

2015-16
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

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

16K040

School Name:

P.S. 040 GEORGE W. CARVER

Principal:

LOUISE ANTOINE

Comprehensive Educational Plan (CEP) Outline

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Section 1: School Information Page

School Information

School Name: George Washington Carver School School Number (DBN): 16K040
Grades Served: Pre-K through 5th Grade
School Address: 265 Ralph Ave, Brooklyn, New York 11233
Phone Number: 718-574-2353 Fax: 718-453-0686
School Contact Person: Louise Antoine Email Address: lantoin@schools.nyc.gov
Principal: Louise Antoine
UFT Chapter Leader: Lenise Rogers
Parents' Association President: Shaniqua Small
SLT Chairperson: Una CameronLee
Title I Parent Representative (or
Parent Advisory Council
Chairperson): Shaniqua Small
Student Representative(s):

District Information

District: 16 Superintendent: Evelyn Santiago
Superintendent's Office Address: 1010 Lafayette Ave Room 135, Brooklyn, New York 11233
Superintendent's Email Address: esantiago@schools.nyc.gov
Phone Number: 718-574-2834 Fax: 718-453-1048

Borough Field Support Center (BFSC)

BFSC: Brooklyn North Director: Bernadette Fitzgerald
Director's Office Address: 131 Livingston street, Brooklyn, New York, 11201
Director's Email Address: bfitzge@schools.nyc.gov
Phone Number: 718-953-3954 Fax: 718-935-2382

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 that they have been consulted with regarding the alignment of funding to support this school’s educational program, which includes annual goals and action plans, Academic Intervention Services (AIS), Parent Involvement Policy (PIP) and School-Parent Compact (SPC). The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with [Chancellor’s Regulation A-655](#), available on the [New York City Department of Education \(NYCDOE\)](#) website.

Directions:

1. List the names of each SLT member in the first column on the chart below.
2. Specify the constituent group represented, e.g., parent, staff, student, Community Based Organization (CBO), and any position held by the team member. Core mandatory SLT members are indicated by an asterisk*.
3. 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. Note: Signature of SLT member indicates participation in the development of the CEP, not approval.
4. 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)
Louise Antoine	*Principal or Designee	
Lenise Rogers	*UFT Chapter Leader or Designee	
Shaniqua Small	*PA/PTA President or Designated Co-President	
Christine Mundell-Chang	DC 37 Representative (staff), if applicable	
Shaniqua Small	Title I Parent Representative (or Parent Advisory Council Chairperson)	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
	Student Representative <i>(optional for elementary and middle schools; a minimum of two members required for high schools)</i>	
Mr. Webber Bey	CBO Representative, if applicable	
	Member/	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Cynthia Perry	Member/Elected UFT	
Martha Smith	Member/ Elected CSA	
Yaribeth Mitchell	Member/Elected Parent	
Jenny Fletcher	Member/Elected Parent	
Lathasha Williams	Member/Elected Parent	
Fatoumata Bah	Member/Elected Parent	

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 new [Strong Schools, Strong Communities](#) initiative and [Framework for Great Schools](#).

Strong Schools, Strong Communities

The New York City Department of Education (NYCDOE) is committed to working collaboratively with parents, families, educators, and communities to improve student achievement and ensure that every child graduates from high school prepared for college, a career, and a future as a productive, critically-thinking adult.

The Department is establishing programs to strengthen ties between schools and communities, and is giving teachers and students the support they need to reach higher standards. These programs and supports are building a system of schools centered on student learning. Along with strengthened partnerships between parents, teachers, students, school leaders, and communities, these initiatives will ensure Strong Schools, Strong Communities, so that all students succeed. Additional information is available in a [report](#), entitled *Strong Schools, Strong Communities: A New Approach to Supporting New York City's Public Schools and All of Our Students*.

The Framework for Great Schools and CEP Development



The [Framework for Great Schools](#) encourages parents, educators, school communities, and external stakeholders to work together to improve student achievement and increase learning opportunities. 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 activities and strategies that improve outcomes for students.

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 Framework for Great Schools 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 two (2) to five (5) goals and action plans that align with the first five elements of the Framework for Great Schools (listed below). The sixth element, *Trust*, is foundational to all the other elements. A goal that reflects a holistic approach will often address more than one element, as the elements work together to support student achievement. Place your goal in the section of the template where it fits best, knowing that it likely addresses other elements as well.

The Six Elements of the Framework for Great Schools
Rigorous Instruction: Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
Supportive Environment: The school establishes a classroom and school culture where students feel safe, supported, and challenged by their teachers and peers.

Collaborative Teachers: Teachers are committed to the success and improvement of their classrooms and schools. They have the opportunity to participate in professional development within a culture of respect and continuous improvement.

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

Strong Family-Community Ties: School leadership brings resources from the community into the school building by welcoming, encouraging, and developing partnerships with families, businesses, and community-based organizations.

Trust: Everyone works toward the shared goal of improving student outcomes, preparing students for success in school and beyond. Across the school community, there is respect. School staff, parents, students and administrators value each other.

The Quality Review and the Framework for Great Schools

In order to address the six elements of the Framework for Great Schools, 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 2015-16 Quality Review (QR) Rubric has ten indicators within three categories as outlined below:

- I. Instructional Core Across Classrooms: Curriculum (1.1), Pedagogy (1.2), Assessment (2.2)
- II. School Culture: Positive Learning Environment (1.4), High Expectations (3.4)
- III. Structures for Improvement: Leveraging Resources (1.3), Goals and Action Plans (3.1), Teacher Support and Supervision (4.1), Teacher Teams and Leadership Development (4.2), Monitoring and Revising Systems (5.1)

Title I Requirements and Strengthening Title I Parent Involvement

Title I schools are subject to ESEA/NCLB requirements regarding school accountability, highly qualified teachers, professional development, and parent involvement.

To strengthen parent leadership in Title I schools, and increase the involvement of all parents of Title I eligible children in improving students’ academic outcomes, all Title I schools will be expected to form a Title I Parent Advisory Council (PAC) during the 2015-16 school year. Each Title I PAC will have a minimum of three members, including a Chairperson and an alternate representative. The Title I PAC Chairperson (or alternate representative) shall be required to attend all regular meetings of the School Leadership Team (SLT). Guidance to support schools in forming their Title I PACs will be provided in September 2015.

Next Steps for CEP Development

School Leadership Teams should engage in the following steps:

- **Step 1:** Ensure that a fully formed and functional School Leadership Team (SLT) exists and meets all the requirements of [Chancellor’s Regulations A-655](#).
- **Step 2:** 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 3:** Revisit your school’s current goals, modify existing goals, and/or strategically create new goals informed by the needs assessment and aligned with the Framework for Great Schools. Ensure the annual goals are SMART—Specific, Measurable, Achievable, Relevant, and Time-bound. Writing your goals as SMART will help you monitor progress against the qualitative or quantitative measures you’ve identified, and will help your school community know when you’ve reached your goal.

- **Step 4:** 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 5:** Update your school's AIS section. Title I schools must also update the Parent Involvement Policy (PIP) and School-Parent Compact (SPC).
- **Step 6:** 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 activities and strategies outlined in the action plans are resulting in improved student performance. Adjust practices, when necessary.

Treat the plan as a living document. Adjust the plan along the way as your experiences and the evidence justify. Careful implementation of your ideas, follow-through, and continuous evidence-based monitoring of progress are the keys to accomplishing desired results.

Section 4: CEP Overview

Develop a narrative summary that includes:

1. Contextual information about your school's community and its unique/important characteristics, including your school's mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented.
2. Any special student populations and what their specific needs are.
3. The elements of the Framework for Great Schools in which your school made the most progress over the past year, and your key areas of focus for this school year.

George Washington Carver School is a place where the environment is safe for all. We are a zone school. It is a combined elementary school with a population of students from Pre-K through grade 5. This school is located in the Bedford Stuyvesant section of Brooklyn, New York with approximately 275 students from culturally diverse backgrounds. The school population attracted students from all sections of District 16. The average attendance rate for both students and teachers for the school year 2014/2015 was 96%. P.S.40 ethnic make-up is the following: Asian 3.66%; Hispanic 17.33%; Black 76.66%; White 1%; Hispanic 17.33%; American Indian 0.33% ; Native Hawaiian 1% . Percentage gender: Male: 54.66% ; Female: 45.33%; IEP students 21.4% ; % ELLs 6.6% ; students; eligible for Title 1 funding – 81.7%.

Our young learners are actively engaged in Common Core Standards-based learning. There is a mutual respect for all cultures and learning abilities. The students and staff are held to high expectations, and data is used to enhance student performance in all areas. Parental and community involvement are encouraged and supported. We are a collaborative school community dedicated to providing quality education for our students. We maintain high standards and work towards the constant pursuit of academic excellence by:

- Supporting a standard driven instructional program promoting rich civic and favorable social experiences Fostering positive self-image, self – respect and respect for others in a nurturing atmosphere;
- Encouraging awareness and appreciation for a culturally diverse environment
- Supporting a variety of academic programs and services which build excellence using a diagnostic, prescriptive approach to meet the individual needs of the student
- Preparing our students to compete in a highly technological society

To further deepen instruction, teachers extend student writing across the content areas with an emphasis on building academic vocabulary. As a school, we believe that students learn best when they're actually engaged in a rational process guided by a standard-based, rigorous curriculum, understanding the assessment criteria, so that they and the teacher are aware of the intended outcomes. They also learn best when they receive scaffolded instruction that includes teacher demonstration, guided practice, active engagement, and assessment to determine mastery.

We have constant push-in, pull-out model for English Language Learners and Students with Disabilities. English Language learners, lowest one-third, and Students with Disabilities are given varied entry points in order to produce work that meets standards. Technology supports all students for differentiation. Manipulatives are used to ensure students can move from concrete to abstract (ELLs, lower one-third, and SWDs).

As a school we recognize that all children have multiple intelligences and different learning styles. As educators, we create an environment of high expectations and standards, which challenge our students to reach their maximum levels of performance in all academic areas. Parents, staff, administration and the community work together creating the best possible learning environment to support our students. Our academic programs prepare our students to become capable and concerned citizens of the world. Literacy, writing, mathematics, science, technology, and the arts play a central role in our school. They foster creativity, develop imagination and inspire innovation. Our goal is to provide maximum opportunities for all children. We strive to improve the quality of teaching and learning through intensive professional development envisioning a learning environment which nurtures children, maximizes opportunities for individual growth and develop a lifelong love of learning.

The PS 40 community defines rigor as challenging instruction that is aligned with the Common Core State Standards infusing the instructional shifts to extend effective teaching and learning. Evidence of rigor in our classrooms are as follows:

- *clear objectives that are written with assessment in mind
- *learning activities that are aligned with instructional outcomes
- *questions that check for understanding, promote critical thinking, and increase student engagement
- *differentiated instruction - content, process, and product
- *self-evaluation through use of rubrics, checklist, exit slips, and homework

16K040 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	313	SIG Recipient
				N/A
Types and Number of English Language Learner Classes (2014-15)				
# Transitional Bilingual	N/A	# Dual Language	N/A	# Self-Contained English as a Second Language
				N/A
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
				N/A
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
				N/A
School Composition (2013-14)				
% Title I Population		80.7%	% Attendance Rate	91.3%
% Free Lunch		83.4%	% Reduced Lunch	1.5%
% Limited English Proficient		6.8%	% Students with Disabilities	24.3%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native		0.6%	% Black or African American	76.6%
% Hispanic or Latino		17.8%	% Asian or Native Hawaiian/Pacific Islander	3.9%
% White		1.2%	% Multi-Racial	N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)		14.1	# of Assistant Principals (2014-15)	1
# of Deans (2014-15)		N/A	# of Counselors/Social Workers (2014-15)	2
Personnel (2013-14)				
% of Teachers with No Valid Teaching Certificate (2013-14)		N/A	% Teaching Out of Certification (2013-14)	9.7%
% Teaching with Fewer Than 3 Years of Experience (2013-14)		N/A	Average Teacher Absences (2013-14)	5.7
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4		21.8%	Mathematics Performance at levels 3 & 4	17.2%
Science Performance at levels 3 & 4 (4th Grade)		76.7%	Science Performance at levels 3 & 4 (8th Grade)	N/A
Student Performance for High Schools (2012-13)				
ELA Performance at levels 3 & 4		N/A	Mathematics Performance at levels 3 & 4	N/A
Credit Accumulation High Schools Only (2013-14)				
% of 1st year students who earned 10+ credits		N/A	% of 2nd year students who earned 10+ credits	N/A
% of 3rd year students who earned 10+ credits		N/A	4 Year Graduation Rate	N/A
6 Year Graduation Rate		N/A		
Overall NYSED Accountability Status (2014-15)				
Reward			Recognition	
In Good Standing		X	Local Assistance Plan	
Focus District		X	Focus School Identified by a Focus District	
Priority School				
Accountability Status – Elementary and Middle Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Met Adequate Yearly Progress (AYP) in Science (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	YES
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		YES		
Accountability Status – High Schools				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		
Met Adequate Yearly Progress (AYP) in Graduation Rate (2012-13)				
American Indian or Alaska Native		N/A	Black or African American	N/A
Hispanic or Latino		N/A	Asian or Native Hawaiian/Other Pacific Islander	N/A
White		N/A	Multi-Racial	N/A
Students with Disabilities		N/A	Limited English Proficient	N/A
Economically Disadvantaged		N/A		

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5A – Framework for Great Schools 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 Framework for Great Schools–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 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 trends and sources.

Based on our 2013-2014 ELA and Math data, less than 25% of students in grades 3 to 5 scored at levels 3 and 4.

Our 2014-2015 Math and ELA analysis breakdown also indicate that from year to year the number of students scoring at levels 3 and 4 are increasing. The data also indicates that we have a vast majority of our students approaching grade level.

In reviewing the educational program P.S. 40, analyzing the reports generated by the Quality Snap Shot, and assessing the performance standards of our students in all core subjects, we have identified the following strengths, challenges and accomplishments:

- Throughout the school, teachers have developed a wide-range of resources in English Language Arts and Math, including ReadyGen, Writers' Strategies, EngageNY, NY Ready, the Social Studies and Science scope and sequence, StarFalls, Splash into Pre-K-a thematic approach in ELA, math, social studies, and science
- Social Studies curriculum is often integrated in ReadyGen units of study and Science is support by Houghton Mifflin and i-Ready personalized lessons. Teachers develop and revise curriculum maps based on data.
- English Language Arts and Mathematics Curriculum Maps are aligned with the Common Core Standards. The instructional shifts are integrated in all content areas with Opinion/Argumentative, Narrative, and Informational Writing. Interactive tiered vocabulary is included in all content areas, close reading of complex assignments, with an emphasis on higher order thinking questions and rigorous practice that results in consistency and the development of customized, challenging CCSS aligned resources.
- Push-in, Pull-out model for English Language Learners and students with disabilities. English Language learners, lowest one-third, and Students with Disabilities have varied entry points and products. Technology supports all students for differentiation and mastery.

The needs are:

- Project Based Learning
- Writing across content areas with an emphasis on academic vocabulary
- Implementing the Depth of Knowledge (DOK) in creating rigorous tasks and designing higher order thinking questions
- Ongoing, differentiated professional learning sessions

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Rigorous Instruction. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, teachers in grades 3-5 will develop rigorous aligned CCLS units in ELA and Mathematics, resulting in a 5% increase in the 2015-2016 NYS ELA and Math assessments as compared to the 2014-2015 results.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home. 	<p>Target Group(s) <i>Who will be targeted?</i></p>	<p>Timeline <i>What is the start and end date?</i></p>	<p>Key Personnel <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<p>Differentiated professional learning sessions for all teachers focus on the components of Danielson Framework for Teaching. Curriculum team updates curriculum maps based on student data.</p> <p>Teams of teachers meet weekly to design, evaluate and revise curriculum maps and unit plans aligned to the Common Core Standards.</p>	<p>Teachers</p>	<p>Mondays, September 2015-June 2016</p>	<p>Teachers Instructional Coach Administrators</p>
<p>Teachers use differentiated instructional strategies such as scaffolding, multiple entry points, technology (i-Ready), manipulatives, leveled libraries, common core-based rubrics and dictionaries to increase instructional supports. Students write in subject areas demonstrating knowledge of content-specific vocabulary. Teachers plan and use a range of questions that reach Depth of Knowledge levels three and four. Incorporate and develop student word banks and subject-specific word walls to improve understanding of words in context. Universal Design for Learning addresses the varying needs and learning styles of students.</p>	<p>Classroom teachers, paraprofessionals, ELL teachers, Resource room</p>	<p>October 2015 December 2015 February 2016 May 2016</p>	<p>Teachers Instructional Coach Administrators</p>

Parent coordinator coordinates workshops and delivery of information to families on academic vocabulary development. Math and ELA curriculum nights inform parents of the Common Core Standards of each grade level. Monthly calendar highlights targeted skills and units of study. Increase home-school connection with homework that includes project-based learning.	Parents, Guardians Families	October 2015 March 2016 June 2016	Teachers Parent Coordinator Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.										
<ul style="list-style-type: none"> • RESO-A Grant supports technology instruction - computer hardware • TL Fair Student Funding purchased computer software - i-Ready • NYSTL to purchase library books • TL Strong School, Strong Communities to fund professional learning • Go Math and ReadyGen instructional resources • Common preparation periods 										
Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.										
X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A	Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind	Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.									
<ul style="list-style-type: none"> • By January 2016, 50% of students will score at or above grade level proficiency as measured by Math benchmark assessments. • By January 2016, 80 % of students will move one or more reading levels as measured by Teachers College running records. 									
Part 5b. In February 2016 , review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.									

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5B – Framework for Great Schools 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 Framework for Great Schools–Supportive Environment. This assessment should be informed by an analysis of student performance trends, attendance, suspension, school survey results and any major findings from your Quality Review (QR) or Alternate Quality Review (AQR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Attendance data shows 9% of our students display regular absences. Attendance intervention is needed to promote regular attendance.

Strengths:

Attendance trips to motivate students to attend school

Acknowledge/Award parents of students with perfect attendance

Student of the month recognition

Communication with parents (newsletters, phone messenger, school calendar, etc.)

Global Connect Messaging System

Needs:

- Strategies to review attendance reports
- Outreach to families
- Innovative programs to motivate attendance

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Supportive Environment. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, we will reduce the number of overall chronic absentees by 10% compared to the attendance data as of June 2015.

Part 3 – Action Plan

<p>Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including:</p> <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Engaging families and supporting their understanding of Supportive Environment in order to support their children at home. 	<p>Target Group(s) Who will be targeted?</p>	<p>Timeline What is the start and end date?</p>	<p>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</p>
<p>Identify students that are chronically absent; review and monitor attendance reports. Professional learning sessions to remind teachers of the Chancellor's Regulations on attendance and accurate attendance taking procedures.</p>	<p>Students Teachers Parents</p>	<p>September 2015 January 2016</p>	<p>Teachers Administrators Attendance team</p>
<p>Attendance team outreach families of students absent more than ten or eighteen days in previous the year. Late students sign the late-book located in the main office. Clerical school aide conducts daily outreach, run and review attendance reports on a weekly basis to discuss the status of attendance.</p>	<p>Students Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers Administrators Parents Attendance Team Clerical School Aide</p>
<p>Set up structure of support for identified students (on a daily basis). Provide referral services to Community Based Organizations (CBOs). Guidance counselor meets with students and parents as needed. Uniform supplies for students including STH. Create a support plan that provides monthly incentives and/or in-house mentors for students and families .</p>	<p>Students Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers Administrators Guidance Counselor Attendance Team</p>
<p>Commitment ceremonies for parents, students and teachers. Post pictures of families in the lobby. Parents and students take a pledge to commit themselves to perfect attendance.</p>	<p>Students Parents</p>	<p>September 2015-June 2016</p>	<p>Teachers Administrators Guidance Counselors Parent Coordinator Attendance Teacher</p>

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- P.S. 40 Attendance Plan
- Student Aggregate Attendance Report
- 407 Tracking System

Part 4b. 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 SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, of the targeted students in grades 3-5, 40% of students will have less than 8 absences.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5C – Framework for Great Schools 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 Framework for Great Schools–Collaborative Teachers. This assessment should be informed by an analysis of student performance trends, teacher performance and any major findings from your Quality Review (QR) and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

On our 2014 School Learning Environment Survey shows that of 100% of teachers who participated, 71 % strongly agree teachers in our school work together on teams to improve instructional practice.

Strengths:

- Teachers modify common core rubrics making them comprehensive and student friendly to support student understanding and assessment.
- Teachers participate in inter/intra Visitations
- Cross-curricula interactions; teachers modify rubrics to make them comprehensive, student friendly to align with student understanding.
- Grade level teacher teams collaborate weekly. During these monthly teacher meetings, teachers engage in deep level conversations.
- analysis of student work, sharing best practices within and across grade levels; update lessons, pacing calendars, and curriculum maps.
- Collaboration among teachers improves school-wide instructional practices with an emphasis on instruction.

Needs:

- Professional Learning Communities
- Higher level of engagement for individual instruction.
- More rigorous instruction.
- Greater increase in student performance
- Interdisciplinary teaching (Social Studies supports Literacy and Science supports Math)

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Collaborative Teachers. Your goal must be responsive to the identified

priority need(s) indicated in Part 1, and be written as SMART—Specific, Measurable, Achievable, Relevant, and Time-bound.

By June 2016, all teachers collaboratively use an inquiry approach to analyze student work, share best practices and plan instruction that result in at least 20% increase in student mastery in writing as measured by a teacher created rubric.

Part 3 – Action Plan

Activities/Strategies: Detail below the activities and strategies your school will implement to achieve the identified goal for this Framework for Great Schools element, including: <ul style="list-style-type: none"> • Research-based instructional programs, professional development, and/or systems and structures needed to impact change. • Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH). • Strategies to promote teacher-parent collaborations to improve student achievement. 	Target Group(s) Who will be targeted?	Timeline What is the start and end date?	Key Personnel Who is responsible for implementing and overseeing the activity/strategy?
All teachers participate in bi-weekly, grade level inquiry meetings using ELA and Math protocols to analyze target student work. Maintain data and student folders to serve as resource and documentation for student performance and progress.	Students Teachers	Tuesdays, September 2015-June 2016	Teachers Instructional Coach Administrators
Analyze student data obtained from formative and summative assessments, student work products and teacher notes to address strategies that improve and enhance teacher practice for all learners. Students engage in self-assessment and revision of goals.	Students Teachers	Tuesdays, September 2015-June 2016	Teachers Instructional Coach Administrators
Teachers work collaboratively to revise and refine curricula and strategies with the Common Core Learning Standards. Professional learning community plan and present their findings and applications as they relate to action research (Danielson Framework for Teaching, Backward Design Lesson Planning/Understanding by Design) . Professional learning/common planning time used to design/customized lessons based on student data to meet student individualized needs.	Teachers	September 2015-June 2016	Teachers Instructional Coach Administrators
Grade level teams create and back-pack monthly newsletters sharing researched strategies used in classrooms.	Students Parents	September 2015-June 2016	Teachers Administrators

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

- RESO-A Grant supports technology instruction - computer hardware
- TL Fair Student Funding purchased computer software - i-Ready
- NYSTL to purchase library books
- TL Strong School, Strong Communities to fund professional learning
- Go Math and ReadyGen instructional resources
- Common preparation periods

Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

X	Tax Levy		Title I SWP	X	Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

- By January 2016, at least 70% of students will move at least 1 level as measured by a teacher created rubric.
- By January 2016, at least 80% of teachers will collaborate in professional learning cycles using an inquiry approach.

Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5D – Framework for Great Schools 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

<ul style="list-style-type: none"> • Conduct a comprehensive assessment of your school’s academic program in response to this element of the Framework for Great Schools–Effective School Leadership. This assessment should be informed by an analysis of student performance trends, teacher performance, school survey results and any major findings from your Quality Review (QR), and/or other relevant data. • Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

<p>Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Effective School Leadership. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–<u>S</u>pecific, <u>M</u>easurable, <u>A</u>chievable, <u>R</u>elevant, and <u>T</u>ime-bound.</p>

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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Section 5: Needs Assessment, Annual Goals, and Action Plans

Section 5E – Framework for Great Schools 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 Framework for Great Schools–Strong Family and Community Ties. This assessment should be informed by an analysis of student performance trends, student attendance, suspension, school survey results, parent attendance and any major findings from your Quality Review (QR), and/or other relevant data.
- Summarize your school’s strengths and needs relative to this 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 trends and sources.

Part 2 – Annual Goal

Indicate your school’s 2015-16 goal for improving student outcomes and school performance that addresses this element of the Framework for Great Schools–Strong Family and Community Ties. Your goal must be responsive to the identified priority need(s) indicated in Part 1, and be written as SMART–Specific, Measurable, Achievable, Relevant, and Time-bound.

Part 3 – Action Plan

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

Part 4 – Budget and Resource Alignment

Part 4a. Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.

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Part 4b. Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.

	Tax Levy		Title I SWP		Title I TA		Title II, Part A		Title III, Part A		Title III, Immigrant
	C4E		21 st Century Grant		SIG/SIF		PTA Funded		In Kind		Other

Part 5 – Progress Monitoring

Part 5a. Schools are expected to engage in progress monitoring as part of an overall cycle of continuous improvement planning. Identify a mid-point benchmark(s) that will indicate school progress toward meeting the specified goal.

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Part 5b. In **February 2016**, review progress towards meeting the annual goal and make adjustments to the action plan, if applicable.

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 proficiency receive effective and timely assistance. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Service (AIS)	Criteria for determining AIS services	Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)	Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)	When the service is provided (e.g. during the school day, before or after school, etc.)
English Language Arts (ELA)	All Level 1 and 2 students in Grades 3 to 5 based on teacher assessments, evaluation and recommendations. All students who score levels 1 and 2 on state exams	G grade K to 2 Decodable Practice Reading Grade 3 to 5 New York READY focus on Reading Comprehension and i-Ready	Academic Intervention services provided by push-in teachers in a small group setting, one-on-one tutoring	ELA/AIS are provided within the regular school day 45 minute period, and during afterschool enrichment program
Mathematics	All students in grades 3 to 5 who score of less than level 3 in Math.	Grade K to 2 Go-Math RTI Grades 3 to 5 STAMS Strategies to Achieve Mathematics Success and i-Ready, New York Ready, CAMS	Academic Intervention services provided by push-in teachers in a small group setting, one on one tutoring	Services are provided after school and through differentiated instruction within the school day
Science	All Level 2 students in Grades K to 5 based on teacher assessments, evaluations and recommendations.	Repeated reading and interactive writing	Small group, push- in and pull-out	During content periods
Social Studies	All Level 2 students in Grades K to 5 based on teacher assessments, evaluations and recommendations	Repeated reading and interactive writing	Small group, push- in and pull-out	During content periods
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Based on teacher, guidance counselor, school psychologist, recommendations.	The school psychologist and social worker provide ERSSA for 10 weeks based on referrals. If further support services are needed parental consent is required. Guidance counselor also	Individual/Group Counseling to support academic & social emotional development. Parent workshops/referrals to enhance understanding of student needs in school environment.	During the school day

		provides at risk counseling	Conflict resolution, peer mediation, character education, bully prevention, HIV/AIDS, I Save curriculum, and health awareness sessions provided in whole class and small group settings .	
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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 section where the response can be found [for example, Section 5A-Part 4].
- For additional information, visit the [Title I Intranet webpage](#).

Part 1: Title I Status

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

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.
<p>All of our teachers are highly qualified and are teaching in their licensed area Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area.</p> <p>Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:</p> <ul style="list-style-type: none"> • Frequent communication with our Network HR Director when vacancies occur. • Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals. • Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited. • Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool. • Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing. • Maintaining a teacher resource center and professional library to promote promising and effective practices. • Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities • to ensure that teachers improve teaching practice as per ADVANCE and Danielson and are highly qualified. • New teachers are provided with a mentor • Teachers are encouraged to participate in after school Professional Learning and to attend off-site workshops when appropriate. • Individualized PL plans are created for teachers to ensure continued improvement.

- Carefully made teacher assignments are designed to match teacher talent with school needs.

In the very rare event, if a teacher’s status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and teacher assessment deadlines.

2b. High Quality and Ongoing Professional Development

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

Teachers, administrators and paraprofessionals partake in weekly professional learning including the Common Core State Standards and Instructional Shifts. In addition staff members participate in professional learning workshops which are conducted by all teachers. Our school developed a comprehensive professional learning plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional learning opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional learning will include but not be limited to the following:

- Teachers will participate in professional learning opportunities conducted by the network team, Talent Coach, content coach, instructional lead teachers and Assistant Principal in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.
- The Principal, AP, and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops to teachers and paraprofessionals in the use of Depth of Knowledge, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum ReadyGen for ELA and GoMath for Math will be supported through high quality professional learning for teachers and paraprofessionals delivered by the principal, AP, instructional coach, teacher development coach, and instructional leads network team members.
- Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and plan strategies in order to monitor and revise their practices.

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.).

P.S. 40 has a Transition Team which includes the Principal, Assistant Principal, School Counselor, IEP Teacher, and Parent Coordinator, who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. Eligible students will be provided with intervention services to address academic and social/emotional needs. During the year, Pre-K teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from Pre-K to kindergarten. To ensure smooth transitions, the expectation is that our Pre-K and Kindergarten teachers will engage in team meetings focusing on CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional learning opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning.

The Pre-K to K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

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.

The MOSL team attended Central and network professional learning sessions to become skilled at MOSL and the New ADVANCE teacher evaluation system. The MOSL team met numerous times to review all options. The principal’s decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month three hours of professional learning is scheduled to provide increased knowledge regarding the use of MOSL assessments and ADVANCE to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common prep and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher teams examine student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional learning opportunities that are scheduled throughout the year and are aligned with Danielson, the Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

4c. “Conceptual” Consolidation of Funds in SWP Schools

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

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to	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> , section

		Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	references where a related program activity has been described in this plan.	
			Column A Verify with an (X)	Column B Section Reference(s)
Title I Part A (Basic)	Federal	228,064.00	X	Section 5
Title II, Part A	Federal	109,475.00	x	Section 5
Title III, Part A	Federal	0		
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	1,482,428.00	x	Section 5

¹Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of enhancing the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* its available resources. This gives a school more flexibility in how it uses available resources to meet the identified needs of all its students.

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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 an 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.
- **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:** These funds must be used for the purposes specified by the Grantor, as described in the school’s approved grant application.

Section 9: Parent Involvement Policy (PIP) and School-Parent Compact (SPC)
(Required for All Title I Schools)

Directions: All Title I schools are required to have a Title I Parent Advisory Council (PAC) that develops a **Parent Involvement Policy (PIP)** in collaboration with the School Leadership Team 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’s Title I Parent Advisory Council (PAC) 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.

GEORGE WASHINGTON CARVER P.S. 40 SCHOOL - PARENT INVOLVEMENT POLICY

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. **[George Washington Carver Public School 40]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the families. The school’s policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of

the school community. **[George Washington Carver Public School 40]** will support parents and families of Title I students by:

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

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

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

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the School Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to the school to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in the school's Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend the school and will work to ensure that the school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

The school will further encourage school-level parental involvement by:

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between teacher and the home in a format, and to the extent practicable in the languages that parents can understand.
-

GEORGE WASHINGTON CARVER P.S. 40 SCHOOL - PARENT COMPACT

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

I. School Responsibilities:

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

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

Support home-school relationships and improve communication by:

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child’s progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering with 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 to 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.

DEPARTMENT OF ENGLISH LANGUAGE LEARNERS AND STUDENT SUPPORT
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM

2015-16 AND 2016-17 SCHOOL YEAR

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 high quality programs for English language learners (ELL). 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 Comprehensive Educational Plan (CEP). Note: this is a living document; any schoolwide changes involving serving ELLs, such as the addition or expansion of a transitional bilingual education (TBE) or dual language (DL) program should be updated in this form. Note new terminology based on CR Part 154.2 and 154.3. Agendas and minutes of LAP meetings should be kept readily available on file in the school. 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, refer to the *English Language Learner Policy & Reference Guide*.

Part I: School ELL Profile

A. School Information

District 16	Borough Brooklyn	School Number 040
School Name Public School 40		

B. Language Allocation Policy Team Composition

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

Principal	Assistant Principal
Coach	Coach type here
ENL (English as a New Language)/Bilingual Teacher	School Counselor
Teacher/Subject Area	Parent
Teacher/Subject Area	Parent Coordinator
Related-Service Provider	Borough Field Support Center Staff Member Olga DeFilippis
Superintendent	Other (Name and Title) type here

C. Teacher Qualifications

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 ENL teachers currently teaching in the ENL program	1	Number of certified bilingual teachers not currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	0
Number of certified bilingual teachers currently teaching in a bilingual program	0	Number of certified foreign language/world language teachers providing home language arts (HLA) to students in bilingual programs [applicable to grades 7–12]	0	Number of teachers who hold both a bilingual extension and TESOL certification	0
Number of certified ENL teachers not currently teaching in the ENL program	0	Number of teachers currently teaching a self-contained ENL class who hold both a common branch license and TESOL certification [applicable to grades K–6]	0	Number of special education teachers with bilingual extensions	0

D. Student Demographics

Total number of students in school (excluding pre-K)	272	Total number of ELLs	19	ELLs as share of total student population (%)	0.00%
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Part II: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and non-ELLs) Check all that apply	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 checked="" 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 <input type="checkbox"/>
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This school offers (check all that apply):

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

Provide the number of bilingual programs for each grade at your school. Each language within the bilingual program is considered a separate program. Count ICT bilingual classes, bilingual special classes, and general education bilingual classes within one grade as separate programs;

Bilingual Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #
Transitional Bilingual Education														0
Dual Language														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	13	ELL Students with Disabilities	3
SIFE	0	Developing ELLs (ELLs receiving service 4-6 years)	6	Long-Term (ELLs receiving service 7 or more years)	1

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

	ELLs by Subgroups									Total
	Newcomer ELLs (0-3 years of service)			Developing ELLs (4-6 years of service)			Long-Term ELLs (receiving 7 or more years of service)			
	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	
TBE										0
DL										0
ENL	13		1	5		1	1		1	0
Total	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional: 0

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

**Dual Language (ELLs/EPs*)
K-8**

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	ELL	EP	ELL	EP																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

* EP=English proficient student

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

Number of ELLs by Grade in Each Language Group

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

This Section is for Dual Language Programs Only

Number of students (students fluent in both languages): _____	Number of students who speak three or more languages: _____
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Freestanding English as a New 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	5	3	1	1	1	1								0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic	1		1	1										0
Haitian														0
French		1		1										0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1			1										0
TOTAL	0													

Part III: Assessment Analysis

Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*NYSITELL FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Entering (Beginning)	5	1	1											0
Emerging (Low Intermediate)				1	1									0
Transitioning (High Intermediate)	1	3				1								0
Expanding (Advanced)	1		1	3										0
Commanding (Proficient)														0
Total	0	0	0	0	0	0	0	0	0	0	0	0	0	0

FORMER ELLS BASED ON REVISED EXITING CRITERIA														
GRADES 3-8: EXPANDING ON NYSESLAT AND TEST AT LEVEL 3 OR 4 ON THE ELA														
GRADES 9-12: EXPANDING ON THE NYSESLAT AND TEST 65 OR HIGHER ON THE ENGLISH REGENTS														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total
Total					1	1								0

FORMER ELLS THAT TESTED OUT WITHIN PREVIOUS TWO YEARS AND CONTINUE TO REMAIN ENTITLED TO ENGLISH AS A NEW LANGUAGE														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Total		1	1		1	1								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	1		1		0
5	1				0
6					0
7					0
8					0
NYSAA					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
3									0
4	1		1						0
5			1						0
6									0
7									0
8									0
NYSAA									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	HL	English	HL	English	HL	English	HL	
4			1						0
8									0
NYSAA Bilingual (SWD)									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Comprehensive English/Common Core ELA				
Integrated Algebra/CC Algebra				
Geometry/CC Algebra				
Algebra 2/Trigonometry Math _____				
Chemistry				
Earth Science				
Living Environment				
Physics				

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Home Language	English	Home Language
Global History and Geography				
Geography				
US History and Government				
LOTE				
Government				
Other _____				
Other _____				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Home Language Assessments								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (DL 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., EL SOL, Estrellita, Fountas and Pinnell, DRA, TCRWP, teacher-created assessments). What insights does the data provide about your ELLs? How will this data help inform your school's instructional plan? Provide any quantitative data available to support your response.
We use Teachers College Literacy Assessment benchmark. We have seen that there is a trend with our students reading below benchmark that they need explicit instruction in decoding and encoding. We have decided to implement I-Ready and Ready Gen Phonics as interventions for this group, in addition to a multi-modality reading program for struggling readers.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?
The data patterns across performance levels on the NYSITELL and NYSESLAT revealed that students seem to score higher on listening and speaking compared to reading and writing across the grades.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))
The data patterns that we are seeing with the RLAT reflect that students are scoring stronger in Listening and Speaking than in Reading and Writing. This follows the pattern that we are also seeing on the Extension of Services where the majority of our students are being extended since their lowest modality is in writing. Students are provided extended services in the push-in and pull-out models.
- For each program, answer the following:
 - What are the patterns across performance levels and grades? How are ELLs faring in tests taken in English as compared to the home language?
 - Describe how the school leadership and teachers are using the results of the ELL periodic assessments.
 - What is the school learning about ELLs from the periodic assessments? How is the home language used?
 - At P.S. 40 we did not have anyone take any tests in their home language so it is hard for us to compare this data.
 - The School Leadership Team and teachers use the results from NYSESLAT and NYSITELL to plan instruction for the learning needs of the students. Results are regularly discussed by the Data Inquiry Team.
 - ELLs are scoring mainly 3s in English Language Arts state exams. In the Math state exam ELLs are scoring 1, 2, or 3.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to *ELL Policy and Reference Guide, Support Services for ELLs (RTI and AIS)* section and *RtI Guide for Teachers of ELLs*.] All teachers are involved in providing support to the ELLs. If a student is struggling, the ESL Teacher presents the case study of the student at the monthly SIT (student intervention team) meeting. The team discusses student work samples and documents the needs/concerns and a plan of action is developed for the ELL student. If the ELL student needs an additional support in a particular area of study, an academic plan specifying strategies to help the student is suggested and both the ESL and Intervention providers adhere to the instructional plan and monitor progress. Depending on the needs/concerns of the student, other professionals may be invited to contribute to the plan and a parent conference is made with the ESL and classroom teacher. If the student is exhibiting physical difficulties or delays, and in need of speech, hearing service, or a learning disability, it is discussed with the parent as to what services may be needed to support the student. If there is a social-emotional need/concern, the child receives 'at risk' counseling in small groups and/or one-to-one, and progress is monitored. If the student continues to struggle and cannot perform on appropriate grade level, a parent conference is convened by the principal to discuss the concerns/needs of the ELL. Those invited to the conference may include classroom teacher, ESL service provider, and members of the SIT team and guidance counselor if necessary. Subsequently, if more support is needed and the parent is in agreement, a referral is generated to the SBST to follow up with the case. Based on the evaluation outcome, an EPC (Educational Planning Conference) is convened with the input from the parents, SBST, ESL and classroom/special education teachers. Parents are invited to discuss and share the plan and seek their consent to authorize the school to implement the plan in order to provide proper services to the ELL. If the parents agree, then the ELL is promptly, provided the necessary services by the appropriate provider as well as continuing with ESL services.
6. How do you make sure that a student's new language development is considered in instructional decisions?
At P.S. 40, there is a school-wide focus and priority on English language development and standards-based instruction. One way we promote higher levels of English language development among our ELLs, is dedicating a block of time exclusively to English language development instruction.
7. For dual language programs, answer the following:
- How are the English-proficient students (EPs) assessed in the target language?
 - What is the level of language proficiency in the target language for EPs?
 - How are EPs performing on State and other assessments?
- P.S. 40 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).
We evaluate the success of our program in several ways. We first look at how many ELLs are exiting ESL service. We also evaluate our success with how our ELLs are doing on the state exams as well as performance-based assessments.

Part IV: ELL Identification Process

Describe how you identify English language learners (ELLs) in your school.

- Describe the steps followed for the initial identification of ELLs. These steps must include administering the K-12 Home Language Identification Survey (HLIS) which includes the student and parent interviews in English and/or the parent's preferred language of communication, and the formal initial assessments (i.e., NYSITELL, Spanish LAB, and LENS). Identify the person(s) responsible, including their qualifications. Refer to *ELL Policy and Reference Guide, ELL Identification* section.
 - Initially the Home Language Identification Survey is administered by the ESL teacher to new NYS admits in grades K to 5 as well as those who have not been in a NYS public school for two or more years. Students who have not been in a NYC or NYS public school for two or more continuous years are eligible to go through the ELL identification process again. Next to be determined is the home language based on HLIS results, which include an interview with the student and parent in the language of preference. The NYSITELL is administered to only those students whose home language is not English and eligible for the NYSITELL. (A more in-depth interview and review of work will be conducted to determine NYSITELL -eligibility.) A Language Proficiency Team will be formed for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL. The school will then determine ELL status, do a parent orientation meeting, send parent entitlement/non-entitlement letters along with a parent survey within 10 days. Our school must send the entitlement letter of ELL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. The ELL is then placed within the ELL program within 10 days but the parent can appeal within 45 days. Parents have the right to a re-identification process within 45 days of initial enrollment. Copies of parent ELL notifications and letters will be kept in the students cumulative folders. Finally, our school will provide the parents with annual and individual meetings to discuss their child's progress in addition to already existing meetings.
- Describe how assessments are used to identify SIFE (Students with Interrupted/Inconsistent Formal Education) within 30 days of enrollment (e.g., LENS, SIFE questionnaire, student work).

As of the current school year 2015-2016, SIFE status will need to be determined within 12 months of enrollment. However, NYC will require that an initial determination be made within 30 days of enrollment, which can be modified up to 12 months of initial enrollment. SIFE also consists of interrupted/or inconsistent education. Once a SIFE scores at transitioning/intermediate level on the NYSESLAT, SIFE status is removed.

3. Describe the identification for newly enrolled students with IEPs. Include titles of the Language Proficiency Team (LPT) members (refer to *ELL Policy and Reference Guide, ELL Identification* section).

As of the current school year 2015-2016, our school will form a Language Proficiency Team for students entering NYS public schools with an IEP to determine if the student has language acquisition needs and should take the NYSITELL.

4. Describe how your school ensures that entitlement and non-entitlement parent notification letters are distributed within five school days after the NYSITELL is scanned and score is determined.

The ESL teacher is responsible for maintaining records indicating correspondences sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as making regular phone calls to ensure that all forms are read and returned. The ESL teacher at P.S. 40 keeps a copy of letters sent home regarding their child's ESL education in student's cumulative record. If a parent is unable to attend the Parent Orientation, every attempt is made to inform them of their choices and for them to return a completed Parent Choice Form. This will be done on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program.

5. Describe how parents are informed that they have the right to appeal ELL status within 45 days of enrollment (refer to *ELL Policy and Reference Guide, Re-Identification of ELL Status* section).

As of the current school year 2015-2016, our school will send the entitlement letter of ELL status notification within 5 school days letting them know the results and that they have the right to appeal the ELL status within 45 days of enrollment. ELL is placed within the ELL program within 10 days but the parent can appeal within 45 days. The parents have the right to a re-identification process within 45 days of initial enrollment.

6. What structures are in place at your school to ensure that parents understand all three program choices (transitional bilingual education, dual language, and freestanding ENL) through the mandated parent orientation within the specified timeframe? Describe the process, outreach plan, and timelines.

As of the current school year 2015-2016, parents of new ELLs have chosen ESL as their program of choice. If program desired as first choice is not available at P.S. 40; parent can look at other locations.

In New York City, there are three distinct types of ESL programs available to students.

- Freestanding ESL Program – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL strategies and providing native language support wherever possible.

- Transitional Bilingual Education (TBE) Program – The key features of the Transitional Bilingual Program are that the child receives instruction in both their home language as well as the target language (which is in this case is English). The program model begins the school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student's home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual classroom setting.

- Dual Language (DL) Program – The key features of the Dual Language Program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

7. Include how your school reaches out to parents to ensure Parent Surveys and Program Selection forms are returned in a timely manner and how your school monitors parent program choice. As per CR Part154.2, if a form is not returned, the default program for ELLs is bilingual education.

As of the current school year 2015-2016, I assist parents in completing the survey and ensure that they participate in this process and ensure the form is returned to the school.

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned.

As of the current school year 2015-2016, I follow up with letters, phone calls and home visits. and keep a log to monitor information.

9. Describe how your school ensures that placement parent notification letters are distributed.

As of the current school year 2015-2016, letters are distributed within five days of NYSITELL scanner to students and followed up with phone calls and/or visits.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters).

As of the current school year 2015-2016, copies of parent ELL notifications and letters are kept in students' cumulative folders and the ESL teacher compliance binder.

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

The ESL teacher administers the NYSESLAT mirroring the same testing conditions as the other state tests. The ESL teacher will administer the Speaking components of the NYSESLAT during the time frame set by the DOE. The other parts of the exam will be given within the time frame given: One day for Theme 1, another day for Theme 2, and the last day for Theme 3. The ESL teacher receives a memo from the school administrator reminding her of the NYSESLAT exam and informing her of any program changes due to testing.

12. Describe how your school ensures that continued entitlement and transitional support parent notification letters are distributed.

As of the current school year 2015-2016, the Language Proficiency Team participates in this process with the ESL teacher. by giving the letters to students to be signed and returned to the school.

13. 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? 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 as per Aspira Consent Decree? Describe specific steps underway. (Refer to question six).

In the past, after analyzing our program selection surveys, 100% of our parents choose Stand-Alone ENL as their program choice. Parent choice dictates ELL classroom placement in every case. The program model that is currently in place in our school is aligned with parent's requests. Currently at P.S. 40 we have a Stand-Alone ENL program in place. In the event, we have 15 students who speak the same language, we will open a bi-lingual class as per Aspira Consent Decree.

Part V: ELL Programming

A. Programming and Scheduling Information

1. How is instruction for ELLs delivered in the following programs? Include how integrated and standalone ENL are implemented as per CR Part 154.2 as well as how students are grouped (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]).

- a. Freestanding ENL program.

As of the current school year 2015-2016, our ENL program model will consist of two units of study per week for the entering level, two units of studies for the emerging level, one unit of study for the transitioning level, one unit of study for the expanding level and former ELLs must continue to receive services for an additional two years.

At P.S. 40 we have a Freestanding ESL Program with a total of 17 students receiving mandated services. The ultimate goal of this program is that students achieve cognitive academic language proficiency skills in order to fully benefit from academic

English instruction without support.

P.S.40 will implement Stand-Alone ENL in combination with intergrated ENL. On some days the ESL teacher will pull out a group of students all on the same grade level, but heterogeneous in their levels of English proficiency, to work in small groups on specific skills. On other occasions, the ESL teacher will push into content

area classes to see how students are progressing in other content areas. This is also an excellent way for the ESL teacher and

classroom teachers to collobare and use some ESL methodologies and instruction strategies in the content area classroom. Our school

ESL teacher works collaboratively with the content area teachers to support ESL students. ESL teacher and classroom teachers meet

regularly to plan and to discuss student's academic strengths and weaknesses or to discuss progress they have made. Teachers also

share effective strategies that they can implement with their students.

- b. TBE program. *If applicable.*

N/A

c. DL program. *If applicable.*

N/A

2. How does the school ensure the mandated number of instructional minutes is provided according to proficiency levels in each program model?

a. How are explicit ENL, ELA, and HLA instructional minutes delivered in each program model (see charts 5.1 and 5.2 below)?

In Stand-Alone ENL Model , the ESL teacher provides the mandated 360 minutes for Enterring and Emerging and 180 minutes for Transitioning and Expanding Levels. Former ELLs continue to receive services for an additional two years.

3. Describe how core content is delivered in each program model. 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.

At P.S. 40 we have Stand-Alone ENL model. All content area instruction is delivered in English using ESL methodology. In content areas the students use Ready-Gen in ELA, Go-Math in mathematics, New York City Science by Harcourt School Publishers and New York City Social Studies by Houghton Mifflin Harcourt.

Content areas instruction is delivered in English using ESL methodology and instructional strategies aligned with the Common Core State Standard . The ESL teacher also works in the Push-In model with the classes.

At P.S. 40 we use the workshop model for instruction. Teachers are given professional development on how to develop lesson plans that include ELLs; language objective is an imporant component of every lesson plan. Teacher use many ESL supplemental materials in addition to ESL strategies to facilitate learning such as using manipulatives, expressive language, and total body response when delivering vocabulary instruction and/ or complex concepts to ELL students. Classroom instruction is also enhanced by visual, picture dictionary, implementing the arts, and constant verbal communication to ensure full understanding and grasp of the lesson. Instruction consists of a preview/review of vocabulary words, activating prior knowledge, mini-lesson, modeling, active engagement, guided practice, independent work, differentiated small group work, and a share. Classrooms are print-rich and classroom libraries have leveled books and genres such as: fiction, nonfiction, theme, multicultural, poetry, art, science, math, social studies. Students are encouraged to incorporate think-pair-share to promote speaking and listening skills, cooperative learning, and partner work throughout the day. ELLs are encouraged to respond in English or their native language. ESL teacher utilize native language support to make content comprehensible as needed.

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

At this point, our ELL students are not assessed in their native language in content areas. Initially, if a new admit receives the LAB-R exam and they become entitled, they take the NYSITELL if they are a Spanish speaker. Our school presently has a free standing ESL program per parent choice which uses strategies for English Language development with native language support to help students develop language and content knowledge in English.

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

ELLs are appropriately evaluated routinely in all four modalities in a variety of ways. They interact with teachers to assist learning, peer interaction through class discussion related to literature and topic, think-pair-share, cooperative learning, asking questions for clarification, problem solving, completing tasks, and reading/writing response.

6. How do you differentiate instruction for each of the following ELL subgroups?

a. SIFE

b. Newcomer

c. Developing

d. Long Term

e. Former ELLs up to two years after exiting ELL status

Teachers at P.S.40 have received professional development on differentiating instruction and what differentiated instruction looks like. Teachers differentiate instruction not for only ELL's but for all students because of the mixed levels in just one classroom. Scaffolding and differentiation of instruction are necessary to assure success of all students. This requires a great deal of planning and often the ability of the teacher to provide a variety of materials at different levels to address the needs of all learners in the classroom.

6a. SIFE students are recommended for Academic Intervention Services. Our instructional program for SIFE students includes; materials and curriculum to strengthen literacy, mathematics, and technology skills. instructional plans would consist of context-embedded material and manipulatives and accelerated one-on-one instruction in English language development.

6b. Newcomer ELLs are provided with accelerated learning focused on literacy, English language development, and intensive ENL instruction and content area learning. We have a very dedicated staff that helps newcomers build on prior knowledge and to have a smooth transition into their new culture. We support newcomers through the use of bi-lingual books and materials in native language and translations when needed. Newcomers in our ENL programs are taught the basic literacy skills. They are instructed in phonics, decoding, vocabulary and targeted reading and writing skills. The ENL teacher collaborates with staff members to analyze and strengthen instructional strategies for scaffolding, utilizing appropriate materials, and connect to prior knowledge.

6c. Developing ELLs who have received services for a period of 4 to 6 years are identified as our target group. Our school provides interventions to develop academic language and vocabulary development, scaffolded instruction that integrates technology to enhance reading and writing skills. Technology in the classroom also provides motivation as well as access point to content.

6d. Long Term ELLs.

6e. Former ELLs who achieve proficiency on the NYSESLAT continue to receive services for an additional two years in ELN, ELA, and content areas. These students would continue to receive testing modifications for the 2 years following their proficiency status. They are also encouraged to attend extended day or and other academic intervention programs provided by the school. The ESL teacher will also monitor progress reports of these students to make sure they are successful in their transition.

7. For students re-identified as ELL or non-ELL, based on an approved re-identification appeal within 45 days of student enrollment, describe how the school ensures the student's academic progress has not been adversely affected by the re-identification (within 6–12 months after the re-identification has been established). Refer to [ELL Policy and Reference Guide, Re-Identification of ELL Status](#) section.

As of the current year 2015-2016, P.S.40, to ensure the student's academic progress has not been adversely affected by the re-identification process, the principal will consult with a qualified staff member in our school, the parent/guardian, and the student. If the principal, based on the recommendation of qualified personnel and consultation with the parent/guardian, believes that the student may have been adversely affected by the determination, the principal must provide additional support services to the student as defined in CR Part 154-2.3

8. 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?

Instructional materials are aligned with the Common Core State Standards and are age and grade level appropriate.

We implement the workshop model and we receive professional development on various instructional strategies that can be utilized

across content area classrooms. Scaffolding and differentiated instruction is one of the most useful ways to help students access

difficult content. Our staff also utilizes the ELL website (OELL) for tools, resources, and professional development opportunities that

can assist them in serving the specific needs of their ESL students. We make sure that the goals on the IEP are being met across the

day through the use of collaborative planning between the ESL teacher and the IEP teachers. The ESL teachers have access to the

IEP through SESIS, as well as identification of goals through the use of encounter attendance for their initial date of service.

SWDs and ELLs are in the forefront of our planning. Through co-planning, we are able to share our differentiations to benefit all

students.

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

Teachers are reminded to consider giving ELL's and SWD's extended time by 50% to complete tasks. Teachers keep themselves fully informed of their students' reading levels and interests so that they may guide their instruction to compliment their students' needs and strengths. ENL and ELA instruction use the balanced literacy model as well as Inquiry to provide the necessary language development to meet the needs of the individual students.

Chart

Part 154-2 (K-8) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	2 units of study <i>per week</i> (360 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/ELA (90 min.)	1 unit of study in ENL/ELA or other Content Area (180 min.)	
FLEXIBILITY		.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <i>or</i> Content Area, <i>or</i> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a K-6 certified elementary school teacher A certified ESOL teacher and a 7-8 certified content area teacher (ELA, Math, Science, or Social Studies)		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special education class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies. One unit of study = 180 minutes of instruction per week per year.



*Note “other approved services” does not apply to New York City at this time.

Chart

CR Part 154-2 (9-12) English as New Language (ENL) Units of Study and Staffing Requirements

All ENL classes, including Integrated and Stand-alone offer home language support.

ENGLISH PROFICIENCY LEVEL	ENTERING (Beginning)	EMERGING (Low Intermediate)	TRANSITIONING (Intermediate)	EXPANDING (Advanced)	COMMANDING (Proficient)
ENL INSTRUCTIONAL TIME (MINIMUM)	3 units of study <i>per week</i> (540 min.)	2 units of study <i>per week</i> (360 min.)	1 unit of study <i>per week</i> (180 min.)	1 unit of study <i>per week</i> (180 min.)	Former ELLs must continue to receive services for an additional two years
STAND-ALONE ENL	1 unit of study in ENL (180 min.)	.5 unit of study in ENL (90 min.)			
INTEGRATED ENL	1 unit of study in ENL/ELA (180 min.)	1 unit of study in ENL/ELA (180 min.)	.5 unit of study in ENL/Content Area (90 min.)	1 unit of study in ENL/Content Area (180 min.)	
FLEXIBILITY	1 unit of study can be STAND-ALONE ENL instruction <i>or</i> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <i>or</i> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <i>or</i> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<u>STAND-ALONE ENL</u> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<u>INTEGRATED ENL</u> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<u>STAND-ALONE ENL</u> K-12 Certified ESOL Teacher		<u>INTEGRATED ENL – 1 Dually Certified Teacher</u> ESOL or Content Area (7-12) teacher who holds both certifications <u>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</u> A certified ESOL teacher and a 7-12 certified Content Area teacher		
The maximum allowable grade span for grouping instruction in grades K-12 English as a New Language or Bilingual Education classes is two contiguous grades, except for English Language Learners in a special class, as defined by section 200.1(uu) of this Title. All programs must be provided during the school day.					

*Other services that are approved by the NYS Commissioner, that monitor and support the student’s language development and academic progress. Core Content Area shall mean ELA, Math, Science, and Social Studies.

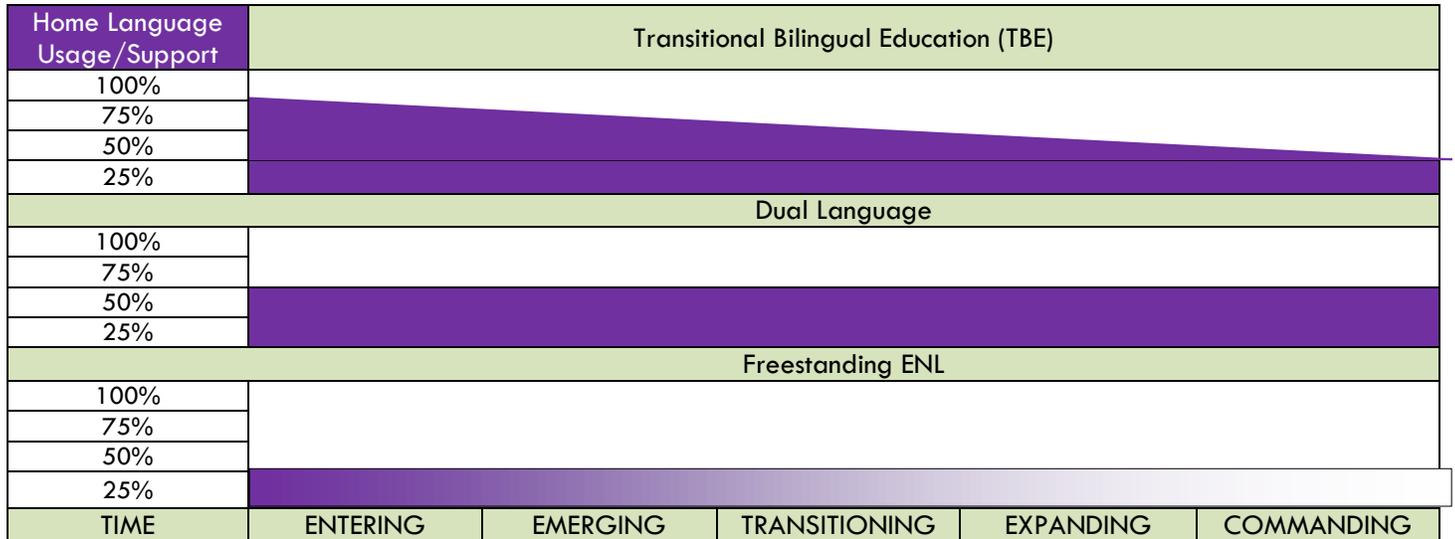


*Note “other approved services” does not apply to New York City at this time.

Chart 5.3

Home Language Usage and Supports

The chart below is a visual representation designed to show the variation of home language usage and supports across the program models. Note that home language support is never zero. TBE and dual language programs have both home language arts and subject areas taught in the home language; ENL has home language supports.



A. Programming and Scheduling Information--Continued

10. Describe your targeted intervention programs for ELLs in ELA, math, and other core content areas (specify ELL subgroups targeted). 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. Targeted interventions for ELLs in ELA and math are planned in close consultation with all teachers, including Academic Intervention providers and SETSS teacher involved in teaching ENL students. Content area picture dictionaries are used during small group instruction to address specific needs of each ELL to help them understand the concepts. The scaffolds applied to assist students are appropriate to their level of proficiency in the specific content area. In order to provide maximum possible support to ELLs, the ENL teacher pushes-into classes when ELA strategies, math, social studies and/or science are being taught. Based on the observation and the performance of ELL in the classwork and periodic in-class assessment results, the students are provided extra help in the areas where they need remediation, whether it's lack of understanding of academic language or their limited understanding of particular concepts in content areas.
11. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
The effectiveness of our current program is learner-centered. At P.S. 40 we have implemented Universal Design for Learning (UDL) to tailor instruction and activities to meet the needs our students with an added attention being paid to the ELLs population. Generally, such effective practices include direct and explicit instruction in English language development. Additional instructional support and home language is used to promote academic development.
12. What new programs or improvements will be considered for the upcoming school year?
We would like to celebrate ELLs writing through publishing celebrations and exhibit and/or present our students' work to parents throughout the school year.
13. What programs/services for ELLs will be discontinued and why?
None.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
All ELLs are afforded equal access to all curricular and extracurricular programs. ELLs are invited to participate and encouraged to perform in academic and enrichment activities after school. All students including ELLs overwhelmingly sign up for a wide variety of activities where they get the opportunity to learn, share and acquire new skills, exhibit their talents and hone their skills in various areas. ESL students join all the educational trips and are among active members in various activities such as art, dance and after-school programs.
15. What instructional materials, including technology, are used to support ELLs? Include core content area as well as language materials; list ELL subgroups if necessary.
Instructional materials and technology used to support ELLs include: computer aided instruction in ELA such as the I-Ready, and Go-Math, decoding/reading comprehension skills for new comers, new immigrants, and struggling readers, sight words, the letters of the alphabet, magnetic letter boards for practicing sight words; picture and photo cards to help understand words and concepts in science, math and social studies.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?
At P.S.40, we only use the ENL model. Native language support is available in all classrooms through native language literature as well as content materials. P.S. 40 also facilitates the use of technology by the presence of laptops in the classroom. The ESL teacher is bilingual in French and conversant in Spanish and provides support to classroom teachers in the student's native language as needed. ELLs are afforded easy access to dictionaries/thesaurus/picture and bilingual dictionaries.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.
The materials include learning aids, technological tools used and texts which correspond to ELLs' age and grade levels. The students are grouped homogeneously, appropriate to their age and grade level, so that they benefit from mutual interactions with their peers and feel comfortable to participate in all activities to promote language development. Picture dictionaries, bilingual vocabulary cards and picture cards are used to help beginner ELLs and new immigrants to grasp concepts in content areas.
18. Describe activities in your school that assist newly enrolled ELLs before the beginning of the school year. Include activities for new ELLs who enroll throughout the school year. Include titles of school staff involved in such activities (e.g., school counselor, parent coordinator).
In order to assist newly enrolled ELL students at P.S. 40 in the beginning of the school year, we make every effort to make the parents and students feel welcome to the ESL program. These steps include: A. For those students new to the school, TPR is taught so that students can function and communicate their needs. B. In order to help them feel comfortable, the ESL teacher pushes-in to their classroom, introduces herself, and works side by side either individually or in small groups with new ELLs. Before the first day of school for students, we prepare our classrooms and the ESL room by labeling objects and making the classroom inviting. Administrators, teachers and the ESL teacher collaborate and share strategies and tips for welcoming ELLs at our school.
19. What language electives are offered to ELLs?
At P.S. 40 we do not offer language electives.
20. For schools with dual language programs:

- a. What dual language model is used (e.g., side-by-side, self-contained)? Explain how much of the instructional day (percentage) EPs and ELLs are integrated.
- b. In which language(s) is each core content area taught?
- c. How is each language separated for instruction?
- d. Is emergent literacy taught in the child's home language first (sequential), or are both languages taught at the same time (simultaneous)?

We do not offer a Dual Language Program at PS 40.

B. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Include all teachers of ELLs.)
All teachers including common branch, special education, subject area, related services participate in in-house and out of school professional development sessions. Teachers participate in professional development in the area of supporting ELLs by attending ENL workshops outside of the building.
2. What professional development is offered to teachers of ELLs (including ENL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
Weekly, Monday professional development specifically addresses how to integrate the Common Core State Standards and their related literacy tasks into our ELA curriculum and how to support ELLs as well as SWDs through differentiation of instruction.
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
Grade 5 teachers visit middle schools with their students and our Guidance Counselor assists in the transition to middle school through workshops and one to one counseling for both parents and students. Our school offers a middle school information night for parents to help guide them through the application process and answer any questions or concerns they may have. The ENL teacher is there during the information night to provide parents with any assistance or to answer any questions they may have about ENL programs in the middle school of their choice. Parent Coordinator Mr. Hazel assist parents filling out HS applications and answers any questions they may have.
4. Describe how your school meets the professional development requirements as per CR Part 154.2: 15% of total hours for all teachers and 50% of total hours for bilingual education/ENL teachers receive ELL-specific professional development. Include how records are kept for professional development activities (e.g. agendas, attendance). Refer to [ELL Policy and Reference Guide, Professional Development](#) section.
As of the current school year 2015-2016, the ENL teacher will continue to attend ELL specific professional development hosted by the DOE and the Borough Field Support Center and will continue to keep information on record.

C. Parental Involvement

1. How does the school provide annual individual meetings with parents of ELLs to discuss goals of the program, language development progress, language proficiency assessment results, and language development needs in all content areas? Include provisions for interpretation and translation as needed. Note these meetings do not include mandated parent orientation meetings and DOE-scheduled parent-teacher conferences?

The school provides several curriculum nights where parents can attain both general and specific information regarding their ELL students.

The answer for question two includes in person meetings, phone calls, monthly news letters, and specific letters to parents. Information is kept in the parent-outreach log and the ESL compliance binder.

2. Include how records are kept for annual individual meetings with ELL parents as well as outreach to ensure parent needs are accommodated (e.g., in person meetings, phone calls, letters). Refer to [*ELL Policy Reference Guide, Parent Selection and Program Placement*](#) section.

Paste response here:

3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. Our administrators provide workshops to inform parents on the Common Core State Standards, and Test Prep. In addition, parents are invited to Parent Orientation, Curriculum Nights and Parent-Teacher Conferences. The ENL teacher and the parent coordinator hold meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents with whom they maintain frequent contact. During Parent-Teacher conferences, the ENL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways to improve language development for newcomers and how to help ELLs acquire academic language in content areas. Guidance Counselor, ESL teacher and the parent coordinator are regularly available to consult and support with the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate smooth transitioning for our graduating fifth graders.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? Out-reach art and dance programs are set up during the school day to provide extra-curricula activities for students. There is an after school program with a variety of activities and homework support for students until 5:30p.m., five days a week.
5. How do you evaluate the needs of the parents?
Parents feel comfortable with our parent coordinator as well as other school personnel. If they feel they have a need or concern, they immediately seek our assistance. We then try to recommend the services that can best suit their needs. We provide orientations to all families of our incoming students as well as host a back to school curriculum night. During that time we inform our parents of the different resources that are available to them. We also encourage parents to participate and attend our monthly PTA meetings. This is a great opportunity for parents to voice their interests and concerns. Parents are also invited and encouraged to become members of our school leadership team.
6. How do your parental involvement activities address the needs of the parents?
Our parental involvement activities address the needs of the parents in many ways. First of all, many of the activities provided by our administrators such as; middle school information night, ELL Parent Orientation and Open School Night, all help create consistency of information and facilitate communication. Parents are better able to support their children at home if they understand the curriculum and know what is happening in the school. It helps them feel part of our school community and helps us use our parents as a resource. We also make sure that families see how their input and support in the school and at home facilitates their children's academic progress. We try to establish a relationship that makes us partners in educating their children.

D. Additional Information

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

Paste response here:

Part VI: LAP Assurances

School Name: _		School DBN: _	
Signatures of LAP team members certify that the information provided is accurate. Names listed in Part A, should align with this section.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leonie Hibbert	Principal		1/1/01
Martha Smith	Assistant Principal		1/1/01
Anselmo Hazel	Parent Coordinator		1/1/01
Brigitte Buissereth	ENL/Bilingual Teacher		1/1/01
Swaqueena Thomas	Parent		1/1/01
Lorri Lee Kamelhar	Teacher/Subject Area		1/1/01
Anmarie Parente	Teacher/Subject Area		1/1/01
Una Cameronlee	Coach		1/1/01
Caterina Bondi (Speech)	Coach		1/1/01
Sabrina Wadesworth	School Counselor		1/1/01
Evelyn Santiago	Superintendent		1/1/01
	Borough Field Support Center Staff Member _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01
	Other _____		1/1/01

2015-2016 LANGUAGE TRANSLATION AND INTERPRETATION PLAN

Requirement under Chancellor's Regulations – for all schools

DBN: **16K40** School Name: **P.S.40**
Superintendent: **Evelyn Santiago**

Before you begin, please check the following:

- Principal has designated a Language Access Coordinator (LAC) in Galaxy
- The LAC has attended an in-person or online training (www.learn DOE.org/tiu/lac) by the Translation and Interpretation Unit
- The LAC is involved in the development of this Translation and Interpretation Plan

School Goal: To ensure that parents whose preferred language is other than English are provided with meaningful opportunities to participate in and have access to programs and services critical to their child's education ([Chancellor's Regulation A-663](#)).

By developing each of the following components, your school will have a comprehensive plan to provide translation and interpretation services for all parents who require such services.

Part A: Identification and Assessment of Limited-English-Proficient Parents

1. Describe the data and methodologies used to assess language preferences of the parent community for both written and oral communication. Include pertinent information culled from Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact cards, and any surveys conducted by your school.

We use the following data and methodologies: Part III of the Home Language Identification Survey (HLIS), ATS reports, Student Emergency Contact Cards, and parent surveys conducted by our school to assess language preferences of the parent community for written and oral communication. We download written communications from the DOE website under ELLs (Parents Resources/Parent Information) draft and customize letters being sent home in the parents' preferred language, such as Entitlement, Continued Entitlement, Non-Entitlement, Placement Letters, Parent Survey and Program Selection. We also use parent surveys to assess the needs of parents and how they can better support their children in school. These are made available in English and the preferred language to allow all parents participation in school wide assessment during open school nights.

2. List parents' preferred languages for both written and oral communication. Include all languages, even if only a limited number of parents indicate a language.

We are currently servicing 17 English Language Learners, 12 of them indicate Spanish as the home language, 3 of them indicate Arabic as the home language, 1 of them indicates French as the home language, and 1 of them indicates Fulani as the home language. Some parents prefer oral communication in their native language while some prefer written communication in both English and their native language.

Part B: Creating a Communications Calendar

1. List the documents your school typically disseminates every year that require translation and when they will be distributed to families. (The following contain critical information about educational programs and services and must be translated – annual handbooks, newsletters, calendars, parent-teacher conference announcements, after-school program information, New York State testing dates, general overview of student curriculum, letters from the school leadership.)

Some of the documents our school typically disseminates every year that require translation are the following; PTA notification, School Leadership Team notification, School Dress Code notification, School/Grade News Letters, Parent-Teacher Conference announcements and School Based Support Team letters/notifications.

2. List the formal face-to-face meetings your school will typically have with parents throughout the school year, such as parent-teacher conferences or curriculum nights, and when they will occur. As much as possible, also indicate any anticipated informal interactions, such as attendance teacher or guidance counselor calls to parents.

Formal face-to-face meetings our school has with parents throughout the school year include: Parent Orientation Meetings, Parent-Teacher conferences, Annual review IEP mandated meetings, SBST meetings/notifications, and personnel meetings with teachers, attendance teacher and/or guidance counselor in addition to administration.

Part C: Providing Language Assistance Services

1. Describe how your school will meet identified translation needs indicated in Part B. Include procedures to ensure timely provision of translated documents to parents. Indicate whether written translation services will be provided by the Translation & Interpretation Unit, an outside vendor or in-house by school staff.

Our school will meet identified translation needs indicated in Part B by downloading ELLs related communications from the office of English Language Learners on the DOE website and/or use the Translation & Interpretation Unit, available through the DOE, so the parent can receive language assistance and have their questions answered in their preferred language.

2. Describe how your school will meet identified interpretation needs indicated in Part B. Indicate whether interpretation services will be provided by over-the-phone interpreters via the Translation and Interpretation Unit, on-site interpreters provided by an outside vendor or in-house by school staff.

Our school will meet identified interpretation needs indicated in Part B by using in-house oral interpretation in Spanish and French which will be provided by our parent coordinator and the ESL teacher in our school and use over-the-phone interpreters, via the Translation and Interpretation Unit services available through the DOE, in other languages so that parent can receive language assistance and have their questions answered in their preferred language.

Part D: Training Staff on Policies and Procedures

Describe how your school will ensure that all staff members are aware of how to use translation services and the over-the-phone interpretation service. (e.g., T&I Brochure, Language ID Guide, Language Palm Card distributed at staff meetings, via email, etc.)

As of the current 2015-2016 school year, our school will communicate to our staff during Professional Development and Grade Team Meetings, how to access translation services and over-the-phone interpretation service as needed. This communication will be on going throughout the year and whenever new information becomes available.

Part E: Providing Notice of Language Assistance Services

Describe how your school will fulfill parental notification requirements for translation and interpretation services, as per Section VII of Chancellor's Regulation A-663. Note: The full text of Chancellor's Regulations A-663 (Translations) is available at <http://schools.nyc.gov/RulesPolicies/ChancellorsRegulations>

Checklist of Notification Requirements

- Welcome Poster
- Parents' Bill of Rights
- Parents' Guide to Language Access
- Language ID Guide at security desk and main office

Chancellor's Regulation A-663, establishes the procedures of ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. We have in-house translation and over the phone interpreters via the Translation and Interpretation Unit, services available through the DOE. The Chancellor's requirement under A-663 regarding parental notification and interpretation services, Parents Bill of Rights, interpretation notice signs and School Safety Plans are translated in parents native language and posted in the school lobby. The welcome poster is also displayed in the school lobby.

Part F: Monitoring and Quality Control

Describe mechanisms your school will use to gather feedback from parents on the quality and availability of services. (e.g., parent survey)

Mechanisms used to gather parent feedback on the quality and availability of services will be based on information from parent surveys and checklists in addition to monthly meeting minutes from our Language Proficiency Team.