	September 2014–June 2015	PTA
The Wellness Committee will partner with the Eco-Team and science teacher to discuss overlaps between environmental benefits and changes in the cafeteria, including composting, using pulp trays and gardening.	All grades	September 2014–June 2015	Science educators, Eco-Team and Wellness Committee
WITS will hold several labs during which the students can have hands on experience in cooking homemade food and tasting the food they create.	All grades	September 2014–June 2015	WITS chef, teachers, parent volunteers

Part 4 – Resources Needed

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

Parents to serve on the Wellness Committee
 Parents and students to serve on the Eco-Team
 Money to purchase pulp trays, pay for WITS and additional resources needed, such as olive oil
 Both physical space and classroom time are needed to hold WITS labs

Part 5 – Budget and Resource Alignment

Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

x	Tax Levy		Title I Basic		Title IIA		Title III		Grants
List below any additional funding sources that will be utilized to support achievement of the goal.									
PTA funds									

Part 6 – Progress Monitoring

Part 6a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. In this part:

- Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.
- Specify a timeframe for mid-point progress monitoring activities.

In late January, the co-chairs of the Wellness Committee, WITS representatives and principal will meet to discuss the progress of the program. We will review student and parent feedback to determine WITS’ success and assess areas of possible improvement.

Part 6b. Complete in **February 2015.**

- | | | | | |
|--|--|-----|--|----|
| • Did the school meet the mid-point benchmark(s) in the timeframe specified? | | Yes | | No |
| • If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal? | | | | |

Section 6: Academic Intervention Services (AIS)

(Required for All Schools)

Directions: Schools need to maintain accurate records of students who are receiving Academic Intervention Services (AIS) to ensure that students who are not achieving 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.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	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.)
English Language Arts (ELA)	<p>Services are determined based on school wide structures including: teacher recommendations; assessments such as, running records; test scores; previous holdover lists.</p> <p>The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes.</p>	<p>Shared reading, guided reading, readers’ theatre and conferring are used to practice decoding and develop comprehension strategies, such as, retelling, inferring, questioning, visualizing, fluency, etc. Assessments are given throughout the year. Interactive and shared writing are used to build skills, confidence and stamina. Reading Rescue and Great Leaps programs are implemented in first and second grades.</p>	<p>Tier 1 intervention is provided by classroom teachers. In addition we have the following supports in place for tier 2 intervention:</p> <p>First and second grade students receive one-on-one or small group (determined by the level of need) instruction in an intensive reading intervention program, such as Reading Recovery and Foundations.</p> <p>In third grade students receive small group instruction in reading, writing and writing about reading.</p> <p>A subgroup of students who are not ELLs but come from a home where English is not the first language, receives literacy support from our ESL teacher.</p> <p>A fourth grade Wilson reading group, for students who need</p>	<p>Service for first and second grade receiving one- on-one or small group instruction is provided four times per week during the school day.</p> <p>Service is provided four times per week during the school day for 3rd grade.</p> <p>Fourth grade Wilson reading group is provided three times a week during the school day.</p> <p>Reading Rescue is provided for second grade five times per week during the school day.</p>

			work on decoding, meets three times a week with a special education teacher.	
Mathematics	<p>Services are determined based on school-wide data including: teacher recommendations; test scores; assessments, such as exit tickets, mid unit and end unit assessments; previous holdover lists.</p> <p>The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes.</p>	<p>Students practice skills learned in class with additional support. They use supplemental models and tools to help better understand concepts taught. Math games and strategy groups that support skills are played and assessments are given throughout the year. Concrete and pictorial models are used to develop and support new understandings.</p>	<p>Students are supported in small groups. Teacher and math coordinator collaborate to plan and implement lessons that meet specific needs of each student. Math coordinator pushes in to each third grade classroom two times per week.</p>	<p>Service is provided two times per week during the school day.</p>
Science	<p>Services are determined based on school-wide data including: teacher recommendations; test scores; unit assessments; previous holdover lists.</p> <p>The intervention team meets to make decisions based on the data. They reconvene every six weeks to reassess and make necessary changes.</p>	<p>Science intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support students in research and study skills.</p>	<p>Small group</p>	<p>Planning time is set for SETSS teacher to meet with the science teacher to ensure that the small group intervention is targeted to the curriculum as well as the needs of the individual students. Instruction is provided for small groups of students throughout the school day.</p>
Social Studies	<p>Services are determined based on ELA data, particularly focused on non-fiction texts.</p> <p>The intervention team meets to make decisions based on the data. They</p>	<p>Social Studies intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support upper grade students in transitioning from learning to read to reading to learn.</p>	<p>Small group</p>	<p>The intervention and special education teachers meet to plan for differentiated instruction for small groups of students throughout the school day.</p>

	reconvene every six weeks to reassess and make necessary changes.	Repeated reading and early exposure to texts is one strategy used to grow comfort and confidence in new material.		
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Services are determined based on teacher recommendations to PPT as well as historical data.	Students work in small groups to develop social skills with peers; learn anger management techniques; develop conflict resolution skills; and learn strategies for dealing with anxiety, stress and distressing life issues.	Small group and one-on-one services are provided as needed by our social workers and school psychologist.	These services are provided during the school day on an as-needed basis.

Section 7: Title I Program Information

Directions:

- All schools must indicate their Title I status in Part 1
- All elements of the *All Title I Schools* section must be completed in Part 2
- All Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section in Part 3
- All Schoolwide Program (SWP) schools must also complete the *SWP Schools Only* section in Part 4
- If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found
- For additional information, visit the [Title I Intranet webpage](#)

Part 1: Title I Status

Indicate with an "X" your school's Title I Status.

	Schoolwide Program (SWP)		Targeted Assistance (TA) Schools	x	Non-Title I
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Part 2: All Title I Schools

2a. 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.

2b. 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).

Part 3: TA Schools Only

3a. Use of Program Resources

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

3b. 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).

Part 4: SWP Schools Only

4a. 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.).

4b. 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.

4c. "Conceptual" Consolidation of Funds in SWP Schools

Directions: All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes¹. To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated². **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount: Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '15 school allocation amounts.)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , page # references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Page # Reference(s)
Title I Part A (Basic)	Federal			
Title I School Improvement 1003(a)	Federal			
Title I Priority and Focus School Improvement Funds	Federal			
Title II, Part A	Federal			
Title III, Part A	Federal			
Title III, Immigrant	Federal			
Tax Levy (FSF)	Local			

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal,

State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single “pool” of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the **intent and purposes of the Federal programs** included in the consolidation so that the needs of the intended beneficiaries are met.

²The **intent and purposes** of the Federal programs indicated on the chart above (Part 4C of this section) are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I School Improvement 1003(a)** - support implementation of school improvement activities identified through the Diagnostic Tool for School and District Effectiveness (DTSDE) reviews or a school review with district oversight and included in the DCIP/SCEP.
- **Title I Priority and Focus School Improvement Funding:** support implementation of school improvement plans that aims to improve instruction and address the identified needs
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title III Immigrant:** Supplementary and enhanced services to LEP/ELL immigrant students, in the areas of English language acquisition and content area achievement.

Important Note: The following funds may not be consolidated:

- **Title I Parent Involvement Set-aside:** Title I, Part A funds must support parent involvement activities and programs. Chancellor’s Regulation A-655 requires School Leadership Teams to consult with Title I parent representatives regarding the Title I program and the use of these funds. Parent involvement activities funded through Title I must be included in the parent involvement policy and aligned with student achievement goals in the school comprehensive educational plan.

- **Title I Priority and Focus School Parent Engagement Set-aside:** Additional set-aside is to enable greater and more meaningful parent participation in the education of their children.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.
- **Grant funds awarded via a competitive process, including Title I 1003(g) SIG or SIF funds:** These funds must be used for the purposes specified by the Grantor, as described in the school's approved grant application.

Section 8: Parent Involvement Policy (PIP) and School Parent Compact (SPC)

(Required for All Title I Schools)

Directions: All Title I schools are required to develop a **Parent Involvement Policy (PIP)** that meets the parental involvement requirements of Title I. 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 (SPC)** is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

The activities and/or strategies included in your school's PIP should align with current CEP goals for improving student achievement. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if the 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 the school's policy.

Your school is encouraged to use the sample PIP and SPC templates below (which meet federal Title I parental involvement requirements) as guidance for updating the school's current policy.

Parent Involvement Policy (PIP)

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. P.S. 40, 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 the school and the families. The 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 the school community. P.S. 40 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 the school community;

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

The 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;
- 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 (SPC)

P.S. 40, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards and Assessments.

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy

and this Compact;

- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

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

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them into the submission form. For additional information, hold your cursor over the [i](#).

Part I: School ELL Profile

A. School Information [i](#)

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

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

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

C. Teacher Qualifications

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

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

D. Student Demographics

Total number of students in school (Excluding Pre-K)	599	Total number of ELLs	7	ELLs as share of total student population (%)	1.17%
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Part II: ELL Demographics

A. ELL Programs

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

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

This school offers (check all that apply):

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

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

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

B. ELL Years of Service and Programs

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

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE	0	0	0	0	0	0	0	0	0	0
Dual Language	0	0	0	0	0	0	0	0	0	0
ESL	7	0	0	0	0	0	0	0	0	7

ELLs by Subgroups										
ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total	
All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD		
Total	7	0	0	0	0	0	0	0	0	7
Number of ELLs who have an alternate placement paraprofessional: <u>0</u>										

C. Home Language Breakdown and ELL Programs

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

*EP=English proficient student

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

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	1		1											2
Intermediate(I)				1										1
Advanced (A)	1	1	2											4
Total	2	1	3	1	0	0	0	0	0	0	0	0	0	7

NYSESLAT Modality Analysis

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	B													

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					1			2	3
8									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
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 Government				
Foreign Language				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

- Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.
PS 40 uses the TCRWP--Teachers College Reading and Writing Project assessment school-wide. The assessment has indicated some interesting patterns. The more obvious result is that there is a strong correlation between the NYSESLAT scores in reading and the comprehension scores on the TC assessment. However, when one does a complete item analysis, it is clear that ELLs, whose

comprehension is on or near grade level, may still be struggling with vocabulary and/or spelling. In addition ELLs who score at an intermediate or beginner level on the NYSESLAT also score below grade level on the TCRWP assessment. This data helps both the classroom teacher and the ESL teacher take the necessary steps aligning the CCLS to their lesson plan and creating meaningful, effective lessons to support struggling ELLs in language growth. These ELLs are in our extended day program. They are all working one on one or in small groups for more than an hour per week with their classroom teacher on the skills that pose a challenge. In addition, they work with the ESL teacher for the mandated units, as per CR Part 154, during regular school hours.

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

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

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

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

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

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

4. For each program, answer the following:

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

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

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

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

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

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

7. For dual language programs, answer the following:
 - 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?

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

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

Part IV: ELL Identification Process

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

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

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

 - ESL teacher
 - Assistant Principal
 - Principal

Once the child is identified as a second language learner the LAB-R is administered by the ESL teacher. During the first ten days of each school year, the ESL teacher tests all newly enrolled ELLs whose HLIS reflect a language other than English. The LAB-R is administered in order to determine the student proficiency level in English. Two of the ELLs in kindergarten, new to the New York City public school system scored below the cut off score and are receiving the mandated units of ESL per week. One child in the second grade also scored below the cut-off score on the LAB-R. This student is also receiving the required minutes required as per CR Part 54.
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

As a critical component of the Children First reforms program, placement for ELLs is determined by parents' choice. On the basis of the HLIS and the results of the LAB-R, parents of newly enrolled ELLs receive a letter inviting them to the parent orientation. This letter provides the child's raw score on the LAB-R and the date, time, of the orientation. The LAB-R score is determined by the ESL

teacher who conducts the assessment and knows the test's cut off scores. All letters sent to PS 40 families are in English unless if during the initial interview process it was determined necessary to provide letters in the preferred home language. The ESL teacher and the parent coordinator schedule the meeting and gather all necessary literature to share during the meeting.

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

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

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

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

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.

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

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

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

- Send a letter to the parents of each ELL informing them of the test and its sections. Remind the parents that attendance is important as the child's score will determine their placement in the fall.
- Coordinate with the classroom teachers so that the students are not pulled out at an inconvenient time. Ensure that the student is also aware of the significance of the assessment is also important.
- Administer the speaking section one on one in a quiet uninterrupted space.

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

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

6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no,

why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. ①

After reviewing the Parent Survey and Program Selection forms for the past 7 years, 100% of the parents have requested Freestanding ESL as the preferred language program for their child. The program offered has been fully aligned to the Common Core Learning Standards for ELLs and with parental request.

In the future, if fifteen or more second languages learners in continuous grades and in the same native language group are registered at PS 40 the necessary steps will be taken to hire an effective bilingual teacher.

Part V: ELL Programming

A. Programming and Scheduling Information

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

- a. What are the organizational models (e.g., departmentalized, push-in [co-teaching], pull-out, collaborative, self-contained)?
- b. What are the program models (e.g., block [class travels together as a group], ungraded [all students regardless of grade are in one class], heterogeneous [mixed proficiency levels], homogeneous [proficiency level is the same in one class])?

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

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

Total Physical Response

Pictures to identify words

Real objects

Gestures and role playing

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

Connecting the work to their prior experiences

For example in the second grade the social studies unit begins with the study of New York City, the ESL teacher and classroom

teacher may choose to study some of the students' native cities in order to help ELLs make the necessary connections to their life experiences. Both the classroom teacher and the ESL teacher use their Teachers College Units of Study in English to help align their work with their beginner ELLs.

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

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

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

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

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

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

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

:

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

Since PS 40 is not a dual language school or a bilingual school, the only way to ensure that native language is appropriately evaluated at this time is by communicating with the parents or caregivers who speak both languages. The only assessment administered at the time of the LAB-R is the Spanish LAB-R, which is evaluated by the ESL teacher who is bilingual in both Spanish and English. If the need arises for a bilingual class other than Spanish the necessary steps to hire a qualified bilingual teacher in the language of need will take place. In addition native language assessment in a language other than Spanish will also be required as a measure of the ELLs strengths and challenges in the content areas.:

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

To ensure that ELLs are appropriately evaluated in all four modalities of English language acquisition throughout the year the classroom teachers and ESL teacher maintain records of student progress in a timely manner. Students are involved in class discussions during read aloud and group discussions with their peers and during these discussions listening skills are evaluated and data is recorded. Formal and informal assessments in spelling and writing are maintained and analyzed in order to make effective and meaningful decisions when planning next steps. Depending on the lessons taught during units of study, ELL students are prompted to write monthly pieces during classroom time—On Demand writing is administered and compared to prior months in order assess growth and or challenges.

6. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6+ years).
 - e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

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

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

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

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

- The plan for ELLs receiving service 4 to 6+ years is to focus on the modality that is most challenging during ESL units.

A child who has been in a rigorous academic program with high-quality instructional practices should not continue to score below proficiency levels. Academic intervention with the Pupil Personnel Team may determine that language is not the child's struggle. Long-term ELLs may be evaluated for special learning needs and a discussion may take place for an Individualized Educational Plan (IEP).

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

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

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

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

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

PS 40 does not have an ELL-SWD at this time, but as a school we have high expectations for all our ELLs. In order to assist ELL-SWDs there should be a lower student teacher ratio in the classroom. The ELL staff is given time to plan with content staff to address the needs of the ELL-SWDs population. The ELL teacher also participates in planning meetings on a weekly basis alongside

classroom teachers who share curricular objectives.

Courses Taught in Languages Other than English 

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

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

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

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

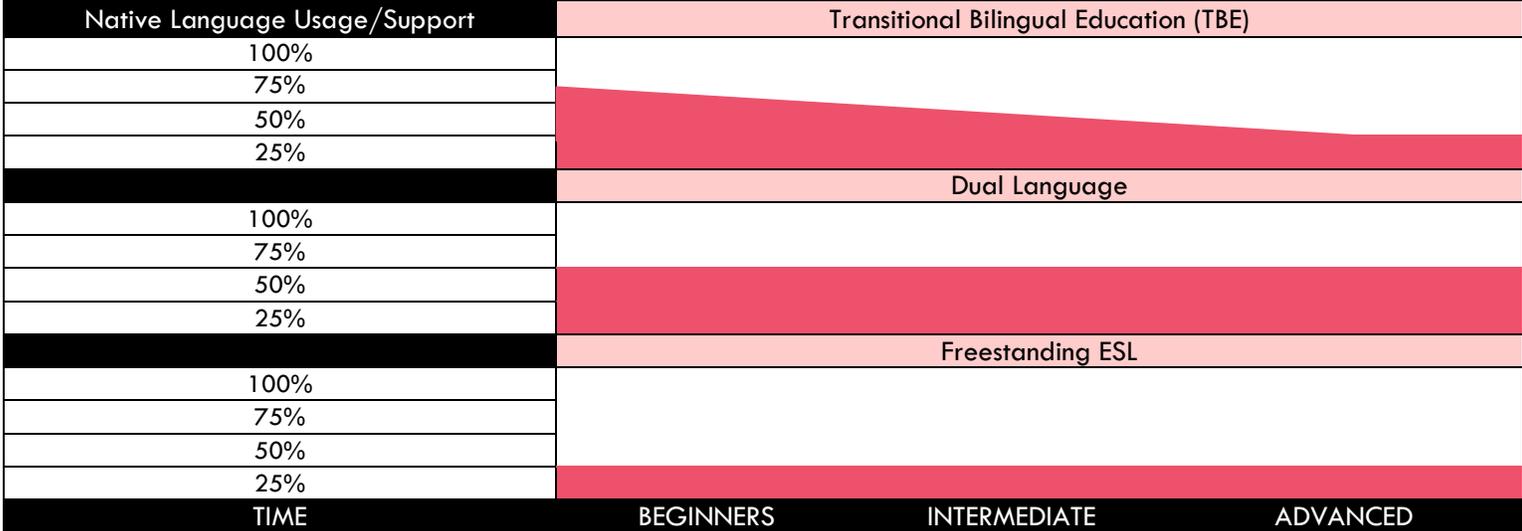
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

Native Language Usage and Supports

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



TBE and dual language programs have both native language arts and subject areas taught in the native language; ESL has native language supports.

B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.

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

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

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

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

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

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

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

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

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

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

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

- ESL room has fiction and non-fiction picture books in the library
- Several book rooms in the building that support levels of guided reading
- School library has books on specific topics of interest
- Audio books
- I-pads accessible and loaded with Apps that tell stories and highlight words
- Apps that play math games and strengthen academic language

- Classroom computers for all student use
- Media Literacy room equipped with a computer for every student

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

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

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

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

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

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

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

New parents also receive:

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

18. What language electives are offered to ELLs?

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

19. For schools with dual language programs:

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

C. Professional Development and Support for School Staff

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

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

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

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

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

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

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

D. Parental Involvement

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

1. ELL parents are encouraged to attend the following events:

- Kindergarten and New Parent Welcome
- Hospitality Night
- Monthly PTA Meetings
- Hospitality Morning
- Potlucks
- Monthly Publishing Parties in the ELL students' classroom
- Barnes and Noble Book Fair at B&N Union Square
- Fright Night
- 40th Day of School-Spirit Day
- Scholastic Book Fairs
- Healthy Bake Sales
- Sports Night at MS 104
- Jump Rope for the Heart
- Grandparents and Special Guests Day
- Annual Auction
- Parent-Teacher BBQ
- Curriculum Morning
- Open School Week
- Parent Teacher Conferences
- 5th Grade Middle School informational and Guidance

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

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

3. The needs of our parents are evaluated during the parent orientation when the parents meet with the ESL teacher and the parent coordinator. The parents are given access to the parent coordinator's e-mail address and the ESL teacher's e-mail address. Once the classroom teacher meets a parent or caregiver during our curriculum morning, they can address the needs of their ELL parents.

A welcome poster is readily displayed from the Translation and Interpretation Unit with the contact information details. Our parent coordinator, Juliette Knight, is available at arrival and dismissal for any inquiries. She is also available in the school office and via e-mail.

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

E. Additional Information

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

School Name: Augustus Saint-Gaudens

School DBN: 2M206

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

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

LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

Requirement under Chancellor's Regulations – for all schools

DBN: 02M040 School Name: PS 40

Cluster: 2 Network: 206

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

Part A: Needs Assessment Findings

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

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

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

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

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

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

Part B: Strategies and Activities

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

The written translation the school provides include:

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

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

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

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

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

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

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

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