

**2015-16**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

<b>DBN: (i.e. 01M001):</b>	<b>28Q040</b>
<b>School Name:</b>	<b>P.S. 040 SAMUEL HUNTINGTON</b>
<b>Principal:</b>	<b>ALISON BRANKER</b>

## Comprehensive Educational Plan (CEP) Outline

**Section 1: School Information Page**

**Section 2: School Leadership Team (SLT) Signature Page**

**Section 3: Directions and Guidance for Developing the Comprehensive Educational Plan (CEP)**

**Section 4: CEP Overview**

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

- **Section 5A Framework for Great Schools Element - Rigorous Instruction**
- **Section 5B Framework for Great Schools Element - Supportive Environment**
- **Section 5C Framework for Great Schools Element - Collaborative Teachers**
- **Section 5D Framework for Great Schools Element - Effective School Leadership**
- **Section 5E Framework for Great Schools Element - Strong Family-Community Ties**

**Section 6: Academic Intervention Services (AIS)**

**Section 7: Title I Program Information**

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

**Section 1: School Information Page**

**School Information**

School Name: Samuel Huntington School Number (DBN): 28Q040  
Grades Served: Pre-K through grade 5  
School Address: 109 – 20 Union Hall Street Jamaica, NY 11433  
Phone Number: 718 526 1904 Fax: 718 526-1209  
School Contact Person: Alison Branker Email Address: abranke@schools.nyc.gov  
Principal: Alison Branker  
UFT Chapter Leader: Christa Shields  
Parents' Association President: Kelly Nurse  
SLT Chairperson: Rotates each month  
Title I Parent Representative (or  
Parent Advisory Council  
Chairperson): Gloria Mowring  
Student Representative(s):  
\_\_\_\_\_  
\_\_\_\_\_

**District Information**

District: 28 Superintendent: Mabel Muniz -Sarduy  
Superintendent's Office Address: 90 – 27 Sutphin Blvd.  
Superintendent's Email Address: msarduy@schools.nyc.gov  
Phone Number: 718 557 2622 Fax: 718-557-2623

**Borough Field Support Center (BFSC)**

BFSC: Queens South Director: Marlene Wilks  
Director's Office Address: 82 – 01 Rockaway Blvd.  
Director's Email Address: mwilks@schools.nyc.gov  
Phone Number: 917 520-6743 Fax: 718.642.5855

## 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)
Alison Branker	*Principal or Designee	
Christa Shields	*UFT Chapter Leader or Designee	
Kelly Nurse	*PA/PTA President or Designated Co-President	
	DC 37 Representative (staff), if applicable	
Gloria Mowring	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>	
	CBO Representative, if applicable	
Rose Quinones	Member/ UFT	
Natasha Andrews	Member/ UFT	
Khadijah Jeanty	Member/ UFT	
Gloria Mowring	Member/Parent	
Tanya Easter	Member/Parent	
Latoya Argo	Member/Parent	

Name	Position and Constituent Group Represented	Signature (Blue Ink)
Chante Gaines	Member/Parent	
	Member/	

### 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.

<b>The Six Elements of the Framework for Great Schools</b>
<b>Rigorous Instruction:</b> Instruction is customized, inclusive, motivating, and aligned to the Common Core. High standards are set in every classroom. Students are actively engaged in ambitious intellectual activity and developing critical thinking skills.
<b>Supportive Environment:</b> 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.

School Mission Statement:

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

Our school secured a \$1.3 million literacy grant through the Pinkerton Foundation for a second year for the 2015-2016 school year, to provide supplemental reading intervention services for our lower grade students to build a solid foundation in reading. This initiative is called South Jamaica Reads and consists of the following community based literacy partners: Jumpstart (delivers literacy theme based learning activities for Pre-Kindergarten students twice per week for 2 hours each session), Experience Corps (offers one to one phonics support to grade 2 students for one hour per day for 4 days per week), Read Alliance (supports grade 1 students in reading and homework help 3 days per week after school on a one to one basis), and Literacy Inc. (provides workshops for parents, trains parents to volunteer to work in various capacities within the school, and facilitates a reading buddies program where grade 5 students read to and ask comprehension questions of grade 2 students once per week). The Learning Leaders program facilitates parent workshops and trains parents to be volunteers in the school. The South Jamaica library offers parent literacy workshops, and invites guest readers to read to various classes. PS 40 was also fortunate to be awarded a CASA grant for dance through A Better Jamaica. This dance arts program meets twice per week after school. Our city councilman presented us with a RESO -A grant for technology. Each classroom now has an interactive promethean board to enhance the quality of instruction. Each student has access to laptops and desktop computers to prepare them to be college and career ready, while keeping their finger on the pulse of technology.

Summary of Challenges:

The first year of CCSS testing proved to be challenging. In 2013, in math we earned 14% proficiency, while in reading, we earned 8% proficiency. In 2014, in math we earned 24% proficiency and 8% in reading. As a school community, we have worked diligently to increase our proficiency level, as a result our 2014 math proficiency level increased by 10%. In 2015, in math we earned 20.2% proficiency, and in reading we earned 14.6% proficiency. We are very proud of our 6.6% gain in reading. The area of priority is rigorous instruction.

Our school's strengths are many. The area of celebration from our Quality Review is indicator 3.4 which was rated well developed. It states that school leaders consistently convey high expectations to the entire staff through ongoing feedback on formal and informal observations, support structures through one to one coaching, inter-visitations, mentoring, and professional learning opportunities in and outside of the school. The school partners with families to position students on a path to college and career readiness. This data is aligned to our school being a supportive environment according to the framework for great schools.

## 28Q040 School Information Sheet

School Configuration (2014-15)				
Grade Configuration	PK,0K,01,02,03,04,05	Total Enrollment	574	SIG Recipient
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
Types and Number of Special Education Classes (2014-15)				
# Special Classes	N/A	# SETSS	N/A	# Integrated Collaborative Teaching
Types and Number of Special Classes (2014-15)				
# Visual Arts	N/A	# Music	N/A	# Drama
# Foreign Language	N/A	# Dance	N/A	# CTE
School Composition (2013-14)				
% Title I Population	91.0%	% Attendance Rate		90.1%
% Free Lunch	91.9%	% Reduced Lunch		4.0%
% Limited English Proficient	6.6%	% Students with Disabilities		16.7%
Racial/Ethnic Origin (2013-14)				
% American Indian or Alaska Native	2.2%	% Black or African American		59.1%
% Hispanic or Latino	25.8%	% Asian or Native Hawaiian/Pacific Islander		6.6%
% White	6.3%	% Multi-Racial		N/A
Personnel (2014-15)				
Years Principal Assigned to School (2014-15)	5.9	# of Assistant Principals (2014-15)		2
# 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)		N/A
% Teaching with Fewer Than 3 Years of Experience (2013-14)	0.1%	Average Teacher Absences (2013-14)		7.86
Student Performance for Elementary and Middle Schools (2013-14)				
ELA Performance at levels 3 & 4	8.2%	Mathematics Performance at levels 3 & 4		25.1%
Science Performance at levels 3 & 4 (4th Grade)	88.8%	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				
<b>Accountability Status – Elementary and Middle Schools</b>				
Met Adequate Yearly Progress (AYP) in ELA (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	Limited English Proficient		N/A
Economically Disadvantaged	NO			
Met Adequate Yearly Progress (AYP) in Mathematics (2012-13)				
American Indian or Alaska Native	N/A	Black or African American		YES
Hispanic or Latino	YES	Asian or Native Hawaiian/Other Pacific Islander		N/A
White	N/A	Multi-Racial		N/A
Students with Disabilities	NO	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			
<b>Accountability Status – High Schools</b>				
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.

Most Recent ELA Data Analysis from 2015 NYS CCSS exams

The academic programs at PS 40 that addresses rigorous instruction in ELA includes, Core Knowledge as our core reading program, along with supplemental resources such as Mondo , Foundations , and MyOn . Our math core academic program is Math in Focus along with Mathletics as a supplement.

Our school is proud to have a decrease of 4.7% in level 1 on the NYS CCSS Math exams for the 2014-2015 school year. On the NYS CCSS ELA Exams level 1s decreased by 7.8%.

### 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, there will be an increase of 5% of students from grades K - 5 increasing one performance level from Fall 2015 compared to Spring 2016 as measured by ELA and math benchmark exams.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Rigorous Instruction and the Common Core in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s)</b> <i>Who will be targeted?</i></p>	<p><b>Timeline</b> <i>What is the start and end date?</i></p>	<p><b>Key Personnel</b> <i>Who is responsible for implementing and overseeing the activity/strategy?</i></p>
<ul style="list-style-type: none"> <li>· Core Knowledge Language Arts (CKLA) &amp; Math in Focus (MIF) research based programs</li> <li>· Coaching, inter-visitations, lunch and learns,</li> <li>· Response to Intervention (RTI), morning school, Saturday school, after school, push-in, computer-based learning programs</li> <li>- use of supplemental MyOn online digital library for all</li> <li>- use of supplemental Mathletics online program</li> <li>- use of Starrmatcia</li> </ul>	<p>Kindergarten - grade 5 scholars</p>	<p>September 2015 to June 2016</p>	<p>School Leaders Coach Classroom Teachers</p>
<ul style="list-style-type: none"> <li>· Special Education Teacher Support Services (SETSS)</li> <li>· English Language Learners (ELLs)</li> <li>· RTI</li> <li>· Title III ELLs program</li> <li>· Morning Reading Program</li> <li>· English Language Arts (ELA) &amp; Math after school programs</li> <li>· South Jamaica Reads (SJR) Literacy Initiative</li> </ul>	<p>Kindergarten - grade 5 ELLs, struggling learners, students with disabilities and for enrichment</p>	<p>September 2015 to June 2016</p>	<p>School Leaders Coach Classroom Teachers Title I Teachers</p>

- additional one to one support in reading for students who are not showing progress			
· Monthly Common Core State Standards (CCSS) ELA & Math Workshop · Open Classroom Day · Teacher Parent Outreach Tuesdays · Quarterly Parent Symposium	Kindergarten - grade 5 teachers	September 2015 to June 2016	School Leaders Coach Classroom Teachers Title I Teachers
· Collaborative Inquiry · Common Planning Time	Kindergarten - grade 5 teachers	September 2015 to June 2016	School Leaders Coach Classroom Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
Human Resources ( ELA /Math)											
Kindergarten through grade 5 classroom and cluster teachers will provide all scholars with guided reading support on a daily basis toward proficiency. Kindergarten through grade 5 classroom and the math team will provide support to all scholars on a daily basis toward proficiency.											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, all K through grade 5 scholars will demonstrate a 2.5% increase in ELA and Math as evidenced by middle of the year benchmark assessments.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

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

To establish classrooms and a school culture where all students feel safe, we have instituted a school wide management system called Positive Behavior Intervention Support ( PBIS ) along with Class Dojo . Class Dojo is an online behavior management point system where teachers record student behaviors on a daily basis that is accessible to parents on web enhanced electronic devices.

To support student academic needs instruction is differentiated across content areas based on student needs, interest and learning style, as well as by sub-group. To support student future achievement beyond elementary school, on a monthly basis teachers implement lessons on college and career readiness.

Student social emotional needs are addressed through our weekly community building activities and monthly character education themes connected to literature. In addition we have an at-risk boys and at-risk girls mentoring programs, as well as more intensive one to one counseling provided by a community based organization and our social worker and school guidance counselor.

### 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, there will be a decrease of 5% in the suspension rate as compared with OORS 2014-2015 data with OORS 2015-2016 data.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Engaging families and supporting their understanding of Supportive Environment in order to support their children at home.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>-Differentiated monthly college and career lesson plans</p> <p>-PBIS lesson plans on each matrix area that sets guidelines for student behavior</p> <p>-Class Dojo professional development on how to use and customize this online daily parent communication tool</p> <p>-Weekly theme based community building lessons</p> <p>-Kid Wise - at-risk counseling</p> <p>-Individual &amp; Group Counseling (mandated &amp; non-mandated)</p> <p>-Pretty Brown Girls mentoring program</p> <p>-Boys in Charge mentoring program</p> <p>-Bully Prevention Workshops</p> <p>-Munch &amp; Mediate - (Student Social Support Groups during all lunch periods)</p> <p>-Monthly Attendance Incentives</p> <p>-Monthly Spirit Day Assemblies</p> <p>-Community Building Fridays</p> <p>-Basketball Program (team building)</p> <p>-Book of the Month (aligned to character education theme)</p> <p>-Coolschools website (aligned to Respect For All)</p>	<p>All Students</p>	<p>September 2015 - June 2016</p>	<p>School Leaders</p> <p>All Teachers</p>

-Bully Prevention Parent Workshops -Middle School Choice Parent Workshops -Books Are Treats Family Literacy Workshop -Family Pajama Party Reading Night -Family Math Game Show -Math Workshops -Reading Workshops -Books Not Bullies Family Literacy Workshop	Parents and students	September 2015 – June 2016	School Leaders Parent Coordinator  Teachers  Coaches  Math Team  Literacy Inc.  Experience Corps.
-Ongoing communication through Class Dojo -Open Door Policy -School messenger service -Tuesday Parent Engagement	Parents and Teachers	September 2015 – June 2016	School Leaders  Parent Coordinator  Coach  Teachers
-You Can Handle Them All (social emotional resource guide) -De-Escalation Workshop	Teachers	September 2015 – June 2016	School Leaders Parent Coordinator  Teachers  Coaches

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human Resources</b>											
<ul style="list-style-type: none"> <li>• School Psychologist</li> <li>• Social Worker</li> <li>• CBO – Kid Wise</li> <li>• Dean</li> </ul>											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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.

Monthly OORS reports on the suspension rate will be generated to monitor the number of student suspensions.

**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.

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

The 2015 - 2016 Professional Learning Plan on Mondays has been revised to reflect small collaborative professional learning communities including, Foundations , Guided Reading, English Language Learners (ELL), Students with Disabilities, Project Based Learning ( PBL ), Science Technology Engineering Mathematics (STEM) and Art. Additionally teachers meet in vertical collaborative teams focusing on deficient English Language Arts ( ELA ) and math standards twice per month, and grade level teams meet on a weekly basis to plan units of study and lesson plans aligned to the Common Core State Standards ( CCSS ) to ensure coherence. Every Tuesday grade level and cluster teachers engage in collaborative inquiry teams to monitor and revise curriculum, instruction, and assessment by infusing deficient and missing standards from the curriculum. Our new teacher induction team is comprised of new teachers and their mentors. The new teachers meet with their mentors twice per week and sometimes more often.

Teachers have taken on leadership roles in various capacities to support student achievement. Some staff members have coordinated various programs such as Class Dojo , MyOn , Activity Works, Rubicon-Atlas, and Promethean Board training. Other staff members have facilitated professional development or hosted inter-visitations with colleagues to share best practices, and organized school wide family events to increase parental involvement and engagement. We are very proud of our staff!

### Part 2 – Annual Goal

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, 100% of teachers on teacher teams will collaboratively analyze student performance tasks to increase student performance by 5% in priority ELA and math CCSS standards, as measured by the development and refinement of ELA and Math unit tasks and benchmark assessments.

### Part 3 – Action Plan

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote teacher-parent collaborations to improve student achievement.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<ul style="list-style-type: none"> <li>· Common Planning time</li> <li>· Vertical and Horizontal Inquiry Teams</li> <li>· Inter-visitations</li> <li>· Teacher led professional learning sessions</li> <li>· The Curriculum Mapping Team will monitor and support revision of curriculum maps for the 2015-2016 school year.</li> <li>· All student groups will continue to use MyOn! to increase exposure to fiction and non-fiction texts.</li> <li>· All students groups will use interactive word walls that include the word, a picture visual, as well as the definition.</li> <li>· Teachers will use technology to support differentiation of lessons using MyOn!, Starrmatica, Mathletics and other software designed to support reading and math.</li> <li>· To provide ongoing support for mastery of guided reading for all teachers</li> <li>- use of pre and post assessment data to determine growth</li> </ul>	<p>All Teachers and all student groups</p>	<p>September 2015 - June 2016</p>	<p>School Leaders  Teachers</p>
<ul style="list-style-type: none"> <li>· Teacher teams created student checklists and quality rubrics to grade student work and provide next steps for scholars based on common language.</li> <li>· Rubrics are always provided to scholars before, during and after instruction for self, peer and teacher assessment.</li> </ul>	<p>All Teachers</p>	<p>September 2015 - June 2016</p>	<p>School Leaders  Teachers</p>

<ul style="list-style-type: none"> <li>· School Messenger Weekly Announcements</li> <li>· Parent Outreach Tuesdays</li> <li>· Progress Reports</li> <li>· Newsletters</li> <li>· Parent/Family Events &amp; CCSS Workshops</li> </ul>	Parents	September 2015 - June 2016	School Leaders Parent Coordinator Teachers
<ul style="list-style-type: none"> <li>· Trusting relationships are established through ongoing communication through Class Dojo</li> <li>· Open Door Policy</li> </ul>	Parents Teachers Students	September 2015 - June 2016	School Leaders Parent Coordinator Teachers

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human Resources</b>											
Teachers teams will work collaboratively from September 2015 - June 2016 on Mondays, Tuesdays and during common planning time.											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, teacher teams will collaboratively analyze student performance tasks to increase student performance by 2.5% in priority ELA and Math CCSS standards, as measured by ELA and Math unit tasks and benchmark assessments.
<b>Part 5b.</b> 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**

- 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.

Based on the 2014-2015 Measures Of Teacher Practice ( MOTP ) school wide data , 3D was the lowest rated component in the Danielson framework for teacher effectiveness. 2 teachers were rated developing. Therefore, there is an urgency to improve assessment during instruction across content areas. School leaders have organized ongoing professional learning sessions on Mondays, lunch and learns, and on demand one to one professional learning sessions through Edivation an online teacher support system on assessment during instruction.

This is our school's instructional focus.

### **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–Effective School Leadership. 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, school leaders including teacher leaders will create and implement professional development on Danielson component 3D that builds teachers' capacity using teacher assessment, student self-assessment and peer assessment resulting in 60% of teachers increasing in one performance level as measured by the end of year MOTP school wide data for 3D.

### **Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</li> <li>• Strategies to address the needs of students with disabilities, English language learners, and other high-need student subgroups (e.g., overage/under-credited, SIFE, STH).</li> <li>• Strategies to promote parent leadership and engagement as a key lever for school improvement.</li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>· Principal and AP will continue to utilize the Danielson framework to observe teachers, provide support, real-time coaching, and resources for growth in pedagogy</p> <p>-monthly professional learning in ELA and Math aligned to Danielson 3D</p>	Teachers	September 2015 - June 2016	Principal, Assistant Principal, Coaches, Highly Effective Teachers
<p>· Provide support with videos, visual resources such as the Danielson framework, planning tools, and instructional next steps Idea Bank from the Division of Teaching and Learning, and/or inter-visitation opportunities.</p>	Teachers	September 2015 - June 2016	Coaches, Highly Effective Teachers
<p>· Teachers are provided with support to address the needs of student sub groups with differentiated strategies.</p>	Teachers	September 2015 - June 2016	Coaches
<p>· Effective school leaders build trust by having ongoing two-way communication with teachers after observations and walkthroughs, with families through Class Dojo, an Open Door Policy, and student council.</p>	Teachers, Parents, Students	September 2015 - June 2016	Principal, Assistant Principal

**Part 4 – Budget and Resource Alignment**

<p><b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.</p>											
<p><b>Human Resources</b></p> <p><b>Administrators, coaches and teachers will provide workshops for teachers sharing strategies for assessment during instruction. Teachers will conduct inter-visitations in highly effective teachers classrooms focusing on 3D.</b></p>											
<p><b>Part 4b.</b> Indicate using an “X” the fund source(s) that will be utilized to support achievement of the specified goal.</p>											
X	Tax Levy	X	Title I SWP		Title I TA		Title II, Part A	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> 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 February 2016, 100% of teachers will show 5% growth in Danielson component 3D as measured by the middle of the year MOTP observation data.

**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 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.

There was a 7% increase in parent participation in the NYC School Survey during the 2014-2015 school year. In order to build strong family and community ties, it is imperative to increase community based partnerships and parent engagement and involvement to ensure student achievement.

We have developed community partnerships to support the academic and social emotional needs of our families. They include: Safe Space free mental health services, Goodwill free after school program for Kindergarten through grade 5 students, Kid Wise at-risk student counseling services, Youth Tennis program, New York Road Runners, The Pinkerton Foundation South Jamaica Reads Initiative supplemental literacy support for our scholars and workshops for parents, Child ID program, The Mobile dentist, Girls Inc., Pretty Brown Girls at-risk mentoring program, York and Queens College student teachers, NY Hall of Science, NY Historical Society, Alpha Phi Alpha Fraternity, Inc. School Supply Giveaway and Thanksgiving Dinner giveaway, American Cancer Society, Food Bank for NYC - Cook Shop Classroom and Cook Shop Family Healthy Eating Programs, City Harvest, NY Cares Winter Wishes program, and A Better Jamaica grant for dance program.

Based on our need to improve parent engagement and involvement, in conjunction with the Parent Teacher Association and School Leadership Team, we have established parent/family symposiums. This is becoming one of our strengths in engaging parents. These symposiums include: Back to School BBQ, Meet the Teacher Curriculum Night, Middle School Parent workshops, Anti-Bullying workshop, Spooktacular Books are Treats, monthly CCSS Math & Reading Workshop, Family Pajama Party Reading Night, Family Math Game Show Night, Grocery Bingo, Winter Concert, Night with a Prince, Night with a Princess, Spring Carnival, Job Fair, and Night at the Samuel Huntington Museum to discuss the curriculum for the upcoming grade.

### 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.

By June 2016, the school will engage parents in a more collaborative partnership as measured by a 2% increase in attendance at parental engagement and involvement activities based on PCAR data.

**Part 3 – Action Plan**

<p><b>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:</b></p> <ul style="list-style-type: none"> <li>• <b>Research-based instructional programs, professional development, and/or systems and structures needed to impact change.</b></li> <li>• <b>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).</b></li> <li>• <b>Strategies to promote stronger family and community ties and to increase parent involvement in support of improved student outcomes.</b></li> </ul>	<p><b>Target Group(s) Who will be targeted?</b></p>	<p><b>Timeline What is the start and end date?</b></p>	<p><b>Key Personnel Who is responsible for implementing and overseeing the activity/strategy?</b></p>
<p>-Monthly CCSS ELA &amp; Math Parent Workshops</p> <p>-South Jamaica Reads Family Literacy Workshops</p> <p>-Workout Wednesdays</p> <p>-Cook Shop Family</p> <p>-Back to School Barbecue</p> <p>- Meet The Teacher Night</p> <p>- Grandparents Day</p> <p>- Night with A Prince/Princess</p> <p>-Middle School Choice Parent Workshops</p> <p>-Festival of Cultures Day</p> <p>- Attendance Meetings</p> <p>-Pre-Kindergarten &amp; Kindergarten Open Houses</p> <p>-Family Winter Festival</p> <p>- Winter Concert</p> <p>-Parents vs. Staff Basketball Game</p> <p>-NYRR Parents Marathon Running Club</p>	<p>Parents</p> <p>Families</p>	<p>September 2015 –June 2016</p>	<p>School Leaders</p> <p>Teachers</p> <p>Parent Coordinator</p>

-Monthly Parent Workshop (including Saturdays) Activities to increase parent involvement and support the needs of sub groups	Parents Families	September 2015 –June 2016	School Leaders Teachers Parent Coordinator
-Parent Outreach Tuesdays Activities to increase parent involvement	Parents Families	September 2015 –June 2016	School Leaders Teachers Parent Coordinator
-Quarterly Parent/Family Symposiums, Open Door Policy & Open Classroom Days creates a trusting environment.  -Monthly Parent and Child activities that will give families the opportunity to learn and problem solve together	Parents Families	September 2015 –June 2016	School Leaders Teachers Parent Coordinator

**Part 4 – Budget and Resource Alignment**

<b>Part 4a.</b> Indicate resources you will leverage to achieve this annual goal and implement this action plan, including human resources, instructional resources, schedule adjustments, etc.											
<b>Human Resources</b>											
<b>The math and ELA team will provide monthly workshops for parents, along with the Parent Coordinator and community based organizations.</b>											
<b>Part 4b.</b> 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	X	Title III, Part A		Title III, Immigrant
	C4E		21 <sup>st</sup> Century Grant		SIG/SIF		PTA Funded		In Kind		Other

**Part 5 – Progress Monitoring**

<b>Part 5a.</b> 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 February 2016, the school will engage parents in a more collaborative partnership as measured by a 1% increase in attendance at parental engagement and involvement activities based on PCAR data by the middle of the school year.
This mid point benchmark is aligned to The Framework for Great Schools element Strong Family and Community Ties.
<b>Part 5b.</b> In <b>February 2016</b> , 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.

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

<b>Social Studies</b>	Students who are performing below proficiency based on the State ELA test	RTI - MyOn Starrmatica	Small Group One-to one Tutoring One-to-one	During the day Before and during school
<b>At-risk services</b> (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Mandated/At-Risk students.	counseling Guidance counselor Social Worker Kid Wise Safe Space	One-to-One and/or Small Group	During the day

## 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.			
<b>X</b>	<b>Schoolwide Program (SWP)</b>	<b>Targeted Assistance (TA) Schools</b>	<b>Non-Title I</b>

### Part 2: All Title I Schools

#### 2a. Highly Qualified Teachers (HQT)

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

#### 2b. High Quality and Ongoing Professional Development

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

- Use of JESA Advance coach

### Part 3: TA Schools Only

#### 3a. Use of Program Resources

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

#### 3b. TA Coordination with the Regular Program

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

### Part 4: SWP Schools Only

#### 4a. Transition Plans to Assist Preschool Children (Elementary Schools Only)

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

- Local day care centers visit our school for the day. They tour the building visiting cluster programs, and various classrooms where the students teach them an interdisciplinary lesson infusing technology, the arts, social studies and language arts. For example: This year first grade scholars taught them about Egypt. Visiting students were provided with school brochure as they departed.

#### 4b. Measures to Include Teachers in Decisions Regarding Assessments

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

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

**Directions:** All Schoolwide Program (SWP) schools in NYC are conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes<sup>1</sup>. To be eligible for the flexibility consolidation of Federal funds, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated<sup>2</sup>. **On the chart below**, indicate which Federal, State, and/or local Tax Levy program funds that are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source (i.e. Federal, State or Local)	Funding Amount Indicate the amount contributed to Schoolwide pool. (Refer to Galaxy for FY '16 school allocation amounts)	Place an (X) in <u>Column A</u> below to verify that the school has met the intent and purposes of each program whose funds are consolidated. Indicate in <u>Column B</u> , section 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	298,690.00	X	OTPS , per diem , per session
Title II, Part A	Federal	76,896.00	X	
Title III, Part A	Federal	11,200.00	X	per session, OTPS
Title III, Immigrant	Federal	0		
Tax Levy (FSF)	Local	3,331,544.00	X	Salaries, per diem , OTPS , set asides

**<sup>1</sup>Explanation/Background:**

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

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

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

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

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

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students. This includes provision of services for Students in Temporary Housing (STH).
- **Title I 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.

### **Parent Involvement Policy (PIP) Template**

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in the school. **[PS 40 Samuel Huntington School]**, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind ( NCLB ) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between the school and the

families. The school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of the school community. **[PS 40 Samuel Huntington School]** will support parents and families of Title I students by:

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

PS 40'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 PS 40'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 1<sup>st</sup> of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

PS 40 will further encourage school-level parental involvement by:

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

### **School-Parent Compact ( SPC ) Template**

**[PS 40 Samuel Huntington School ]** , in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind ( NCLB ) Act, is implementing a School-Parent Compact to strengthen the connection and support of student achievement between the school and the families. Staff and parents of students participating in activities and programs funded by Title I, agree that this Compact outlines how parents, the entire school staff and students will share responsibility for improved academic achievement and the means by which a school-parent partnership will be developed to ensure that all children achieve State Standards 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 1<sup>st</sup> of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

# 2012-13 Comprehensive Education Plan (CEP)

## Title III Supplemental Program for ELLs

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

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

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

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

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): <input type="checkbox"/> Before school <input type="checkbox"/> After school <input checked="" type="checkbox"/> Saturday academy <input type="checkbox"/> Other: _____
Total # of ELLs to be served: <u>36</u> Grades to be served by this program (check all that apply): <input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12
Total # of teachers in this program: <u>2</u> # of certified ESL/Bilingual teachers: <u>1</u> # of content area teachers: <u>1</u>
Describe the direct instruction supplemental program here and include the <ul style="list-style-type: none"> <li>• rationale</li> <li>• subgroups and grade levels of students to be served</li> <li>• schedule and duration</li> <li>• language of instruction</li> <li>• # and types of certified teachers</li> <li>• types of materials</li> </ul>
Begin description here: <u>The Title III program at 28Q040 is for 36 English Language Learners who scored at the beginning, intermediate and advanced level of English language proficiency, as determined by their LAB-R and</u>

## Part B: Direct Instruction Supplemental Program Information

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

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

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

## Part C: Professional Development

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

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

Begin description here: Professional Development will be for the ESL teacher and the classroom teachers who have ELL students in their class. CEI will provide the professional development at other schools where the staff will participate in workshops and observe ELL best practices. PS 40 will also host in

### Part C: Professional Development

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

### Part D: Parental Engagement Activities

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

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

Begin description here: The Title III program will be attending two field trips on Saturday. Parents are invited to go on the field trip to be active participants in their child’s learning process. The Title III program will be attending two field trips on Saturday. One of the fieldtrips is to White Post Farms and the other is to the Statue of Liberty Museum. White Post Farms exposes the ELL students to a different environment from what they are used to. They will be able to see what the countryside looks like, in addition to participating in picking apples and pumpkins. Apple picking and pumpkin picking are activities Americans enjoy during the Harvest Season. The Statue of Liberty Museum allows the ELL students to experience what their ancestors went through many year ago. They learn the history of the Statue of Liberty and what it meant to the people entering Ellis Island. Parents will also be invited once a month to come in and work with their child. Parents and students will be engaged in hands on activities that promote English proficiency. They will be receive translated letters notifying them of the activities they are invited to.

### Part E: Budget

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

Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) <ul style="list-style-type: none"> <li>• Per session</li> <li>• Per diem</li> </ul>	_____	_____
Purchased services <ul style="list-style-type: none"> <li>• High quality staff and curriculum</li> </ul>	_____	_____

**Part E: Budget****FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY.** Ensure that your Title III budget matches your Title III Plan.Allocation Amount: \$11200

Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
development contracts.		
Supplies and materials <ul style="list-style-type: none"> <li>• Must be supplemental.</li> <li>• Additional curricula, instructional materials.</li> <li>• Must be clearly listed.</li> </ul>		
Educational Software (Object Code 199)		
Travel		
Other		
<b>TOTAL</b>		

**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 <b>28</b>	Borough <b>Queens</b>	School Number <b>040</b>
School Name <b>Samuel Huntington School</b>		

### B. Language Allocation Policy Team Composition

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 <b>Alison Branker</b>	Assistant Principal <b>Christina Williams</b>
Coach <b>Sharon Clifford</b>	Coach <b>Barbara Lopez</b>
ENL (English as a New Language)/Bilingual Teacher <b>Jennifer Dulberg</b>	School Counselor <b>Jonnel Riley</b>
Teacher/Subject Area <b>Cathy London</b>	Parent <b>Kelly Nurse</b>
Teacher/Subject Area <b>Natasha Andrews</b>	Parent Coordinator <b>Tyeisha Miller</b>
Related-Service Provider <b>Roselle Coley</b>	Borough Field Support Center Staff Member <b>Yasmin Torres</b>
Superintendent <b>Mabel Sarduy</b>	Other (Name and Title) <b>N/A</b>

### 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 <u>not</u> currently teaching in a bilingual program	0	Number of teachers who hold both content area/common branch and TESOL certification	1
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 <u>not</u> 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)	550	Total number of ELLs	24	ELLs as share of total student population (%)	0.00%
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# Part II: ELL Demographics

## A. ELL Programs

<b>This school serves the following grades (includes ELLs and non-ELLs)</b> Check all that apply	<input checked="" type="checkbox"/> K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5
	<input type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12

### This school offers (check all that apply):

Transitional bilingual education program (TBE)	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program (DL)	Yes <input checked="" type="checkbox"/>	No <input 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 #
<b>Transitional Bilingual Education</b>	0	0	0	0	0	0								0
<b>Dual Language</b>	0	0	0	0	0	0								0
<b>Total</b>	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					
<b>All ELLs</b>	27	<b>Newcomers</b> (ELLs receiving service 0-3 years)	22	<b>ELL Students with Disabilities</b>	4
<b>SIFE</b>	0	<b>Developing ELLs</b> (ELLs receiving service 4-6 years)	5	<b>Long-Term</b> (ELLs receiving service 7 or more years)	0

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

	ELLs by Subgroups									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	
<b>TBE</b>										0
<b>DL</b>										0
<b>ENL</b>	22			5		4				0
<b>Total</b>	0	0	0	0	0	0	0	0	0	0

Number of ELLs who have an alternate placement paraprofessional:

## C. Home Language Breakdown and ELL Programs

**Transitional Bilingual Education**

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

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

## 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
<b>Entering</b> (Beginning)	4	1	1											0
<b>Emerging</b> (Low Intermediate)				1	1	1								0
<b>Transitioning</b> (High Intermediate)		1				1								0
<b>Expanding</b> (Advanced)	1	3	1	2	3	6								0
<b>Commanding</b> (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									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		2		4	5	2								0

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	4		1		0
4	6	1			0
5	5				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	3	1	1		1				0
4	6		1		1				0
5	3		3						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		4		2				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	0	0	0	0
Integrated Algebra/CC Algebra	0	0	0	0
Geometry/CC Algebra	0	0	0	0
Algebra 2/Trigonometry	0	0	0	0
Math <u>0</u>	0	0	0	0
Chemistry	0	0	0	0
Earth Science	0	0	0	0
Living Environment	0	0	0	0
Physics	0	0	0	0

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	0	0	0	0
Geography	0	0	0	0
US History and Government	0	0	0	0
LOTE	0	0	0	0
Government	0	0	0	0
Other <u>0</u>	0	0	0	0
Other <u>0</u>	0	0	0	0
NYSAA ELA	0	0	0	0
NYSAA Mathematics	0	0	0	0
NYSAA Social Studies	0	0	0	0
NYSAA Science	0	0	0	0

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.  
PS 40 looks at data from the LAB-R and the NYSESLAT . We also look at the data from the Fountas & Pinnell running records reading levels, end of unit assessments, CCSS tasks, and state exams. We look at what areas the students still need help in and focus on those areas. We find that the students need to strengthen their main idea skills and overall comprehension. We look at the results and determine if the students are improving in the skills they are deficient in. PS 40 students take monthly assessments through out the year across all content areas. Teachers gear their instruction according to their students needs.
- What is revealed by the data patterns across performance levels (on the NYSITELL and NYSESLAT) and grades?  
According to the NYSESLAT 14 students were expanding, 1 were transitioning, 1 was emerging and 1 entering. On the NYSITELL there are 5 new ELLs in Kindergarten. 4 are Entering and 1 is Expanding. In first grade there are 2 new ELLs. One is entering and one is transitioning. In third grade there are 2 new ELLs. One is emerging and the other is expanding. In fifth grade there is a new ELL that is emerging. Most of the students are at the expanding level. The students who are entering are mostly Kindergarteners. The ENL teacher differentiates her instruction based on the needs of the students and what is indicated by the NYSITELL and/ or the NYSESLAT. To help the ENL students K-5, we use instructional strategies centered on Phonemic Awareness, the use of multimedia materials, the use of multicultural literature, graphic organizers, accountable talk, the use of maps and visuals, questions/discussions and class presentations. The ENL teacher also meets with the classroom teachers to ensure that her lessons matches the lesson that is being taught by the classroom teacher when she pushes in. The ENL teacher shares best practices during those meetings so that they can apply it when they are teaching.
- How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
PS 40 uses the AMAO tool to measure progress toward students reaching English proficiency. PS 40 looks at the content area data and identifies known risk factors, such as, "Advanced Early Warning Indicators." The tool allows the school to be notified as to what students exhibit known risk factors, which allows the school to tailor and target interventions for at-risk populations before reaching a more critical level.  
PS 40 along with the ENL teacher looks at the RLAT that shows the scores for the NYESLAT for the last 3 years. There we can see

whether the child made progress whether by advancing one proficiency level on the New York State English as a Second Language Achievement Test (NYSESLAT) between two consecutive years; making a total scale score gain of 43 points on the NYSESLAT for students who maintain the same proficiency level between two consecutive years; or scoring at the intermediate level or above on the NYSESLAT for students with one data point. We also look at how many students reached English proficiency and if they passed the ELA and math state exams. It reveals that we make AMAO 1 and 2 but not AMAO 3. Students are passing the NYSESLAT but are having trouble passing the common core state exams. Students are receiving mostly ones on the ELA and Math state exams. PS 40 uses this information to ensure that the students receive academic interventions such as RTI. RTI is offered in ELA and in Math. Students who are in need of small instruction get pulled out by the RTI teacher. There are also classes that would benefit from RTI instruction where they go as a class to the RTI teacher. The classroom teachers also dedicates a period of AIS instruction within their classroom.

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

Most of the students who are grades Kindergarten through First Grade are scored as Entering or Emerging by the NYSITELL or NYSESLAT. Classroom assessments show that the students tend to need more instruction with phonemic awareness and fluency. The students in grades two through five are mostly Expanding . The classroom teachers in grades K-5 identify them as needing further instruction. The Title I teacher, the ELA AIS teacher, SETSS teacher and Inquiry Team members work with those students so that they can meet grade level benchmarks. Most of the ELL students take the state exams in English. We have found that most of the ELL students are not proficient in the home language to take the test in their home language. The students who have a translator or has the state exam in their home language do not do better than if they took the exam in English. The ENL teacher shares the scores and information from the ELL periodic assessment with the classroom teachers. Classroom teachers also assess their ELL students when they conference with them. They use this information to gear their instruction. In addition, all of PS 40's staff participate in Inquiry. Selected students in grades two through five are identified by classroom teachers and are the students teachers, clusters and support staff work with to help their them meet grade level benchmarks. PS 40's focus currently is working with the ELL population in reaching proficiency on state exams. Most of the ELLs in grades two through five are working with the Inquiry Teams. Native language is used in the classroom through the use of language glossaries, multicultural books in their library. Teachers in Kindergarten to five are using the Core Knowledge Language Arts. It is a research based rigorous curriculum. Students are also buddied with a student who speaks the same language. There are also glossaries and books in students' native language in the classrooms.

5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). [Refer to [ELL Policy and Reference Guide, Support Services for ELLs \(RTI and AIS\)](#) section and [RtI Guide for Teachers of ELLs](#).] PS 40 uses data from the monthly assessments and running records to identify Tier II and III students. All of PS 40 is involved in RTI. The classroom teachers conducts RTI in their classrooms (Tier 1 and Tier II). There are also cluster teachers and out of classroom staff who also work with Tier II students. When the ENL teacher pushes into the classroom that have ELLs she works with them in Tier II. Tier III instruction occurs when there is a child who needs one to one instruction. In addition, there is a RTI team that works with the lowest third who pulls out those students for further instruction. The students who are in Tier II and Tier III are identified by the RTI team and they tend to contain ELLs.
6. How do you make sure that a student's new language development is considered in instructional decisions?

Students in grades K-5 are use the Core Knowledge Language Arts ( CKLA) program. The lessons are designed to encompasses all four modalities ( speaking, listening, reading and writing), which support second language development. The ENL teacher pushes into the classrooms that have the ELL students. The ESL teacher meets with the classroom teacher to ensure that the ELLs instructional needs are being met during instruction.The ENL teacher co teaches with the classroom teacher.She supports second language development within her lessons through the use of language glossaries, dictionaries with picture, manipulatives, books and other instructional materials.
7. For dual language programs, answer the following:
  - a. How are the English-proficient students (EPs) assessed in the target language?
  - b. What is the level of language proficiency in the target language for EPs?
  - c. How are EPs performing on State and other assessments?

N/A

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

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

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

1. 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.

During the registration period the certified ENL teacher, Jennifer Dulberg, is part of the registration team. While parents are filling out the registration packet, the ENL teacher meets the parents of new students. Inside the packet there is the Home Language Survey(HLS). After interviewing the parents of new admits she makes sure that the Home Language Survey is in their home language. After speaking with the parent the ENL teacher goes over the Home Language Survey to make sure they understand what they are filling out. If the parent does not speak English a translator will be available at PS 40 to assist. There are a few teachers that speak Spanish, Haitian Creole, French, Bengali and Arabic which are the languages of the ELLs in PS 40. If the parent indicates that the child speaks, reads or writes in another language two or more times in questions 1-4 and 4-8 then the ENL teacher will interview the child next. Jennifer Dulberg will then interview the parents with further questions to get a dossier of the child. If Jennifer Dulberg feels that the student will be an ELL then she will have the parent watch the Parent Orientation Video and fill out the Program Selection form and the Program Survey in their home language there at registration.

When the ENL teacher is not at registration, the ENL teacher looks at the HLS of new admits and determines if the child should be tested with the NYSITELL. Then she interviews with parent and child. Next, she will administer the NYSITELL within ten days of child's registration. Next, the ENL teacher will host a Parent Orientation Meeting within 10 days of the school where they will fill out the Program Selection form and the Program Survey. If the child is identified as an eligible candidate for Bilingual Instructional Services, an informal interview is given to the candidate by a pedagogue and the Spanish LAB-R is administered. The ENL teacher runs the RLER report from ATS to see who is eligible to take the NYSITELL. The ENL teacher adminsters the Speaking portion of the NYSESLAT individually in her classroom. She checks off students names on the RLER to ensure those who need to be tested are. In case the ENL teacher is not available there will be two pedagogue teachers, Ms. Clifford &Ms. Jeanty, who will be trained by Jennifer Dulberg to identify new ELLs.

2. 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).

Determining SIFE status begins at the time of the completion of the Home Language Identification Survey when the parent is asked to indicate prior schooling. If there are indications on the HLS that a student has had an inconsistency in their formal schooling and are newly identified ELLs, or in grades 3 through 9 or at the Entering/ Emerging or transitioning level (based on the NYSITELL) the ENL teacher will start the SIFE Identification Process. The process starts with the ENL teacher administering the oral interview questionnaire. Next, for those students who have a home language of Arabic, Bengali, Chinese, Haitian Creole, or Spanish, the ENL teacher will administer the Literacy Evaluation for Newcomer SIFE (LENS). Finally, the initial SIFE status must be indicated in the DOE’s data collection systems no later than 30 days from initial enrollment (BNDC).

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).

The identification of ELL students are aligned to the SOPM for Special Education. ELLs are assessed in both their native language and English to determine the student's development in all areas. Assessments are conducted based on the "bilingual cascade" developed by the NYC Department of Education. Results of assessments are described qualitatively and does not include scaled scores.

The registration process includes a document that requires parents to indicate whether their child has a history of special education services with the NYC Department of Education, out of state or native country. If the parent states that their child has received services, we request a copy of their most recent IEP. If the document is unavailable, we review the IEP in the Special Education Student Information System (SEGIS).

The Language Proficiency Team (LPT) consists of Jennifer Dulberg (ELL Teacher), Roselle Coley (School Psychologist) and Nadine Francois (School Social Worker). The LPT reviews evidence of the student’s English language development and recommends student to take NYSITELL to determine ELL status.

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 ENL teacher runs the RLER to ensure that all the students that need to be tested with the NYSITELL are within 10 school days from their registration date. The ENL teacher creates a chart of all the students she tested. She indicates who is entitled and who is not. Then the ENL teacher has the entitlement and non entitlement letters saved on her flash drive. It is easy for her to go in and fill in the necessary information on the letters. The letters are then given to the principal to sign and are dated. Next copies are made and the

originals are sent out within 2 days from when the child was tested. The letters must go out because the Parent Orientation needs to occur within 10 days from when the students were registered.

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).

During the Parent Orientation meeting the ESL teacher along with any needed translators will inform the parents that they have a right to appeal their child's ELL status. I would explain the process. First PS 40 will receive a written request from a parent, teacher or administrator to initiate the Re identification Process. The school then reviews all documents related to the initial or re entry identification process. PS 40 will review the child's work in English and the child's home language. If the NYSITELL was never administered to the child, then the child can take the it. A student can never take the NYSITELL more than once. Next, the schools consults with the parent or guardian. PS 40 will conduct and review the results from the school based assessment of the student's abilities in all four modalities. THE CSE will also be consulted if the child has a suspected disability. Based on the recommendation of qualified personnel, the principal will determine if the child's ELL status should be changed. A letter will follow in the parent's home language to notify them of the change. If no change is necessary then everything stays the same. If change is necessary then upon receipt of signed notification from the parent, the principals's recommendation to change ELL status and relevant documents are submitted to the superintendent for final review and decision. Written notification of a decision is sent to the principal and parent from the superintendent. All notification and documents need to be stored in the student's cumulative folder.

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.

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

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.

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

8. Describe how your school monitors the *Parent Survey and Program Selection* forms that have not been completed and returned. If the parent did not return or complete the Parent Survey and Program Selection form then the ENL teacher will send home the Default Program Placement Letter/ Letter Not Returned from Parent. This notifies the parent that they did not send back the Parent Survey and Program Selection form and therefore will be placed in the default program as per the CR-154.

9. Describe how your school ensures that placement parent notification letters are distributed. The ESL teacher has a checklist of all the new ELLs that need a placement letter. Once a letter is addressed to the parent of the ELL and is signed by the principal, the ENL teacher checks off the name on her list. A copy of the letter is saved in the ENL teacher's Data Binder. She also then runs the RLAT to make sure that all the new ELLs have Placement letters.

10. Describe how your school retains all ELL documentation for each child (i.e., HLIS, non-entitlement, and entitlement letters). The ENL teacher has a Data Binder for every year she was the ENL teacher, which is for the last 9 years. The Data Binder contains the HLS, the Non Entitlement letters, Entitlement letters, Placement letters, Continuation Letters, Non Entitlement/Transition Letter, Parent Surveys and Program Selection forms. The Data Binder is readily accessible in the ENL teacher's classroom if needed when the ENL teacher is not available.

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.

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

In the beginning of the school year the ENL teacher will run the RLAT to see who are the ELLs currently. She will compare that list to the RLAT that was printed the school year before. The ENL teacher has all the names of ELLs on a list. There she will who are the ELLs are missing. She then sees in ATS if they passed the NYSESLAT. The current ELLs will receive the Continuation Letters and the students who passed out of the program will receive the Transitional/Non Entitlement Letter.

The Continuation Entitlement letters and the Transitional/Non Entitlement Letters are printed out from the NYC Board of Education website and has PS 40's school heading on top. Each letter is copied and put in the ENL teacher's Data Binder. Both letters matches the parent's home language. The original letter is sent home to the parents. The ENL teacher makes copies of the letters and places them in her Data Binder. It is filed in a locked closet and room for security.
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).

After reviewing the Program Selection Forms if the parent indicates for their first choice a program that we do not currently have in our school, then the ENL and Parent Coordinator work together with the Placement Center to see what is available in other schools. Next, the parent is notified and asked if they want their child to go to another school. The parent needs to understand that the school may not be close and if they are willing to have their child bussed. A translator will be available if needed. If they consent then the ENL teacher and the Parent Coordinator work with the Placement Center to place the child in another school. After the child is placed in the correct program whether in our school or not, the parent will receive the Placement Letter in their home language. The Placement letters are distributed once the NYSITELL scores are posted in ATS. Most of the parents choose ENL as their first choice and will receive an Placement letter in their home language that states their child is in the ENL program. This is also the same time the ENL teacher distributes the Non-Entitlement letters. For the students who passed out of the ENL program will receive the Non-Entitlement Transition Letter and the students who are still in the program will receive the Continuation Letter within the first month of school. All letters are copied and stored in the ENL teacher's Data Binder, which is in a locked closet. In the last few years most parents choose the Freestanding English as a Second Language Program as their first choice. Currently the Samuel Huntington School offers the Freestanding English as a New Language Program. PS 40 does not meet the criteria to open any other programs. If Samuel Huntington School met the requirements to open up other ELL programs the school is prepared to do so. Since most parents indicate ENL as their first choice, that is the program that is used in the school. The program models at PS 40 are in alignment with the parent requests as per their choice on their Parent Selection Form.

## Part V: ELL Programming

## A. Programming and Scheduling Information

1. How is instruction 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.

PS 40 has a clear vision that includes high expectations for ELL student achievement supported by a purposeful plan of action leading to college and career readiness. We have school wide shared expectation and beliefs about student learning. We emphasize a culture of high expectations for ELLs, teachers and parents. PS 40 continuously monitors ELL student progress and adjust their instructional planning based on a wide variety of evidence and data. We have ongoing assessments to monitor student progress. We use assessment data to plan instruction and use rubrics that integrate ELA and ENL performance standards in writing. Teachers of ELLs know their ELL population and their individual needs based on the meetings the ENL teacher has with the classroom teachers. Teachers make connection between the Children First concept of accountability for ELL outcomes , progress reports and inquiry teams to clarify the work with data. The Core Knowledge Language Arts Program are aligned with the Common Core Standards and is research based. Teachers use differentiated instructional strategies and use adequate materials to address needs of all students. PS 40 values parent and community involvement and takes active steps to ensure that they are part of the school's culture. The goal of our ENL program is to foster full English proficiency in a supportive classroom environment. ENL instruction is provided to all ELL students and former ELL students who received the Commanding proficiency on the NYSESLAT in grades K – 5 using a push-in model. In the push-in model the ENL teacher, who is dually certified in Comman Branches and ENL, works with ELLs in collaboration with general education classroom teachers to provide language acquisition and vocabulary support. Integrated ENL instruction builds English language skills through content area instruction. Integrated ENL instruction include content area subject matter and English language development using ENL strategies. There is a common preparation time between the 2 teachers so that they can collaborate to create lesson plans. English is the language of instruction. The ELLs are placed in one class per grade so that the ENL teacher can easily service them. The classes are heterogenous. There is an ELA block across grade levels in the school.
  - 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)?

The ENL students who are at the Entering level will receive 180 minutes of standalone ENL instruction and 180 minutes of integrated ENL/ELA instruction giving them a total of 360 minutes per week. The Emerging students will receive 90 minutes of standalone ENL instruction and 270 minutes (180+90) of integrated ENL/ELA instruction giving tem a total of 360 minutes per week. The ENL students at the Transitioning level will receive 180 minutes of ENL/ELA instruction with a total of 180 minutes per week. The Expanding students will receive 180 minutes of ENL/ELA instruction with a total of 180 minutes per week. The students who are at the Commanding level will receive 90 minutes of ENL/ELA instruction per week and will be serviced for 2 years. The ENL teacher pushes into the classrooms all day every day to provide support. There is a 25% Native language support in the classrooms and in the ESL classrooms in terms of language glossaries and books in the students' native languages.
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. When the ENL teacher pushes in she uses the teacher's curriculum maps to align instruction. When she pushes in she pushes in during ELA and Math time. All instruction is in English. However, students receive Native Language support in their classrooms and in the ENL teacher's classroom. There are Native Language libraries and glossaries in ELA and Math. Some of the Title III money is used to purchase these items. Students in grades K-5 are use the Core Knowledge Language Arts ( CKLA) program. The lessons are designed to encompasses all four modalities ( speaking, listening, reading and writing), which support second language development. The Core Knowledge program are aligned with the Common Core Standards. The classroom teacher also assigns a buddy who speaks the same language to the ENL student. The ENL teacher pushes into the classrooms that have the ELL students. The ENL teacher meets with the classroom teacher to ensure that the ELLs instructional needs are being met during instruction.The ENL teacher co teaches with the classroom teacher.
4. How do you ensure that ELLs are appropriately evaluated in their home languages throughout the year?

To ensure that the ELLs are appropriately evaluated in their native language PS 40 has fluent Bengali, Haitian, French and Spanish speakers on site.
5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

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

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

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

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

For the newcomers we use explicit instruction. Utilizing the research based Core Knowledge Program, the newcomers receive extra support with practicing skills that help prepare them for the ELA State Exam. Other strategies to be emphasized in order to improve the language acquisition of ELLs are: building and activating background knowledge, the integration of children's native language and cultural backgrounds, values and beliefs, the use of manipulatives to facilitate concrete experiences to help students create a context for what they are learning, using accountable talk to support language development, assisting students in understanding each component in the writing process, and the use of rubrics to self-asses students' progress. Language development will be increased and assessed and the use of vocabulary as integrated into the content areas of literacy, mathematics, science, social studies, technology, etc. The ENL students will learn to look critically at the world around them through studying original documents, doing research, and investigation. In addition, PS 40 has reading materials that are written in different languages to help the student gain knowledge while learning English. PS 40 is also currently using technological support for ELLs such as MyOn. Foundations will be used as an intervention to close the learning gaps of scholars in Pre-K-2 grade and for special education self contained classes. However, if there are students who are in grades 3-5 who need foundations then a special group will be formed to help them close the gap.

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

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

7. 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.

Between 6-12 months from the superintendent's notification, the principal must review the Re identification Process decision to ensure that the child's academic progress has not been affected by the determination. The principal will meet with the parent and qualified staff members. If the child's academic process has been affected then the principal will provide additional

Chart support services for example differentiated work tasks to meet their needs and inviting them to the Title III program. The principal may reverse the determination within 6-12 months. If the principal decides to reverse the decision then she has to consult with the superintendent. Written notification of the final decision must be made within 10 school calendar days.

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?

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

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?

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

**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 <u>per week</u> (360 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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.)	
Chart		.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA <u>or</u> Content Area, <u>or</u> other approved services*
TOTAL	360 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
STAFFING/ PERSONNEL	STAND-ALONE ENL K-12 Certified ESOL teacher		INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER ESOL and Common Branch (K-6) or Content Area (7-8) teacher who holds both certifications INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING) 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(u) 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.

**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 <u>per week</u> (540 min.)	2 units of study <u>per week</u> (360 min.)	1 unit of study <u>per week</u> (180 min.)	1 unit of study <u>per week</u> (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 <u>or</u> INTEGRATED ENL in Content Area (180 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)	.5 unit of study can be STAND-ALONE ENL <u>or</u> INTEGRATED ENL/Content Area (90 min.)		.5 unit of study per week of INTEGRATED ENL in ELA/Content Area, <u>or</u> other approved services*
TOTAL	540 minutes per week	360 minutes per week	180 minutes per week	180 minutes per week	
AWARDING CREDITS	<b>STAND-ALONE ENL</b> Elective credit is awarded upon passing each corresponding STAND-ALONE ENL unit of study		<b>INTEGRATED ENL</b> Content Area credit is awarded upon passing each corresponding ENL unit of study in ELA, Math, Science, or Social Studies		
STAFFING/ PERSONNEL	<b>STAND-ALONE ENL</b> K-12 Certified ESOL Teacher		<b>INTEGRATED ENL – 1 DUALY CERTIFIED TEACHER</b> ESOL or Content Area (7-12) teacher who holds both certifications <b>INTEGRATED ENL – 2 INDIVIDUALLY CERTIFIED TEACHERS (CO-TEACHING)</b> 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.

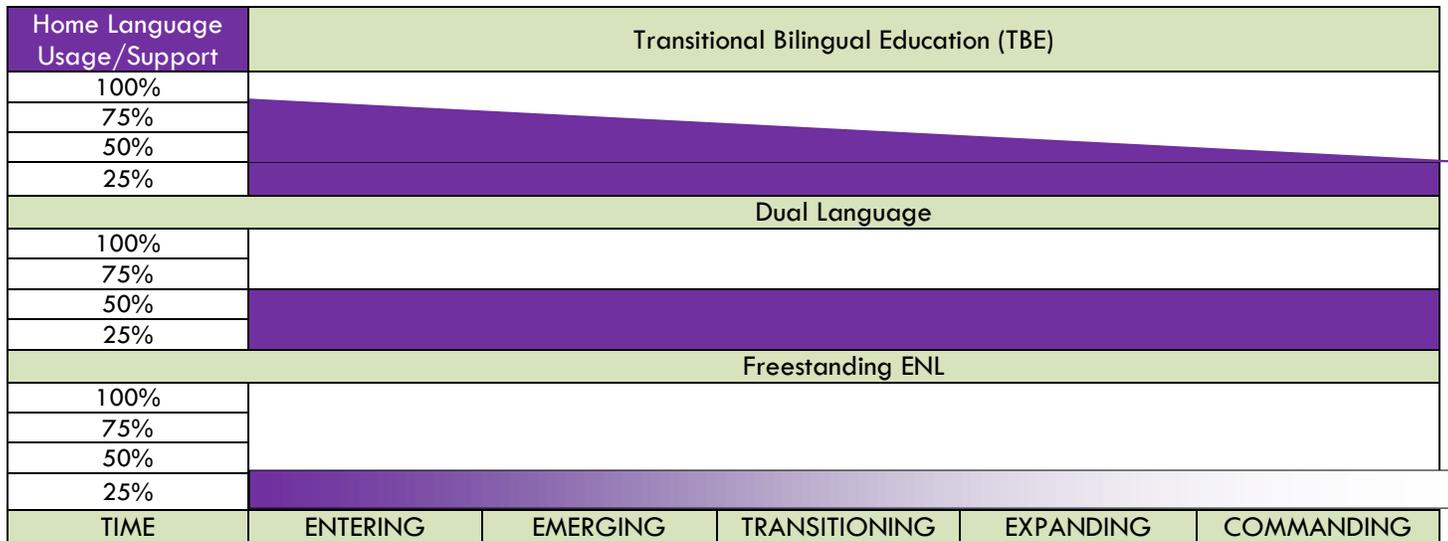


\*Note: “other approved services” does not apply to New York City at this time.

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. In addition to the classroom teacher there are content area specialists, for example, math, ELA/Social Studies and Science, that push into the classroom to give extra support. PS 40 provides after school programs that focus on reading and math skills. These skills are aligned with the NYS CCLS and prepare the students for the state exams. In addition, there is the Title III after school program for ELLs. The ELL students who are in grades K-5 will be participating in the ENL after school program. All of the ELL students in all of the ELL subgroups are targeted and invited to participate in the Title III program. PS 40 also uses the Foundations Program for grades Pre-K through second grade. MyOn and Mathletics are for students in grades K-5. Students are also targeted by the RTI team and they pull those students out for further instruction.
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 the ESL program is shown by the results of the NYSESLAT, monthly assessments, classroom tests across content areas.
12. What new programs or improvements will be considered for the upcoming school year?  
Great Leaps will be added this year and for students who are on grade level for ELA and Math in the upper grades. This program will enhance and enrich their ELA and math fluency skills.
13. What programs/services for ELLs will be discontinued and why?  
Waterford was a program that we will no longer use because it was not closing the gap in ELA for our students.
14. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.  
ELLs are afforded equal access to all school programs; such as Title III, ELA and Math after school programs and any other extra curricular activities that the school offers. All notices that invite ELLs are translated into their home language.
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.  
The instructional materials used to support each sub group are glossaries, native language books and Core Knowledge. State exams are ordered in the student's native language across content areas. The classroom teacher uses MyOn and Mathletics in the classroom. Students who have internet access can also work on these programs at home. The Title I teacher also comes into the classrooms to support the classroom teacher in Foundations.
16. How is home language support delivered in each program model (DL, TBE, and ENL)?  
Native language support is given to the ELLs in the ENL program by having glossaries, native language books and teachers who speak the languages of our students.
17. Explain how the school ensures all required services/resources support and correspond to ELLs' ages and grade levels.  
Services and supports correspond to ELLs in K-5. SETSS, speech, ENL, RTI teachers will differentiate grade level curriculum to meet the needs of the ELLs. All instruction is aligned to the curriculum maps and Common Core Standards.
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).  
To ensure that newcomers are acclimated to the school parents are invited with their child to come in and view the classroom and meet the teacher. They are invited to tour the building with their children. The ELLs can meet their buddy partner so that the Affective filter is lowered. This will lower the anxiety and stress they might feel when they first come to the school. PS 40 also hosts the Back To School BBQ and invites all new and current students with their parents to come and participate in school activities.
19. What language electives are offered to ELLs?  
Currently PS 40 does not have any language electives offered to ELLs.
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)?

PS 40 does not currently have a Dual Language Program.

## 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.)

1 and 2) During the 2015-2017 school years, the ESL teacher plans to attend a variety of ENL workshops that will better prepare her in dealing with current issues ELLs face in today's society. Mrs. Dulberg receives emails from the OELL office that shares the upcoming PLS. She plans to attend several through out the year. In addition, the ENL teacher will meet with the teachers of the students she services and turn key the information learned to them. The ENL teacher also hosts Lunch and Learns monthly starting in October and hosts professional development to teachers through out the year. Agenda and sign in sheets are kept in the Data Binder. The first professional development that will be given to the staff will be hosted by Mrs. Dulberg on October 21, 2015 on what strategies to use for any level of English Proficiency. This workshop is to help teachers of ELLs to use assessment and scaffolding to support the 5 stages of second language acquisition. This is important because all the ELLs except for the ones who have been in the country for less than 1 year, will have to take the state exams. Students have to use the scaffolds and the strategies that are taught to them. November 18, 2015 there will be professional development on narrative writing strategies . This is important because according to the CCSS RL3.3 and RL 4.3 , it is necessary for students to be able to describe in depth a character, setting, or event in a story or drama, drawing on specific details in the text. Students need to December 16, 2015 there will be professional development on expository writing lessons. This PD is important because students have to write a non fiction text on the state exams. There are about 10 reading standards on informational text. On January 13, 2016 there will be professional development on the NYSESLAT. Teachers will learn strategies that will help their ELL students on the upcoming test. Students can use those same standards on the state exams. On February 10, 2016 a PD on strategies in math. All ELLs will be taking the state math exam. Students have to show how they got their answer and explain it. This workshop models for the teachers other ways for the students to show and explain their answers. On March 9, 2016 there will be PD on reading comprehension strategies. There are many reading passages on the ELA and on the NYSESLAT. These strategies will aid the ELLs in these exams since they are common core aligned. On April 1, 2016 there will be professional development on the Self Regulated Strategy Development Model (SRSD). SRSD for writing encourages students to accomplish writing tasks through explicit instruction and simplifying the process of composing narrative, expository and persuasive essays while integrating self-regulatory practices of goal setting, self instruction, self assessment, self evaluation and self reinforcement. These are the practices students need when preparing to take the state exam. June 15, 2016 PD will be on Study Skills strategies. Study skills are the necessary skills to be successful in any academic setting. These skills become more important as students progress through school and are particularly critical at the secondary level, where teachers expect students to be more responsible for their learning.

The assistant principals, common branch teachers, subject area teachers, paraprofessionals guidance, special eduction teachers, ENL teacher, psychologists, occupational/physical therapists and speech therapists are sent to professional development on ELL instruction. All staff members are also invited to all Lunch and Learns that the ESL teacher hosts throughout the year. Staff are also sent to ELL workshops and turn keys the information to their colleagues in the grade. During the common planning prep period the classroom teacher discusses with the ENL teacher what strategies they are working on and what the strategies that need to be re addressed are. This is to ensure that what is being done in the ENL classroom reflects what is being taught in the classroom. In addition. the ENL teacher meets with the teachers of ELLs every third and fourth Monday of each month to share best practices.
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?

See above
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?

Staff took students on a middle school tour to visit various middle schools in the area for the day to experience life as a middle school student at IS 8, Emerson Middle School and MS 72. Teachers are given a Welcome to Middle School Packet. All staff members were given professional development on Middle School expectations. The guidance counselor provides a power point regarding the middle process and transitioning to middle school to staff members.
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.

All teachers and administrators will receive a minimum of 15% of the required professional development hours for all teachers prescribed by CR Part 80 must be dedicated to language acquisition, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. The ENL teacher will receive, a minimum of 50% of the required professional development hours to language acquisition in alignment with core content area instruction, including a focus on best practices for co-teaching strategies and integrating language and content instruction for English language learners. In addition, the ENL teacher will turn key any information learned at those professional learning sessions at the lunch and learns that she hosts monthly. Mrs. Dulberg also keeps a log of attendees from her Lunch and Learns in her Data Binder. The ENL teacher also researches best practices for her beginning and advanced ELL students. This reseach occurs every third and fourth Monday of each month and is shared with staff members . The Assistant Principal also attends mandated ENL workshops. This information is shared with

the ENL teacher who also turn keys the information to staff members so they can implement in their classrooms. All PD agendas, handout and sign in sheets are kept in the main office for future reference.

### 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?

During the school year the ENL teacher hosts several workshops for parents of ELLs. Letters are translated into their home language using the Translations and Interpretations Unit so that they can attend. They are given plenty of notice to attend the workshop. If the parent can not attend that day then the ENL teacher will meet with them another time. The ENL teacher shares with the parents how their children are progressing and what they can do at home. If a parent needs a translator PS 40 will provide one. There are many staff members who speak many languages, such as, Spanish, Bengali, French and Haitian Creole. Also the ENL teacher can use the Translations and Interpretations Unit and have a over the phone translation until December 1, 2015. After that date the schools will be able to directly connect with Language Line to obtain an interpreter in any of 200 languages. All parent meeting have an agenda that is translated using the T & I Unit or is translated in Spanish by a staff member. There is a sign in sheet. All the information is stored in the ENL's Data Binder. During the Parent Outreach time parents are able to meet with the ENL teacher before or after school to ensure their needs are being met. There is a sign in sheet and agenda during this time and all records are kept in the ENL's Data 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.  
see above
3. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for parents of ELLs. As new students enter the ELL program, our school will conduct additional new parent workshops, as well as other informational workshops. Orientation sessions to parents of ELLs and parents of newly enrolled LEP/ ESL students will be held a few times a year as needed. There will be monthly Parent Workshops or conferences to motivate parents to understand and become more involved in their children's education. These meetings for parents emphasize instructional issues, such as assessment, standards, school policies and strategies to help support student success and achievement. The ENL teacher, Parent Coordinator, and translators will participate in all workshops. Other presenters such as Administrators, Guidance Counselor, School Psychologist, Family Social Worker, Literacy Coach, Mathematic Coach, will be invited as needed. In addition, PS 40 will host workshops for parents of ENL students to strengthen parenting skills and minimize parental stress. Some of the workshops for parents meet on Saturdays. Parents are invited to come and meet the teacher on Open School Night. In addition PS 40 hosts Open House Week where parents can come into their child's classroom to work with them on classroom activities. Parents are invited to come into the classrom to do a read aloud with the class. Also, in the beginning of the year the PS 40 hosts a Back to School BBQ . The BBQ provides an opportunity for parent and teachers to come together to get to know each other and the school by be involved in fun activities.
4. Does the school partner with other agencies or Community Based Organizations to provide workshops or services to ELL parents? PS 40 hosts parent workshops for all parents on Fridays and Saturdays each month throughout the year. They are invited to the Parent Symposium, Festival of Cultures, and Back to school BBQ to name a few. Throughout the year, the parents are invited to our monthly open classroom day on the last Wednesday of each month where they can work with their child as they are learning in the class. All letters that are sent home are in the parents home language. PS 40 has partnered up with York College, Safe Space, South Jamaica Reads, Jamaica Community Partnership, Literacy Inc. , Learning Leaders, and Goodwill Industries.
5. How do you evaluate the needs of the parents?  
PS 40 faculty meets with parents on Tuesdays during parent engagement time to host workshops and address parent concerns. Surveys are sent home to parents asking their opinions and concerns about what is being done in the current school year. In addition , parents are given the Learning Environmental Survey so that we can address any issues of concern. PS 40 teachers also provide their school emails so that the parents can contact their child's teacher at any time. Parents received Welcome Letters during open house that states how parents can contact them and how to share any of their concerns. We welcome parents to take an active part in their child's learning. We provide translators so the parents of ELLs feel comfortable coming in and addressing any concern they might have regarding their children.
6. How do your parental involvement activities address the needs of the parents?  
Parents are also invited to participate in the Title III after school program. Parents are welcomed to join in and participate in the activities that their ELL child is involved in. There are weeks in the school year where parents are free to come in and participate in their child's activities through out the day. Parents and their family members can come in and read to the class. PS 40 has the report cards, Discipline Code and school policies will be distributed in the home language of the ESL students.

#### **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.

## **Part VI: LAP Assurances**

School Name: <b>Samuel Huntington</b>		School DBN: <b>Q040</b>	
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)
Alison Branker	Principal		1/1/01
Christina Williams	Assistant Principal		1/1/01
Tyeisha Miller	Parent Coordinator		1/1/01
Jennifer Dulberg	ENL/Bilingual Teacher		1/1/01
Kelly Nurse	Parent		1/1/01
Cathy London	Teacher/Subject Area		1/1/01
Natasha Andrews	Teacher/Subject Area		1/1/01
Sharon Clifford	Coach		1/1/01
Barbara Lopez	Coach		1/1/01
Jonnel Riley	School Counselor		1/1/01
Mabel Sarduy	Superintendent		1/1/01
Yasmine Torres	Borough Field Support Center Staff Member -		1/1/01
N/A	Other _		1/1/01
N/A	Other _		1/1/01
N/A	Other _		1/1/01