

**2014-15  
COMPREHENSIVE EDUCATIONAL PLAN  
(CEP)**

**DBN: (i.e. 01M001):**

**28Q040**

**School Name:**

**SAMUEL HUNTINGTON SCHOOL PS 40**

**Principal:**

**ALISON BRANKER**

## Comprehensive Educational Plan Outline

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**Section 1: School Information Page**

**School Information**

School Level: Elementary School Number (DBN): 28Q040  
School Type: Public School Grades Served: Pre-K – grade 5  
School Address: 109 – 20 Union Hall Street Jamaica, NY 11433  
Phone Number: 718 526 1904 Fax: 718 526 1209  
School Contact Person: Alison Branker Email Address: abranke@schools.nyc.gov  
Principal: Alison Branker  
UFT Chapter Leader: Deborah Jackson-Carr  
Parents' Association President: Kelly Nurse  
SLT Chairperson: Rose Quinones  
Student Representative(s): N/A

**District Information**

District: 28 Superintendent: Mabel Muniz-Sarduy  
Superintendent's Office Address: 90 – 27 Sutphin Blvd. Jamaica, NY 11433  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718 557-2622 Fax: 718

**Cluster and Network Information**

Cluster Number: 5 Cluster Leader: Deborah Maldonado  
Network Number: 535 Network Leader: Ellen Padva

## 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:

- 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\*.
- 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.\*\*
- 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)
Alison Branker	*Principal or Designee	
Rose Quinones	*UFT Chapter Leader or Designee	
Kelly Nurse	*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	
Natasha Andrews	Member/UFT	
Marica Myrie	Member/UFT	
Gloria Mowring	Member/Parent	
Tanya Easter	Member/ Parent	
Chante Gaines	Member/Parent	
Christina Williams	Member/CSA	
Vacancy	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.

<b>The Six Elements of the Capacity Framework</b>	
<ul style="list-style-type: none"> <li> <b>Rigorous Instruction:</b> 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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Supportive Environment:</b> The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Collaborative Teachers:</b> 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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Effective School Leadership:</b> 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.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Strong Family-Community Ties:</b> School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.                 </li> </ul>	
<ul style="list-style-type: none"> <li> <b>Trust:</b> 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                 </li> </ul>	

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:

- Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- School Culture: Positive Learning Environment (1.4), High expectations (3.4)
- 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:

- 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.
- School strengths, accomplishments, and challenges.
- The areas in which your school made the most growth during the previous year and the key areas of focus for this school year.

### **School Mission Statement:**

**PS 40 is dedicated to creating a safe, nurturing learning environment. It is our goal to provide high quality teaching and differentiated learning to stimulate critical thinking to prepare successful college-bound and career ready leaders of tomorrow.**

Our school secured a \$1.2 million literacy grant through the Pinkerton Foundation for the 2014-2015 school year, to provide supplemental reading intervention services for our lower grade students to build a solid foundation in reading. This initiative is called South Jamaica Reads and consists of the following community based literacy partners: Jumpstart (delivers literacy theme based learning activities for Pre-Kindergarten students twice per week for 4 hours each session), Experience Corps (offers one to one phonics support to Kindergarten and grade 1 students for one hour per day for 4 days per week), Read Alliance (supports grade 1 and 2 students in reading and homework help 2 days per week afterschool on a one to one basis), and Literacy Inc. (provides workshops for parents, trains parents to volunteer to work in various capacities within the school, and facilitates a reading buddies program where grade 5 students read to and ask comprehension questions of grade 2 students once per week). The Learning Leaders program facilitates parent workshops and trains parents to be volunteers in the school. The South Jamaica library offers parent literacy workshops, and invites guest readers to read to various classes. PS 40 was also fortunate to be awarded a CASA grant for visual arts through Studio-In-A-School. This visual arts program meets twice per week afterschool, one session serves lower grade students and the other is for upper grade students. Our city councilman presented us with a RESO-A grant for technology. Each classroom now has an interactive promethean board to enhance the quality of instruction. Each student has access to laptops and desktop computers to prepare them to be college and career ready, while keeping their finger on the pulse of technology.

### **Summary of Challenges:**

**The first year of CCSS testing proved to be challenging. In 2013, in math we earned 14% proficiency, while in reading, we earned 8% proficiency. As a school community, we have worked diligently to increase our proficiency level, as a result our 2014 math proficiency level increased by 10%.**

Our school's strengths are many. The areas of celebration from our Quality Review includes that we have a culture of learning that communicates high expectations. Vertical and horizontal teacher teams are engaged in collaborative practice using the inquiry approach to improve classroom practice. Support and evaluation of teachers is provided through feedback, using the Danielson framework, and analysis of learning outcomes. Curricula-aligned assessment practices inform instruction. Some of our accomplishments include teachers facilitating professional learning sessions. PS 40 has the first chapter of Pretty Brown Girls leadership and self-esteem development program in NYC. Additionally, we have a notable track team, and an entrepreneurial boys program. Based on several accountability reports, our key areas of focus will be: 1. to create high quality questions to increase student achievement resulting in increased proficiency levels in ELA and Math, and 2. to create a supportive environment to meet the social and emotional needs of all scholars.

## 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.

#### ELA Data Analysis from 2013 & 2014 NYS CCSS exams

Grade3 Data	# tested	Lev.1 #	Lev.1 %	Lev.2 #	Lev.2 %	Lev.3 #	Lev.3 %	Lev.4 #	Lev.4 %	Lev 3 & 4 #	Lev 3 & 4 %
2013	93	63	67.7%	25	26.9%	5	5.4%	0	0.0%	5	5.4%
2014	97	67	69.1%	18	18.6%	12	12.4%	0	0.0%	12	12.4%

#### Analysis:

- Lev. 1s up slightly, Lev 2s down about 8%, Lev 3s up 7%. Third grade has the highest increase of all grades a 7% increase.

Grade4 Data	# tested	Lev.1 #	Lev.1 %	Lev.2 #	Lev.2 %	Lev.3 #	Lev.3 %	Lev.4 #	Lev.4 %	Lev 3 & 4 #	Lev 3 & 4 %
2013	65	32	49.2%	24	36.9%	5	7.7%	4	6.2%	9	13.8%
2014	80	35	43.8%	40	50%	4	5%	1	1.3%	5	6.3%

#### Analysis:

- Lev. 1s down 5.5%, Lev. 2s up almost 15%, Level 3s slightly down, Level 3&4s down 7.5%

Grade5 Data	# tested	Lev.1 #	Lev.1 %	Lev.2 #	Lev.2 %	Lev.3 #	Lev.3 %	Lev.4 #	Lev.4 %	Lev 3 & 4 #	Lev 3 & 4 %
2013	74	36	48.6%	33	44.6%	5	6.8%	0	0%	5	6.8%
2014	72	42	58.3%	27	37.5%	1	1.4%	2	2.8%	3	4.2%

#### Analysis:

- Lev. 1s increased by 10%, Lev. 2s decreased by 7.1%, Level 3s decreased by 5.4%, Level 3&4s decreased by 2.6%

#### Math Data Analysis from 2013 & 2014 NYS CCSS exams

Grade3 Data	# tested	Lev.1 #	Lev.1 %	Lev.2 #	Lev.2 %	Lev.3 #	Lev.3 %	Lev.4 #	Lev.4 %	Lev 3 & 4 #	Lev 3 & 4 %
2013	93	60	64.6	20	21.5	13	14	0	0	13	14
2014	96	62	64.6	17.7	17.7	11	11.5	6	6.3	17	17.7

**Analysis:**

- Lev. 1s stayed the same, Lev. 2s decreased by 2.3%, Lev. 3s decreased by 2.5%, Lev. 4s increased by 6.3%. Grade 3 has a 3.7% increase in level 4s

<b>Grade4 Data</b>	# tested	Lev.1 #	Lev.1 %	Lev.2 #	Lev.2 %	Lev.3 #	Lev.3 %	Lev.4 #	Lev.4 %	Lev 3 & 4 #	Lev 3 & 4 %
2013	65	24	36.9	26	40	13	20	2	3.1	15	23.1
2014	83	27	32.5	24	28.9	18	21.7	14	16.9	32	38.6

**Analysis:**

- Lev. 1s down 4.4%, Lev. 2s down 11.1%, Lev. 3s up 1.7%, Lev. 4s up 13.8%. 4<sup>th</sup> grade has the highest increase of all 15.5%

<b>Grade5 Data</b>	# tested	Lev.1 #	Lev.1 %	Lev.2 #	Lev.2 %	Lev.3 #	Lev.3 %	Lev.4 #	Lev.4 %	Lev 3 & 4 #	Lev 3 & 4 %
2013	75	48	64	23	30.7	4	5.3	0	0	4	5.3
2014	73	36	49.3	26	35.6	7	9.6	4	5.5	11	15.1

**Analysis:**

- Lev. 1s down 14.7%, Lev. 2s up 4.9%, Lev. 3s up 4.3%, Lev. 4s up 5.5%. 5<sup>th</sup> grade overall increased 9.8%

**Our school is proud to have shown growth of 10% in the NYS CCSS Math exams from 2013 – 2014.**

**Quality Review Findings**

<b>Areas of Celebration</b>	<b>Areas of Focus</b>
<ul style="list-style-type: none"> <li>• A culture of learning that communicates high expectations with supports</li> <li>• Teacher teams engaged in collaborative practice using the inquiry approach to improve classroom practice</li> <li>• Support and evaluation of teachers through feedback using the Danielson framework and analysis of learning outcomes</li> <li>• Curricula-aligned assessment practices that inform instruction</li> </ul>	<ul style="list-style-type: none"> <li>• Research-based, effective instruction that yields high quality student work</li> <li>• Rigorous, engaging and coherent curricula aligned to the Common Core Learning Standards</li> </ul>

**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.

After a careful review of our state ELA and Math data, there is an urgent need to increase proficiency in ELA and Math. By June 2015, students who are continuously enrolled from September through June will demonstrate growth on the ELA MOSL benchmark/initial Math benchmark exams from Fall 2014 to Spring 2015 as measured by ELA MOSL/ math end of year benchmark exams.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• CKLA &amp; Math in Focus</li> <li>• PD calendar days, inter-visitations, lunch and learns, coaching</li> <li>• RTI, morning school, Saturday school, after school, push-in, computer-based learning programs</li> </ul>	Pre-K through grade 5	September - June	School Leaders Coaches Classroom Teachers
<ul style="list-style-type: none"> <li>• SETSS</li> <li>• ELLs</li> <li>• RTI</li> <li>• Title III ELLs program</li> <li>• Morning Reading Program</li> <li>• ELA &amp; Math afterschool programs</li> <li>• SJR Initiative</li> </ul>	Pre-K through grade 5	September - June	School Leaders Coaches Classroom Teachers Title I Teachers
<ul style="list-style-type: none"> <li>• Monthly CCSS ELA &amp; Math Workshop</li> <li>• Open Classroom Day</li> <li>• Teacher Parent Outreach Tuesdays</li> <li>• Quarterly Parent Symposium</li> </ul>	Pre-K through grade 5	September - June	School Leaders Coaches Classroom Teachers
<ul style="list-style-type: none"> <li>• Collaborative Inquiry</li> <li>• Common Planning Time</li> </ul>	Pre-K through grade 5	September - June	School Leaders Coaches Classroom Teachers

**Part 4 – Resources Needed**

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

Human Resources (ELA/Math)	Literacy Coach Title I ELA teachers Classroom Teachers SJR Initiative	Math Coach Title I Math Teachers Classroom Teachers	
Instructional Resources (ELA/Math)	CKLA Waterford Rubicon Atlas	Math in Focus Rubicon Atlas Finish Line Math Crosswalk Math	

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

**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.

• End of unit assessments are administered on an ongoing basis.	
• In January we will be able to determine our progress in this area.	

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

• Did the school meet the mid-point benchmark(s) in the timeframe specified?	X	Yes		No
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• 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.

Creating a safe, nurturing environment is a vital part of our school’s mission statement, therefore we find it necessary to establish a supportive environment for our staff and students. As a result of the rise in suspensions this school year, it is urgent for us to institute social emotional supports to decrease the referral, suspension and teacher removal rate.

Strengths	Needs
<ul style="list-style-type: none"> <li>• At-risk counseling</li> <li>• CBO - Kid Wise mental health support</li> <li>• Partnership w/ CBO Safe Space</li> <li>• Dean</li> <li>• Alpha Phi Alpha – Thanksgiving Turkey Dinner Distribution for families in need</li> <li>• Monthly Open Classroom Days</li> <li>• Monthly Spirit Days</li> <li>• Grandparents Day Breakfast</li> <li>• ESL Parent Orientation</li> <li>• Multiple Scholastic Book Fairs</li> <li>• Breakfast Reading Program Grades 3 – 5</li> <li>• Read for the Record Program</li> <li>• Upper &amp; Lower grade Art Afterschool Program</li> <li>• Monthly Parent Workshops</li> <li>• Dojo Student of the Month</li> <li>• Thanksgiving Turkey Distribution</li> <li>• Student Government – Presidents’ Council</li> <li>• Meet The Teacher Nights</li> <li>• Breast Cancer Walk for a Cure</li> <li>• UNCF Donations</li> <li>• Studio in a School – Art Program</li> <li>• Coed Basketball Team</li> <li>• Track Team</li> <li>• Early Exposure Tennis Program</li> <li>• Pretty Brown Girls Movement Gr. 3 - 5</li> <li>• Boys In Charge – Entrepreneur Club</li> </ul>	<ul style="list-style-type: none"> <li>• High Special education referral rates</li> </ul>

<ul style="list-style-type: none"> <li>• Spelling Bee</li> <li>• Six Flags – Read to Succeed Program</li> <li>• Educators’ Book Club</li> <li>• Community Service – City Harvest Canned Good Drive</li> <li>• Penny Harvest - Community Service Project</li> <li>• Bully Prevention Workshops</li> <li>• York College Partnership</li> <li>• Boys Mentoring Program</li> </ul>		
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**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.

Based on our 2013-2014 school referral, suspension and teacher removal data, there is a need to develop social emotional support systems to allow students to meet their individual needs and ensure success in academic performance and well-being.

By June 2015, 100% of the staff will be engaged in professional learning sessions focusing on building knowledge of students to support their social emotional needs. This will include providing strategies to create a nurturing relationship between teachers and students, creating BIPS, utilizing learning styles, and effective use of PBIS, as measured by end of year student referral data.

**Part 3 – Action Plan**

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
PBIS -Class Dojo -Social Emotional Learning Series -Kid Wise -Individual & Group Counseling (mandated & non-mandated) -Pretty Brown Girls	All Students	September – June	School Leaders All Teachers Parents/Guardians

-Boys in Charge Entrepreneur Club			
-Bully Prevention Workshops Series			
-Girl Scouts			
Parent Workshops		September – June	School Leaders Parent Coordinator Coaches Teachers
<ul style="list-style-type: none"> <li>- Ongoing communication through Class Dojo</li> <li>- Open Door Policy</li> </ul> 1. Student Council		September – June	School Leaders Parent Coordinator Coaches Teachers

**Part 4 – Resources Needed**

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

<b>Human Resources</b> <ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Social Worker</li> <li>• CBO – Kid Wise</li> <li>• Dean</li> </ul>	<b>Instructional resources</b> <ul style="list-style-type: none"> <li>• PBIS</li> <li>• Class Dojo</li> <li>• You Can Handle Them All Text</li> <li>• Mindset Teacher Book Club</li> </ul>
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**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
List below any additional funding sources that will be utilized to support achievement of the goal.									

**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.

<ul style="list-style-type: none"> <li>• Monthly Class dojo tracking reports for each class</li> <li>• In January we will be able to determine our progress in this area.</li> </ul>	
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**Part 6b.** Complete in **February 2015.**

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	<b>X</b>	Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				

## 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.

Developing collaborative teacher teams is an essential need to high quality instruction at our school. This structure will lead to increased capacity across grades.

Strength as outlined by the Quality Review	Needs as outlined by the Quality Review
<ul style="list-style-type: none"> <li>• Teacher teams are engaged in collaborative practice using the inquiry approach to improve practice vertically and horizontally.</li> </ul>	<ul style="list-style-type: none"> <li>• To increase capacity vertically.</li> </ul>

- Teachers meet weekly in grade level teams for the purposes of planning units of study that are aligned with the CCLS.
- Teachers monitor and revise curriculum, instruction and assessment by infusing standards that were missing from the curriculum.
- Teachers incorporate text dependent questions into their lessons guiding students to find text based evidence to support answers.
- Word Walls in the classrooms support vocabulary development across content areas. All teachers are striving to make word walls interactive with definitions and visual representations where appropriate to support development of Tier Two and Tier Three vocabulary.
- Teachers have taken on leadership roles in various capacities to support student achievement. Some staff members have coordinated various programs such as Skedula, Class Dojo, MyOn, Activity Works, Rubicon-Atlas, and Promethean Board training. Other staff members have facilitated professional development or hosted an inter-visitation with a colleague to share best practices, and organized school wide family events to increase parental involvement and engagement. We are very proud of our staff!

### 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.

Based on the urgent academic needs of our student population, it is imperative that teachers engage in ongoing collaboration to build capacity to increase student achievement. By June 2015, 100% of the teachers will participate in collaborative teacher teams to share best practices to improve the quality of teaching by identifying student deficiencies, to address learning gaps in the curriculum, instruction and assessments as measured by student performance data.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be</i>	<b>Timeline</b> <i>What is the start and</i>	<b>Key Personnel</b> <i>Who is responsible for implementing</i>

<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<i>targeted?</i>	<i>end date?</i>	<i>and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Common Planning time</li> <li>• Vertical and Horizontal Inquiry Teams</li> <li>• Inter-visitations</li> <li>• Teacher led professional learning sessions</li> <li>• The Curriculum Mapping Team will monitor and support revision of curriculum maps for the 2014-2015 school year.</li> <li>• Teacher teams will create curriculum maps showing units of study, and a focus on academic vocabulary, and improving the quality of questions and discussion prompts, our instructional focus</li> <li>• All student groups will continue to use MyOn! to increase exposure to text.</li> <li>• All students groups will use interactive word walls that include the word, a picture visual, as well as the definition.</li> <li>• Teachers will use technology to support differentiation of lessons using MyOn!, Starmatica, and other software designed to support reading.</li> <li>• To provide ongoing support for mastery of guided reading for all teachers</li> </ul>	All Teachers and all student groups	September - June	School Leaders Teachers
<ul style="list-style-type: none"> <li>• Teacher teams created quality rubrics to grade student work and provide next steps for scholars based on common language.</li> <li>• Rubrics are always provided to scholars before, during and after instruction for self, peer and teacher assessment.</li> <li>• Teachers uniformly create student checklists.</li> </ul>	All Teachers	September - June	School Leaders Teachers
<ul style="list-style-type: none"> <li>• School Messenger Weekly Announcements</li> <li>• Parent Outreach Tuesdays</li> <li>• Progress Reports</li> <li>• Newsletters</li> <li>• Parent/Family Events &amp; CCSS Workshops</li> </ul>	Parents	September - June	School Leaders Parent Coordinator Teacher
<ul style="list-style-type: none"> <li>- Trusting relationships are established through ongoing communication through Class Dojo</li> <li>- Open Door Policy</li> </ul>	Parents Teachers Students	September - June	School Leaders Parent Coordinator Teacher

**Part 4 – Resources Needed**

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

<b>Human Resources</b>	<b>Instructional Resources</b>
Teachers Administrators	Looking At student Work Protocol

**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	<b>Tax Levy</b>	X	<b>Title I Basic</b>		<b>Title IIA</b>	X	<b>Title III</b>		<b>Grants</b>
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List below any additional funding sources that will be utilized to support achievement of the goal.

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**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.

<ul style="list-style-type: none"> <li>• Collaborative Learning Plan Activities, inquiry team documentation binders</li> </ul>	
<ul style="list-style-type: none"> <li>• Inquiry Team Documentation binder in January 2015 and revised curriculum maps</li> </ul>	

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

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	X	Yes		No
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• 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 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.

Based on the 2013-2014 Measures Of Teacher Practice school wide data, 3B was the lowest rated component in the Danielson framework for teacher effectiveness. Therefore, there is an urgency to improve questioning and discussion techniques to increase rigor across content areas. School leaders have organized ongoing professional learning sessions on questioning and discussion techniques.

### 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.

By June 2015, 100% of the staff will attend professional learning sessions focusing on Danielson component 3B in order to promote students to think, reflect and deepen understanding, as measured by the end of year MOTP school wide data for 3B.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> Detail below the actions, strategies, and activities your school will implement to achieve the identified goal for this Capacity Framework element, including:	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
<ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>			
<ul style="list-style-type: none"> <li>• Principal and AP will continue to utilize the Danielson framework to observe teachers, provide support, real-time coaching, and resources for growth in pedagogy.</li> <li>• Provide support with videos, visual resources such as the Danielson framework, planning tools, and instructional next steps Idea Bank from the Division of Teaching and Learning, and/or inter-visitation opportunities.</li> <li>• Teachers are provided with support to address the needs of student sub groups with differentiated strategies.</li> </ul>			

Effective school leaders build trust by having ongoing two-way communication with teachers after observations and walkthroughs, with families through Class Dojo, an Open Door Policy, and student council.			

**Part 4 – Resources Needed**

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

Human Resources	Instructional Resources
School Leaders JESA Advance Coach Network Support Teachers	<ul style="list-style-type: none"> <li>• Danielson Framework for Teaching and Enhancing Professional</li> <li>• Instructional next steps Idea Bank from the Division of Teaching and Learning</li> <li>• Webb’s Depth of Knowledge</li> <li>• Hess Matrix</li> <li>• Edviation</li> <li>• Teachboost</li> <li>• Teaching Channel</li> <li>• Teacher Tube</li> </ul>

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

**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.

<ul style="list-style-type: none"> <li>• Evidence in lesson plans and curriculum maps during our Quality Review in February</li> </ul>	
<ul style="list-style-type: none"> <li>• Advance Data – ongoing observations to monitor progress</li> </ul>	

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

<ul style="list-style-type: none"> <li>• Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>	<b>X</b>	Yes		No
<ul style="list-style-type: none"> <li>• If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				



## 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.

There was a decline in parent participation in the Learning Environment Survey during the 2013-2014 school year. In order to build strong family and community ties, it is imperative to increase parent engagement and involvement by providing parents with the information, training and opportunities to become active partners in ensuring student achievement

Based on our need to improve parent involvement, we have established quarterly parent/family symposiums. This is becoming one of our strengths in engaging parents as evidenced by our September – Back to School BBQ, and our December –Family Winter Festival.

### 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, we will increase parental communication and involvement as measured by Tuesday parent outreach logs and school based activities.

### Part 3 – Action Plan

<b>Activities/Strategies:</b> 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"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change</li> <li>• 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).</li> <li>• Strategies to increase parent involvement and engagement</li> <li>• Activities that address the Capacity Framework element of Trust</li> </ul>	<b>Target Group(s)</b> <i>Who will be targeted?</i>	<b>Timeline</b> <i>What is the start and end date?</i>	<b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i>
Monthly CCSS ELA & Math Parent Workshops	Parents  Families	September -June	School Leaders  Parent Coordinator  Teachers

Weekly Parent Workshop (including Saturdays) Activities to increase parent involvement and support the needs of sub groups			
Parent Outreach Tuesdays Activities to increase parent involvement			
Quarterly Parent/Family Symposiums, Open Door Policy & Open Classroom Days creates a trusting environment.			

**Part 4 – Resources Needed**

Indicate resources needed to implement this action plan, including human resources, instructional resources, schedule adjustments, etc.		
Human Resources	Instructional Resources	
School Leaders Teachers Parent Coordinators CBOs	<ul style="list-style-type: none"> <li>Engageny</li> <li>CCSS</li> <li>Educational websites (Learnzillion, Virtualnerd)</li> </ul>	

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

**Part 6 – Progress Monitoring**

<b>Part 6a.</b> 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"> <li>Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.</li> <li>Specify a timeframe for mid-point progress monitoring activities.</li> </ul>				
<ul style="list-style-type: none"> <li>Two-Way Communication on Class Dojo</li> <li>Attendance Sheets for quarterly parent/family symposiums in Sept. 2014, Dec. 2014, Mar. 2015, and June 2015</li> </ul>				
<b>Part 6b.</b> Complete in <b>February 2015.</b>				
<ul style="list-style-type: none"> <li>Did the school meet the mid-point benchmark(s) in the timeframe specified?</li> </ul>			X	Yes
<ul style="list-style-type: none"> <li>If the mid-point benchmark(s) was not met, describe any revisions made to the action plan to achieve the goal?</li> </ul>				No

**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.

<b>Type of Academic Intervention Service (AIS)</b>	<b>Criteria for determining AIS services</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>English Language Arts (ELA)</b>	Students who are performing below proficiency based on the State ELA test	RTI-  MyOn Starrmatica Waterford Guided Reading Shared Reading Closed reading  ELA After School Saturday ELL Program	Small Group  One-to one Tutoring One-to-one One-to-One Small Group Small Group Small Group  Small Group Small Group	During the day Before and during school During the day During the Day During the Day During the Day During the Day  After school After school
<b>Mathematics</b>	Students who are performing below proficiency based on the State Math test	RTI  Starrmatica Guided Small Groups  Math After School	Small Group  Tutoring One-to-One Small Group  Small Group	During the day  During the day During the Day  After school
<b>Science</b>	Students who are performing below proficiency based on the State ELA test	RTI-  MyOn Starrmatica Waterford Guided Reading Shared Reading Closed reading  ELA After School Saturday ELL Program	Small Group  One-to one Tutoring One-to-one One-to-One Small Group Small Group Small Group  Small Group Small Group	During the day Before and during school During the day During the Day During the Day During the Day During the Day  After school After school
<b>Social Studies</b>	Students who are performing below proficiency based on the State ELA test	RTI-  MyOn Starrmatica Waterford Guided Reading Shared Reading Closed reading  ELA After School Saturday ELL Program	Small Group  One-to one Tutoring One-to-one One-to-One Small Group Small Group Small Group  Small Group Small Group	During the day Before and during school During the day During the Day During the Day During the Day During the Day  After school After school

<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated/At-Risk students.	counseling	One-to-One and/or Small Group	During the day
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## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

**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.
<ul style="list-style-type: none"> <li>• Create postings with qualifications and requirements to hire qualified teachers</li> <li>• Seek recommendations from highly effective rated teachers</li> <li>• Create a hiring committee to create interview questions and interview candidates</li> <li>• Develop new teacher ongoing mentoring team to support new teachers</li> <li>• Share criteria for tenure with new teachers</li> <li>• Provide new teachers with support and ideas for school contributions based school needs</li> <li>• Professional development is provided to new teachers based on observation and walkthrough feedback</li> <li>• Conduct regular support meetings with new teachers focusing on best practices, data analysis, homework, inter-visitations</li> </ul>

**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).
<ul style="list-style-type: none"> <li>• Tiered differentiated school professional learning plan for teachers to improve practice based on the NYC Chancellor's Professional Learning Handbook</li> <li>• Ongoing professional development training and support in the Danielson Framework with teachers to familiarize them with criteria for highly effective teaching in all 8 components.</li> <li>• Use of a common rubric for effective teaching (Danielson) to provide feedback to teachers</li> <li>• Provide feedback to teachers based on short observation cycles for continuous</li> </ul>

improvement

- Utilize the Network supports
- Use of JESA Advance coach

### 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 codes<sup>1</sup>. 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 consolidated<sup>2</sup>. **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			

**<sup>1</sup>Explanation/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.

<sup>2</sup>The **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.

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### 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. **[PS 40, The Samuel Huntington School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between 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. **PS 40, The Samuel Huntington School** will support parents and families of Title I students by:

- providing materials and training to help parents work with their children to improve their achievement level, e.g., literacy, math and use of technology;
- providing parents with the information and training needed to effectively become involved in planning and decision making in support of the education of their children;
- fostering a caring and effective home-school partnership to ensure that parents can effectively support and monitor their child's progress;
- providing assistance to parents in understanding City, State and Federal standards and assessments;
- sharing information about school and parent related programs, meetings and other activities in a format, and in languages that parents can understand;
- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of 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 1<sup>st</sup> 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)

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

#### **I. School Responsibilities**

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

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

*Support home-school relationships and improve communication by:*

- conducting parent-teacher conferences each semester during which the individual child’s achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1<sup>st</sup> 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 <b>28</b>	Borough <b>Queens</b>	School Number <b>040</b>
School Name <b>Samuel Huntington School</b>		

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

### C. Teacher Qualifications

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

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

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>604</b>	Total number of ELLs	<b>37</b>	ELLs as share of total student population (%)	<b>6.13%</b>
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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	
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>	0	0	0	0	0	0								0
<b>Dual Language</b> <small>(50%:50%)</small>	0	0	0	0	0	0								0
<b>Freestanding ESL</b>														
Push-in	2	2	0	4	4	4								16
Pull-out	4	4	3	3	2	3								19
<b>Total</b>	<b>6</b>	<b>6</b>	<b>3</b>	<b>7</b>	<b>6</b>	<b>7</b>	<b>0</b>	<b>35</b>						

## B. ELL Years of Service and Programs

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

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

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		
<b>Total</b>	<b>31</b>	<b>1</b>	<b>3</b>	<b>5</b>	<b>0</b>	<b>1</b>	<b>1</b>	<b>0</b>	<b>0</b>	<b>37</b>
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
<b>TOTAL</b>	<b>0</b>													

\*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																		
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	<b>0</b>																			

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

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	3	5	3	8	4	3								26
Chinese														0
Russian														0
Bengali			1	2	2	2								7
Urdu														0
Arabic		2												2
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1	0	0	1									2
<b>TOTAL</b>	<b>3</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>37</b>						

## Part III: Assessment Analysis

### Assessment Breakdown

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

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

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	4		2	1	2								12
Intermediate(I)				1	3									4
Advanced (A)		4	4	7	3	3								21
Total	<b>3</b>	<b>8</b>	<b>4</b>	<b>10</b>	<b>7</b>	<b>5</b>	<b>0</b>	<b>37</b>						

**NYSESLAT Modality Analysis**

Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/	<b>B</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	7				7
4	4	2			6
5	1				1
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

**NYS Math**

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

**NYS Science**

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

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 looks at data from the LAB-R and the NYSESLAT. We also look at the data from the Acuity, ELL Periodic Assessment, state exams. We look at what areas the students still need help in and focus on those areas. We find that the students need to strengthen their main idea skills and overall comprehension. We look at the results and determine if the students are improving in the skills they

are deficient in. PS 40 students take monthly assessments through out the year across all content areas. Teachers are able to go on ARIS and look up their students' scores on variety assessments. Teachers gear their instruction according to their students needs.

2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
According to the NYSESLAT 21 students were advanced, 4 were intermediate and 6 were beginners. There were 6 new ELLs and all of them are beginners. The ESL teacher differentiates her instruction based on the needs of the students and what is indicated by the LAB-R and/ or the NYSESLAT. To help the ESL students K-5, we use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, questions/discussions and class presentations. The ESL teacher also meets with the classroom teacher to ensure that the skills being taught in class match what is taught in the ESL classroom.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))

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

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

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

PS 40 uses data from the monthly assessments and running records to identify Tier II and III students. All of PS 40 is involved in RTI. The classroom teachers conducts RTI in their classrooms (Tier 1 and Tier II). There are also cluster teachers and out of classroom staff who also work with Tier II students. When the ESL teacher pushes into the classroom that have ELLs she works with them in Tier II. Tier III instruction occurs when there is a child who needs one to one instruction. In addition, there is a RTI team that works with the lowest third who pulls out those students for further instruction. The students who are in Tier II and Tier III are identified by the RTI team and they tend to contain ELLs.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
The classroom teachers that are using Treasure's have an ELL component embedded into the program. Students also have a packet that is in addition to their workbook that focuses on language and vocabulary development. The lower grades that use Core Knowledge design lessons that encompasses all four modalities which support second language development. When the ESL pulls out students she supports second language development within her lessons through the use of manipulatives, books and other instructional materials. The ESL teacher also meets with the classroom teachers to ensure that the ELLs instructional needs are being met during instruction.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the second (target) language?
  - b. What is the level of language proficiency in the second (target) language for EPs?
  - c. How are EPs performing on State and City Assessments?

PS 40 currently does not have a Dual Language program

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

The Title I teacher, Inquiry team members, ESL teacher, SETSS teacher, academic clusters, such as writing and science administer

assessments and evaluate the results. Classroom teachers use the monthly assessments across content areas and conferencing sessions to evaluate if the child is making progress. The data from these assessments allow teachers to identify the students' weak skills and re-evaluate their own teaching. Teachers gear their instruction to the needs of their students.

## Part IV: ELL Identification Process

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

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

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

2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.

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

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

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

program for ELLs is the Transitional Bilingual Education as per the CR-154.

4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.  
After reviewing the Program Selection Forms if the parent indicates for their first choice a program that we do not currently have in our school, then the ESL and Parent Coordinator work together with the Placement Center to see what is available in other schools. Next, the parent is notified and asked if they want their child to go to another school. The parent needs to understand that the school may not be close and if they are willing to have their child bussed. A translator will be available if needed. If they consent then the ESL teacher and the Parent Coordinator work with the Placement Center to place the child in another school. After the child is placed in the correct program whether in our school or not, the parent will receive the Placement Letter in their home language. The Placement letters are distributed once the LAB-R scores are posted in ATS. Most of the parents choose ESL as their first choice and will receive an Placement letter in their home language that states their child is in the ESL program. This is also the same time the ESL teacher distributes the Non-Entitlement letters. For the students who passed out of the ESL program will receive the Non-Entitlement Transition Letter and the students who are still in the program will receive the Continuation Letter within the first month of school. All letters are copied and stored in the ESL teacher's Data Binder, which is in a locked closet.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
In the spring the ESL teacher runs the RLER and RLAT reports from ATS to see who is eligible to take the NYSESLAT. She also uses this list to ensure that all of the ELLs are tested in all of the sections of the NYSESLAT. The ESL teacher administers the Speaking portion of the NYSESLAT individually to the student in her classroom. The scorer of the Speaking section is also present. The ESL teacher checks off students names to ensure all students are tested. Once the other parts of the NYSESLAT are delivered the ESL teacher administers the those parts within the testing time frame. The listening, reading and writing sections are administered in the ESL teacher's classroom. The students are tested in groups by grade. There is a testing sign outside her classroom door to ensure that the hallway is quiet. In addition, the principal writes that the NYSESLAT is taking place in the ESL teacher's classroom on the Daily News which is emailed to all of the teachers and posted in the school office. When the results come in the ESL teacher uses the data from their scores to gear instruction.
6. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.) Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.   
In the last few years most parents choose the Freestanding English as a Second Language Program as their first choice. Currently the Samuel Huntington School offers the Freestanding English as a Second Language Program. PS 40 does not meet the criteria to open any other programs. If Samuel Huntington School met the requirements to open up other ELL programs the school is prepared to do so. Since most parents indicate ESL as their first choice, that is the program that is used in the school. The program models at PS 40 are in alignment with the parent requests as per their choice on their Parent Selection Form.

# Part V: ELL Programming

## A. Programming and Scheduling Information

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

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

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

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

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

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

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

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

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

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

To ensure that the ELLs are appropriately evaluated in their native language PS 40 has fluent Bengali, Haitian, French and Spanish speakers on site.

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

Student are interacting in all four modalities in all ESL lessons. Classroom teachers make sure that their students are working in all four modalities across content areas. Evidence of this is seen in their unit plan and lesson plans.

6. How do you differentiate instruction for ELL subgroups?

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

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

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

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

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

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

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

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

repetition, paraphrasing and modeling. We allow opportunities for movement.

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

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

### Courses Taught in Languages Other than English ⓘ

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

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

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

### 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
<b>FOR TBE /DL PROGRAMS:</b> 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

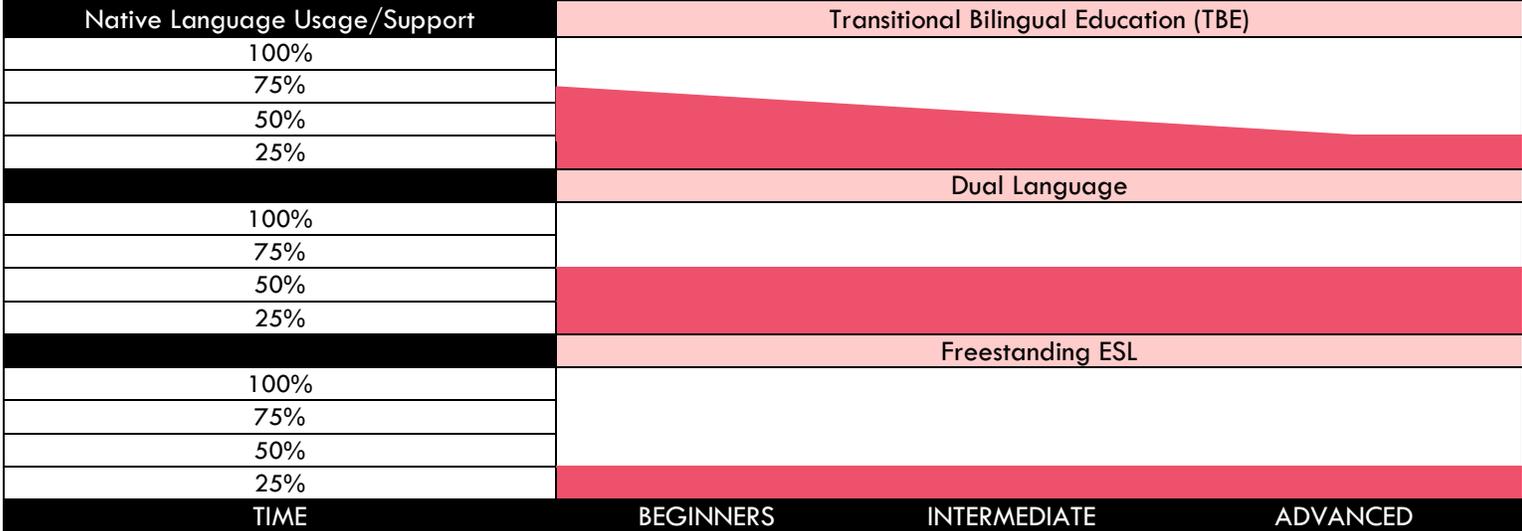
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week

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

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

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
- In addition to the classroom teacher there are content area specialists, for example, math, ELA/Social Studies and Science, that push into the classroom to give extra support. PS 40 provides after school programs that focus on reading and math skills. These skills are aligned with the NYS CCLS and prepare the students for the state exams. In addition, there is the Title III after school program for ELLs. The ELL students who are in grades K-5 will be participating in the ESL after school program. All of the ELL students in all of the ELL subgroups are targeted and invited to participate in the Title III program. PS 40 also uses the Waterford Early Learning Program for grades Pre-K through third grade. Students are also targeted by the RTI team and they pull those students out for further instruction. Students are also participate in AIS and AES fro grades two through five.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of the ESL program is shown by the results of the NYSESLAT, monthly assessments, classroom tests across content areas.
11. What new programs or improvements will be considered for the upcoming school year?
- Write to Learn is one program that PS 40 is considering for the upcoming school year. The program is a technology based program that strengthens their comprehension and writing skills.
12. What programs/services for ELLs will be discontinued and why?
- There currently are no programs being discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- ELLs are afforded equal access to all school programs; such as Title III, ELA and Math after school programs and any other extra curricular activities that the school offers. All notices that invite ELLs are translated into their home language.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- The instructional materials used to support each sub group are glossaries, native language books, the Treasure Program and Core Knowledge. State exams are ordered in the student's native language across content areas. The ESL teacher uses ESL Reading Smart and Reading Eggs in the classroom. Students who have internet access canalso work on these programs at home.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is given to the ELLs in the ESL program by having glossaries, native language books and teachers who speak the languages of our students.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels?
- Services and supports correspond to ELLs in K-5. SETSS, speech, ESL, AIS teachers will differentiate grade level curriculum to meet the needs of the ELLs. All instruction is aligned to the curriculum maps and Common Core Standards.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- To ensure that newcomers are acclimated to the school parents are invited with their child to come in and view the classroom and meet the teacher. They are invited to tour the building with their children. The ELLs can meet their buddy partner so that the Affective filter is lowered. This will lower the anxiety and stress they might feel when they first come to the school.
18. What language electives are offered to ELLs?
- Currently PS 40 does not have any language electives offered to ELLs.
19. For schools with dual language programs:
- How much time (%) is the target language used for EPs and ELLs in each grade?
  - How much of the instructional day are EPs and ELLs integrated? What content areas are taught separately?
  - How is language separated for instruction (time, subject, teacher, theme)?
  - What Dual Language model is used (side-by-side, self-contained, other)?
  - Is emergent literacy taught in child's native language first (sequential), or are both languages taught at the same time (simultaneous)?

PS 40 does not currently have a Dual Language Program.

### C. Professional Development and Support for School Staff

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

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

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

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

## D. Parental Involvement

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

1) As new students enter the ELL program, our school will conduct additional new parent workshops, as well as other informational workshops. Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students will be held a few times a year as needed. There will be monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. These meetings for parents emphasize instructional issues, such as assessment, standards, school policies and strategies to help support student success and achievement. The ESL teacher, Parent Coordinator, and translators will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed. In addition, PS 40 will host workshops for parents of ESL students to strengthen parenting skills and minimize parental stress. Some of the workshops for parents meet on Saturdays. Parents are invited to come and meet the teacher on Open School Night. In addition PS 40 hosts Open House Week where parents can come into their child's classroom to work with them on classroom activities. Parents are invited to come into the classroom to do a read aloud with the class.

2) PS 40's ESL second graders have the opportunity to work with the YMCA. Students learn how to swim once a week for a few hours.

3) PS 40 sends home surveys to parents asking their opinions and concerns about what is being done in the current school year. In addition , parents are given the Environmental Surveys so that we can address any issues of concern. PS 40 teachers also provide their school emails so that the parents can contact their child's teacher at any time. Parents received Welcome Letters during open house that states how parents can contact them and how to share any of their concerns. We welcome parents to take an active part in their child's learning. We provide translators so the parents of ELLs feel comfortable coming in and addressing any concern they might have regarding their children.

4) Parents are also invited to participate in the Title III after school program. Parents are welcomed to join in and participate in the activities that their ELL child is involved in. There are weeks in the school year where parents are free to come in and participate in their child's activities through out the day. Parents and their family members can come in and read to the class. PS 40 has the report cards, discipline Code and school policies will be distributed in the home language of the ESL students.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

School Name: \_\_\_\_\_

School DBN: \_\_\_\_\_

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

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

## LANGUAGE TRANSLATION AND INTERPRETATION 2012-2013

*Requirement under Chancellor's Regulations – for all schools*

DBN: 28Q040 School Name: Samuel Huntington School

Cluster: 5 Network: 535

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

### **Part A: Needs Assessment Findings**

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

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

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

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

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

## Part B: Strategies and Activities

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

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

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

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

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

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

## 2012-13 Comprehensive Education Plan (CEP)

### Title III Supplemental Program for ELLs

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

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

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

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

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

## Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

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

Begin description here:

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

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

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

### Part B: Direct Instruction Supplemental Program Information

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

### Part C: Professional Development

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

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

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

### Part D: Parental Engagement Activities

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

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

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

**Part D: Parental Engagement Activities**

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

**Part E: Budget**

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

Allocation Amount: \$11200

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