



P.S. 40 – GEORGE WASHINGTON CARVER SCHOOL

2010-2011

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

**SCHOOL: 16K040
ADDRESS: 265 RALPH AVENUE, BROOKLYN, NY 11233
TELEPHONE: (718) 574-2353
FAX: (718) 453-0686**

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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: 40 **SCHOOL NAME:** George Washington Carver School

SCHOOL ADDRESS: 265 Ralph Avenue, Brooklyn, NY 11233

SCHOOL TELEPHONE: (718) 574-2353 **FAX:** (718) 453-0686

SCHOOL CONTACT PERSON: Leonie Hibbert **EMAIL ADDRESS:** Lhibber@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Una Cameronlee

PRINCIPAL: Leonie Hibbert

UFT CHAPTER LEADER: Vanessa Velez

PARENTS' ASSOCIATION PRESIDENT: Raquel Gordon

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND NETWORK INFORMATION

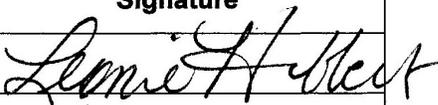
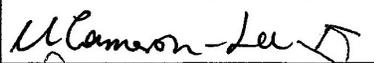
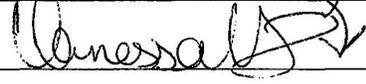
DISTRICT: 16 **CHILDREN FIRST NETWORK (CFN):** 304

NETWORK LEADER: Lucille Lewis

SUPERINTENDENT: Evelyn Santiago

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor's Regulation A-655 requires a minimum of ten members on each team. Each SLT member should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor's Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/NR/rdonlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.

Name	Position and Constituent Group Represented	Signature
Leonie Hibbert	*Principal or Designee	
Raquel Gordon	*PA/PTA President or Designated Co-President	
Vanessa Velez	*UFT Chapter Chairperson or Designee	
Una Cameron Lee	Member/SLT Chairperson/Teacher	
Tonya Bentley	Member/Parent Volunteer	Tonya Y. Bentley
Deborah Patrick	Member/Parent Volunteer	Deborah Patrick

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

George Washington Carver School is a place where the environment is safe for all. Our young scholars are actively engaged in Common Core Standards-based learning. There is a mutual respect for all cultures and learning abilities. The students and staff are held to high expectations, and data is used to enhance student performance in all areas. Parental and community involvement are encouraged and supported. Student and staff successes are recognized and celebrated.

We are a collaborative school community dedicated to providing quality education for our students. We maintain high standards and work towards the constant pursuit of academic excellence by:

-  Supporting a standards driven instructional program
-  Promoting rich civic and favorable social experiences
-  Fostering a positive self-image, self-respect and respect for others in a nurturing atmosphere
-  Encouraging awareness and appreciation for a culturally diverse environment
-  Supporting a variety of academic programs and services which build excellence
-  Using a diagnostic, prescriptive approach to meet the individual needs of the student
-  Preparing our students to compete in a highly technological society
-  Providing standards based professional development opportunities for staff

Public School 40 utilizes Rigby's Literacy by Design (LBD), a comprehensive literacy program conducted within a 150 minute block, which connects reading instruction across whole class, small group, and independent learning.

All grades (K-5) use the Everyday Mathematics program during a 110 minute block, as the primary text for mathematics instruction.

A science teacher provides additional instruction for students. The students are encouraged to demonstrate learned scientific knowledge through various degrees of expression within the curriculum and are provided opportunities to conduct hands on investigations through inquiry and scientific processes.

Our social studies instruction adheres to the NYS Core Curriculum. Students complete research projects throughout the school year using their primary text, multimedia resources and material from the both the school and classroom library.

We continue to infuse technology into all content areas with the use of Smartboards in every classroom, as well as supporting technology such as document cameras, Senteo interactive response systems and Airliner wireless slates. Additionally, each classroom houses its own classroom computer center. Furthermore, four mobile laptop carts provide additional opportunity for students to engage in technologically supported instruction in first through fifth grades. A computer cluster teacher provides instruction to students in grades K to 5 in a well-equipped computer lab. The teachers are able to utilize the computer lab to encourage and develop students' internet research skills and to publish student work.

Academic Intervention Services are provided to at-risk students who are in need of additional instruction and counseling support. Students performing on levels 1 and 2 receive push in and pull out support by an intervention/IEP teacher. Students across all grades receive services that utilize a push-in model with the LBD and Math Curriculum, where their learning is supported through small group instruction. Additionally, a daily Morning Intervention Program, provides students with increased support in a variety of academic areas.

Public School 40 continues to improve student outcomes through a data assessment approach, using indicators such as state, city examinations, portfolio assessment, item-skills analysis, running records, teacher/student conferences, online adaptive testing and E-CLAS2. Reports are used to help teachers develop personalized, small group and whole class instruction.

P.S. 40 continues to use common preparation period across grades to plan instruction, utilizing a collaborative inquiry approach. Grade leaders are responsible to work with teachers to combine ideas to support instructional practices for an effective delivery of instruction. Teachers meet during common planning time to refine ways to assess learning, develop lesson plans, regularly reflect and refine school based instructional practices and study a sample of struggling students for improved instruction and learning. Each grade has at least one lab site where good instructional practices are observed and implemented on grade.

Special initiatives in the school also include attendance competitions and recognition ceremonies. Our students and their parents are offered the opportunity to engage in hands on learning experiences through field trips offered throughout the year. In addition, we seek to help our children by supporting their academic needs and building their cultural awareness through a whole school subscription to Time for Kids.

As part of our arts program, our school conducts school-wide enrichment clusters weekly where students select an area of interest and join small teacher-led groups to take an in-depth look at various genres in the arts. These clusters span over the duration of one semester, at the culmination of which students present a culminating project.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot (SDAS)

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-9 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

Demographics and Accountability Snapshot (SDAS) for 2010-2011 can be found at
http://schools.nyc.gov/documents/oaosi/cepdata/2010-11/cepdata_K040.pdf

CEP Section III: School Profile
Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT									
School Name:	P.S. 040 George W. Carver								
District:	16	DBN:	16K040	School BEDS Code:	331600010040				
DEMOGRAPHICS									
Grades Served:	Pre-K	√	3	√	7		11		
	K	√	4	√	8		12		
	1	√	5	√	9		Ungraded	√	
	2	√	6		10				
Enrollment					Attendance - % of days students attended :				
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Pre-K	16	16	18		92.0	92.3	TBD		
Kindergarten	32	32	56	Student Stability - % of Enrollment :					
Grade 1	66	49	41	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 2	62	72	54		90.3	88.0	TBD		
Grade 3	71	63	79	Poverty Rate - % of Enrollment :					
Grade 4	66	66	64	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 5	63	63	63		80.8	80.8	95.8		
Grade 6	0	0	0	Students in Temporary Housing - Total Number :					
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Grade 8	0	0	0		9	34	TBD		
Grade 9	0	0	0	Recent Immigrants - Total Number :					
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
Grade 11	0	0	0		2	0	1		
Grade 12	0	0	0	Suspensions (OSYD Reporting) - Total Number:					
Ungraded	3	2	2	<i>(As of June 30)</i>	2007-08	2008-09	2009-10		
Total	379	363	377		0	0	TBD		
Special Education Enrollment:				Special High School Programs - Total Number:					
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Self-Contained Classes	60	54	44	CTE Program Participants	0	0	0		
# in Collaborative Team Teaching (CTT) Classes	0	0	0	Early College HS Program Participants	0	0	0		
Number all others	25	18	22	Number of Staff - Includes all full-time staff:					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
English Language Learners (ELL) Enrollment:					33	36	TBD		
<i>(As of October 31)</i>	2007-08	2008-09	2009-10	Number of Staff - Includes all full-time staff:					
# in Transitional Bilingual Classes	0	0	0	<i>(As of October 31)</i>	2007-08	2008-09	2009-10		
# in Dual Lang. Programs	0	0	0		33	36	TBD		
# receiving ESL services only	7	4	11	Number of Teachers					

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
# ELLs with IEPs	0	0	2	Number of Administrators and Other Professionals	13	13	TBD
These students are included in the General and Special Education enrollment information above.				Number of Educational Paraprofessionals	5	4	TBD
Overage Students (# entering students overage for grade)				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100.0	100.0	TBD
				% more than 2 years teaching in this school	60.6	52.8	TBD
				% more than 5 years teaching anywhere	45.5	44.4	TBD
Ethnicity and Gender - % of Enrollment:				% Masters Degree or higher			
(As of October 31)	2007-08	2008-09	2009-10	% core classes taught by "highly qualified" teachers (NCLB/SED)	79.0	72.0	TBD
American Indian or Alaska Native	0.5	1.1	1.1		93.6	86.5	TBD
Black or African American	87.3	87.9	86.7				
Hispanic or Latino	9.5	8.8	8.8				
Asian or Native Hawaiian/Other Pacific Isl.	1.8	1.1	1.1				
White	0.8	1.1	2.4				
Male	50.9	50.7	51.5				
Female	49.1	49.3	48.5				
2009-10 TITLE I STATUS							
√	Title I Schoolwide Program (SWP)						
	Title I Targeted Assistance						
	Non-Title I						
Years the School Received Title I Part A Funding:	2006-07	2007-08	2008-09	2009-10			
	√	√	√	√			
NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY							
SURR School (Yes/No)	If yes, area(s) of SURR identification:						
Overall NCLB/Diferentiated Accountability Status (2009-10) Based on 2008-09 Performance:							
	Phase			Category			
	In Good Standing (IGS)	√	Basic	Focused	Comprehensive		
	Improvement Year 1						
	Improvement Year 2						
	Corrective Action (CA) – Year 1						
	Corrective Action (CA) – Year 2						
	Restructuring Year 1						
	Restructuring Year 2						
	Restructuring Advanced						

CEP Section III: School Profile

Part B: School Demographics and Accountability Snapshot (Version 2010-1B - April 2010)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT							
Individual Subject/Area AYP Outcomes:							
Elementary/Middle Level				Secondary Level			
ELA:		√		ELA:			
Math:		√		Math:			
Science:		√		Graduation Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:							
	Elementary/Middle Level			Secondary Level			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	√	√	√				
Ethnicity							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific Islander	-	-					
White			-				
Multiracial							
Students with Disabilities	√sh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
Student groups making AYP in each subject	4	4	1				
CHILDREN FIRST ACCOUNTABILITY SUMMARY							
Progress Report Results – 2008-09				Quality Review Results – 2008-09			
Overall Letter Grade:	A			Overall Evaluation:	NR		
Overall Score:	91.6			Quality Statement Scores:			
Category Scores:				Quality Statement 1: Gather Data			
School Environment:	12.5			Quality Statement 2: Plan and Set Goals			
<i>(Comprises 15% of the Overall Score)</i>				Quality Statement 3: Align Instructional Strategy to Goals			
School Performance:	17.2			Quality Statement 4: Align Capacity Building to Goals			
<i>(Comprises 25% of the Overall Score)</i>				Quality Statement 5: Monitor and Revise			
Student Progress:	57.4						
<i>(Comprises 60% of the Overall Score)</i>							
Additional Credit:	4.5						
KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
√ = Made AYP				Δ = Underdeveloped			
√ ^{SH} = Made AYP Using Safe Harbor Target				▶ = Underdeveloped with Proficient Features			
X = Did Not Make AYP				√ = Proficient			
- = Insufficient Number of Students to Determine AYP Status				W = Well Developed			
KEY: PROGRESS REPORT DATA				◇ = Outstanding			
NR = Data Not Reported				NR = No Review Required			
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.							
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.							
** http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf							

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school’s educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry/Teacher Team action research, surveys, and school-based assessments. (Refer to your school’s Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review your school’s use of resources: last year’s school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school’s strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
- What have been the greatest accomplishments over the last couple of years?
- What are the most significant aids or barriers to the school’s continuous improvement?

Performance Trends	Strengths/Accomplishments	Challenges (Barriers)
<ul style="list-style-type: none"> ▪ The number of students performing at Level 1 and 2 in ELA has decreased since four years prior ▪ The number of students performing at Level 1 and 2 in Math has decreased since four years prior ▪ The number of students performing at Level 3 and 4 in ELA has increased by 14% in the last four years ▪ In last four years, students have performed better in 	<ul style="list-style-type: none"> ▪ Teachers and staff commitment to students’ academic achievement ▪ Implementation of Team Teaching class models between general education and special education teachers ▪ CTT class operating in grade 2 ▪ Increased use of technology throughout every classroom to differentiate instruction ▪ Collegial walk-throughs ▪ General Education students’ ELA performance improved in grade five by over 20% since 4 years prior ▪ Relative to our peer horizon, our school’s median growth percentile is 99.7% in ELA and 92.9% in Math. ▪ Inter-grade and Intra-grade meetings to discuss student progress and plan for effective instruction through a collaborative Inquiry approach ▪ Student-Interest based Enrichment clusters conducted to foster holistic development of students through emphasis on the Arts ▪ School has greatly improved ability to track the outcome of student performance and use the data to inform instruction ▪ School rated Well Developed on most recent Quality Review ▪ For the past two years, Inquiry Team has identified several students performing below average and supported them academically for success 	<ul style="list-style-type: none"> ▪ To continue to address the academic needs of all students performing in the bottom third in ELA and Math ▪ Increase parental involvement ▪ Creating and maintaining students performing at levels 3 and 4 ▪ Increasing school wide attendance rate ▪ Need for increased writing proficiency across all grades ▪ Special needs students not performing on grade level in ELA and Math ▪ More teachers need training on the use of Smartboard technology ▪ Need for increased communication between all educational

Math than in ELA		stakeholders
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SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an "action plan" for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR, Persistently Lowest-Achieving (PLA), or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should be aligned to the school's annual goals described in this section.

Our goal is to organize our instructional programs and activities to encourage and support increased student engagement and achievement in ELA and Mathematics.

 By June 2011, our calculated score for student progress will be 57/60 as measured by the NYC DOE Progress Report.

Our goal is to motivate/encourage students to attend school every day so they can receive instruction for growth and development.

 By June 2011, student attendance will improve to 92.4%, as measured by ATS-RSAL reports.

Our goal is to improve school environment through increased communication and community building amongst staff, administration to staff, staff to student, student to student, and school to home connections.

 By June 2011, we will obtain a calculated score of 9.4/15, an increase of 6% from the previous year.

Our goal is to ensure that all teachers are capable of implementing the Common Core Standards (CCS) into the Writing component of the ELA curriculum in order to promote student gains through aligned standards-based student learning.

 By June 2011, 90% of all teachers will implement the Common Core Standards into the Writing component of the ELA curriculum, as measured by lesson plans and by administrative observations.

Our goal is to enhance the use of technology school-wide in order to promote student gains.

 By June 2011, 70% of staff will provide standards based lessons utilizing technology, as measured by administrative observations.

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-11 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR, PLA, or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA/Math

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to organize our instructional programs and activities to encourage and support increased student engagement and achievement in ELA and Mathematics.</p> <ul style="list-style-type: none"> By June 2011, our calculated score for student progress will be 57/60 as measured by the NYC DOE Progress Report.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Our Action Plan includes, but is not limited to the following:</u></p> <ul style="list-style-type: none">  Implementation of Everyday Math curriculum  Student data from assessments will be included in case study approach to plan intervention strategies  Assign students to teachers for small group instruction in 37.5 minutes for additional instructional time  Develop an instructional/resource binder for teachers on math skills and topics based on the New York State Tests  Teams will meet weekly to reflect, further plan and create lessons to improve students' performance on Acuity differentiated program  Cabinet will meet with classroom teachers to provide professional development on Acuity and data driven instruction  Data Specialist will provide teachers and students with access to ARIS and Acuity data  Data Specialist will provide teachers with copies of most recent standardized scores from NYSTART  Team members will participate in ongoing CLSO citywide training. Information about professional development opportunities will be passed onto staff members

	<ul style="list-style-type: none">  Utilize project based classroom experiences to increase math proficiency levels  Identify students performing at levels 1 or 2 for additional instructional support  Professional development will be scheduled during grade conferences and monthly school-wide conferences  Common planning time will be scheduled for all grades so teachers can plan collaboratively and analyze student work  Inter-visitations amongst staff members will be coordinated so teachers can observe the workshop model in literacy  Model lessons by grade leaders, and Assistant Principal will be carried out  Teachers will confer with students to identify strengths and areas of concern  Teachers will use data from ECLAS-2, Student Diagnostic and Benchmark Assessments and Items Skills Analysis  Students will examine their assessment reports to set goals for success and outline strategies for improvement  Administrative staff will work collaboratively with the inquiry teams, cabinet, and Pupil Personnel Team to support teachers in using data to plan for instruction and intervention  Collegial walkthroughs will be facilitated to provide teachers with additional professional development  Intervention teachers and classroom teachers will work together to develop intervention plans for level 1 and low level 2 students  We will work with CLSO staff developers to provide professional development  Timeline: September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none">  Resources will be taken from Title 1 SWP, as well as from Contract for Excellence 2010  Fair Student Funding will be allocated to support afterschool test prep programs  From September 2010 to June 2011, Professional Development will be provided by Data Specialist, and consultants. This will occur during designated prep periods, monthly grade level meetings and on DOE sponsored professional development days.  Students will receive additional instruction within small group tutoring sessions held daily in the 37.5 minutes of extended time.

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Our Evidence includes, but is not limited to the following:

-  Agendas from grade level meetings analyzing student goals reflecting student progress
-  Student work folders and student journals demonstrating learned skills
-  Teacher Conference notes/Goal sheets for student improvement
-  Monthly Everyday Math Unit Assessment Data showing student progress
-  Agenda for Participation in Professional Development Sessions
-  Acuity assessment analysis, highlighting improvement in areas of weakness
-  Data Binders showing data illustrating student progress
-  Leveled Libraries
-  Teacher observation reports
-  Performance on New York State Standardized Tests
-  Rubrics used by students to critique their work
-  Acuity Individual Reports to allow teachers and students to look at the results of assessment data
-  Teachers use of Acuity results to create activities to meet student needs
-  Student goal sheets

Subject/Area (where relevant): Attendance

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to motivate/encourage students to attend school every day so they can receive instruction for growth and development.</p> <ul style="list-style-type: none"> • By June 2011, student attendance will improve to 92.4%, as measured by ATS-RSAL reports.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Our Action Plan includes, but is not limited to the following:</u></p> <ul style="list-style-type: none">  Awards/Certificates/Rewards for attendance  Attendance Committee to monitor student attendance  Certificate award programs to promote student attendance  Classroom teachers promote incentives for daily attendance  Absences will be investigated by the attendance school aide  Cabinet/Attendance committee holds monthly meetings to evaluate student attendance to plan intervention  Display dedicated to students with good attendance which includes students' pictures, students' names, and students' class  Recognition in school newsletter of those children who had good attendance  Certificates to parents of children who maintain perfect attendance throughout the school year  Bumper stickers (My child has perfect attendance at PS 40)  Teachers will receive professional development from the Chancellor's Regulation on Attendance  Field Trips organized for classes who have highest monthly attendance  Organized "Movie Night" for children who had perfect attendance, and their parent  Implementation of Parent Notification System, alerting parents of student absences by phone  Timeline: September 2010 – June 2011

Aligning Resources: Implications for Budget, Staffing/Training, and Schedule

Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.

-  Title 1 SWP funding will be used towards parent involvement activities
-  Title 1 Fair Student Funding will be used to set in place an Absentee Parent Notification System
-  Contract for Excellence money will be used to support the salary for staff planning Attendance intervention
-  Title 1 Mandated Counseling and Title 1 ARRA SWP funds will support an attendance intervention service implemented by the Guidance department

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

Our Evidence includes, but is not limited to the following:

-  Students receive awards/rewards during our assembly programs for good attendance
-  Our attendance has increased by 1%
-  Fewer absences will be referred for investigation to the agencies
-  Attendance logs of daily phone contacts with parents concerning attendance issues
-  Copies of tickets used for attendance incentives, such as "Movie Night"
-  Students who arrive to school late sign in a book to ensure that their attendance is documented correctly
-  Teachers carefully complete working class lists and scan sheets
-  Referrals made to agency for child services for educational neglect

Subject/Area (where relevant): Communication

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to improve school environment through increased communication and community building amongst staff, administration to staff, staff to student, student to student, and school to home connections.</p> <ul style="list-style-type: none"> • By June 2011, we will obtain a calculated score of 9.4/15, an increase of 6% from the previous year.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Our Action Plan includes, but is not limited to the following:</u></p> <ul style="list-style-type: none"> • Professional development supporting the use of ARIS and ARIS parent link, as a line of communication between administration and teachers/parents • Special assembly program to motivate and educate students towards positive behavior • School leadership team meetings that include administrators, teachers, and parents, to discuss topics and issues that will promote increased communication between all parties • UFT consultation meetings to address issues of concern amongst staff • Planned activities to reward and encourage positive behaviors • Develop form letters to support teacher-parent communication • Parent Notification System service by phone • Planned parent workshops to engage parents in useful techniques to support their children’s learning • Staff members will receive ongoing training and support to focus on and acknowledging positive behavior as opposed to negative behavior • Professional Development sessions communicating administrative expectations relating to teacher growth and how to meet those expectations • Weekly principal newsletter to staff • Monthly Newsletter from school to parents • Monthly grade newsletters establishing further communication between teachers and parents • Detailed report cards

	<ul style="list-style-type: none">  LCD Marquis displaying pertinent announcements of importance  Timeline: September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</i></p>	<ul style="list-style-type: none">  Title 1 SWP funding will support the purchase of paper and ink to facilitate written communication with parents  Title 1 Children First Inquiry Team monies will be used towards planning incentives through the Inquiry model  Title 1 Fair Student Funding will be used to set in place an Absentee Parent Notification System  Title 1 NYSTL Hardware money will be used towards ARIS Parent Link training for families
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><u>Our Evidence includes, but is not limited to the following:</u></p> <ul style="list-style-type: none">  Special events are planned to recognize students who demonstrate positive behavior (holiday tea, harvest ball, movie showings, awards assembly)  Teachers implement weekly lesson plans to highlight character development skills  School-wide matrix to highlight positive school-wide behaviors  Display of matrix throughout the building to clearly communicate to children, parents, and staff positive and expected student behavior

Subject/Area (where relevant): Writing

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to ensure that all teachers are capable of implementing the Common Core Standards (CCS) into the Writing component of the ELA curriculum in order to promote student gains through aligned standards-based student learning.</p> <ul style="list-style-type: none"> By June 2011, 90% of all teachers will implement the Common Core Standards into the Writing component of the ELA curriculum, as measured by lesson plans and by administrative observations.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Our Action Plan includes, but is not limited to the following:</u></p> <ul style="list-style-type: none">  Professional Development on understanding and using CCS will be scheduled during school hours and monthly school wide and grade conferences  Common planning time will be scheduled for all grades during preparation times so teachers can plan and look at student work  Students will set goals for success and outline strategies for improvement based on CCS  Administrative staff will work collaboratively with the inquiry team and cabinet to support teachers in using CCS to plan for instruction and assessment  Collegial walkthroughs and learning inter-visitations will be scheduled to provide teachers with additional professional development, examining for evidence of CCS  Aussie to support professional development in writing  We will work with CLSO staff developers to provide professional development in integrating CCS writing into literacy  Timeline: September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY'11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none">  Resources will be taken from Title 1 SWP, as well as from Contract for Excellence 2010  From September 2010 to June 2011, Professional Development will be provided by Data Specialist, and consultants. This will occur during designated prep periods, monthly grade level meetings and on DOE sponsored professional development days.  Students will receive additional instruction within small group tutoring sessions held daily in the 37.5 minutes of extended time.

	 Fair Student Funding will be allocated to support afterschool test prep programs
Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<u>Our Evidence includes, but is not limited to the following:</u> <ul style="list-style-type: none">  Student Portfolios  Student Work folders  Professional Development agendas  Teacher observation reports demonstrating use of accountable talk and appropriate Socratic method  Rubrics are used by students to critique their work, using CCS.  Students use Acuity to create activities to meet students' needs based on standards  Student goal sheets  Teacher goal sheets  Bulletin boards reflecting implementation of CCS

Subject/Area (where relevant): Technology

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>Our goal is to enhance the use of technology school-wide in order to promote student gains.</p> <ul style="list-style-type: none"> By June 2011, 70% of staff will provide standards based lessons utilizing technology, as measured by administrative observations.
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><u>Our Action Plan includes, but is not limited to the following:</u></p> <ul style="list-style-type: none"> Installation of Smart boards in classrooms Professional development supporting the use of Smart boards Professional development supporting the use of Acuity Professional development supporting the use of ARIS Use of Scantron Performance Series to support differentiated instruction of learning Implementation of Literacy By Design’s Fluent Reader program online Laptop carts available for classroom use Smart tables for use in early childhood education classrooms Administrative observations reflecting integrated use of technology in instruction Use of document cameras that will connect to Smart board to enhance shared class viewing of student work Use of Sentios to support student engagement through instant student feedback and data generation Provide each teacher with USB preloaded with templates to support instruction and evaluation of student progress Timeline: September 2010 – June 2011
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include human and fiscal resources, with specific reference to scheduled FY’11 PS and/or OTPS budget categories, that will support the actions/strategies/ activities described in this action plan.</p>	<ul style="list-style-type: none"> Title 1 SWP funds will be used towards scheduling professional development in Technology use, for teachers NYSTL Hardware funding will support the purchase of computers for classroom computer centers NYSTL Software money will be used for the purchase of software technology to promote standards-based learning Tax Levy Computer Maintenance Funds

Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i>	<u>Our Evidence includes, but is not limited to the following:</u> <ul style="list-style-type: none">  Acuity records demonstrating use of online technologies to support student strengths and aid weaknesses  Scantron Performance Series results  Literacy By Design Fluent Reader online results from use of resource

REQUIRED APPENDICES TO THE CEP FOR 2010-2011

Directions: All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR, must complete Appendix 5. All Schools Under Registration Review (SURR) must also complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 – School-level Reflection and Response to System-wide Curriculum Audit Findings – has sunset as a requirement. Last year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM – SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS – NCLB/SED REQUIREMENT FOR ALL SCHOOLS

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION – CHANCELLOR'S REGULATIONS FOR ALL SCHOOLS

APPENDIX 4: NCLB REQUIREMENT FOR ALL TITLE I SCHOOLS

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

**APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH) – REQUIREMENT
FOR ALL SCHOOLS**

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES – SED REQUIREMENT FOR ALL
C4E-FUNDED SCHOOLS (NOTE: APPENDIX 8 WILL NOT BE REQUIRED FOR THIS YEAR)

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components**: additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	10	10	N/A	N/A	54			10
1	30	23	N/A	N/A	30			15
2	16	14	N/A	N/A	30			18
3	32	32	N/A	N/A	25	1	1	9
4	41	44	15	15	15			14
5	44	33	17	17	15	1	1	17
6								
7								
8								
9								
10								
11								
12								

Identified groups of students who have been targeted for AIS, and the established criteria for identification:

- Students in Grades K – 3 who are considered at-risk for not meeting State standards as determined by their performance on ECLAS 2 or other identified assessments, or who have been identified as potential holdovers.
- Students in Grades 4 – 8 who are performing at Level 1 or Level 2 on New York State English language arts (ELA), mathematics, science, and social studies assessments.
- Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- Students in Grades 10 – 12 who scored below the approved passing grade on any Regents examination required for graduation in English language arts, mathematics, science, and social studies.

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	Academic Intervention services will be provided by push-in teacher in a small group setting, one on one tutoring, during the early morning, within the regular school day for 50 minutes, and during the after school enrichment program, using Literacy By Design’s small group book discussions and Kaplan.
Mathematics:	Academic Intervention services will be provided by push-in teacher in a small group setting, one on one tutoring, during the early morning, within the regular school day for 50 minutes, and during the after school enrichment program, Everyday Math small groups and Kaplan.
Science:	Academic Intervention services will be provided by push-in teacher in a small group setting, one on one tutoring, during the early morning, within the regular school day for 50 minutes, and during the after school enrichment program, using Kaplan resources and LBD program.
Social Studies:	Academic Intervention services will be provided by push-in teacher in a small group setting, one on one tutoring, during the early morning, within the regular school day for 50 minutes, and during the after school enrichment program, using Literacy By Design.
At-risk Services Provided by the Guidance Counselor:	Individual/Group Counseling to support academic & social-emotional development. Parent workshops/referrals to enhance understanding of student needs in school environment. Conflict resolution, peer mediation, character education, bully prevention, HIV/Aids, and health awareness sessions provided in whole class and small group settings.
At-risk Services Provided by the School Psychologist:	Individual counseling provided 3 days a week based on referrals.
At-risk Services Provided by the Social Worker:	Individual counseling provided 3 days a week for 30 minutes based on referrals and IEP’S.
At-risk Health-related Services:	Workshops are held on a monthly basis.

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) Language Allocation Policy to this CEP.

Part A: 2010-2011 LAP Narrative

Instructional Program:

For our fourteen English Language Learners (ELLs), Public School 40’s certified ESL teacher, Ms. Fatima Abbasi, provides ESL services in English mainly through a push-in program. Beginning and intermediate level students are provided 360 minutes of ESL push-in or pull-out services. Advanced students are provided with 180 minutes of ESL push-in services. Our ESL groups are made to accommodate academic schedules, and are inclusive of ELLs in both general education and special education classes. We utilize the ESL push-in program, however newcomer students are given pull-out services to provide for more individualized instruction to meet their needs. Students are mostly placed in groups at their grade-level. Students are provided with instructional support throughout the day, including support within an extended day- morning intervention period. The ESL teacher provides push-in services during the literacy and math blocks. During ESL pull-out sessions, the teacher teaches a variety of lessons to extend classroom activities. The ESL teacher promotes quality differentiated instruction in cooperative learning environments where students’ needs and differences are acknowledged and respected.

Instructional approaches and methods are used to make content comprehensible, while enriching students’ language development. The teacher utilizes the Literacy By Design curriculum, Everyday Mathematics, and resources such as Acuity, Time for Kids, and shared inquiry through Junior Great Books to teach and support content area subjects. Our network’s professional development resources are accessible to the ESL teacher for literacy support. ESL strategies and methodology are utilized across content to support ELLs. ESL strategies incorporated include Total Physical Response, scaffolding, graphic organizers, word walls, leveled libraries, interactive activity cards, songs, and use of varied multimedia.

For the school year 2010-2011, Public School 40 has twelve students who have been recognized as ELLs for three years or fewer. We currently have one three student holding IEPs, two of who have been ELLs for fewer than three years, and one who has been an ELL for five years. The composition of the English Language Learners is as follows: In first grade, we house one beginner ELL. There are three ELLs in second grade – all three are Beginners. There are five ELLs in third grade - two advanced, one intermediate level ELL, and two beginner level ELLs; one fourth grade intermediate ELL, plus four ELLs in fourth grade – one beginner, two advanced and one intermediate. Of these ELLs, three hold Individualized Education Plans.

The ESL teacher works with her students to improve listening, speaking, reading and writing skills. Focus is put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension. Guided reading books are utilized through the Literacy by Design program. In these guided reading activities, students focus on reading comprehension, development of phonics skills, and vocabulary activities.

Appropriate scaffolding, ongoing assessment, and differentiated learning activities are put into place for all ELLs in order to work toward the goal of helping ELLs to meet or exceed the state performance standards. In the Spring of 2011 all students will be given the mandated NYSESLAT testing.

To create a whole school climate which fosters respect for many people and cultures around the world and in our communities, students engage in learning about those cultures through their literacy curriculum, as well as resources such as Time for Kids magazine subscriptions for each student. Students learn about the people, history, geography and arts of individuals from a variety of countries. We nurture positive self-esteem and social development, thus improving ELLs' opportunities for learning.

Professional development is offered and utilized by our certified ESL teacher, Ms. Abbasi. Professional Development workshops offered by the Office of English Language Learners (DOE) and ESL specialist, Yvonne Morales of the Children First Network are participated in. These workshops include topics such as "Differentiated Instructional Strategies for ELLs: How to Scaffold Instruction for ELLs."

The Language Allocation Team consists of the Leonie Hibbert, Principal, Martha E. Smith, Assistant Principal and Fatima Abbasi, ESL Teacher, Anselmo Hazel, Parent Coordinator, Safi Ntango, Parent, and Sabrina Wadesworth, Guidance Counselor.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM**

DIRECTIONS: This submission form assists schools with gathering and organizing the quantitative and qualitative information necessary for a well-conceived school-based language allocation policy (LAP) that describes quality ELL programs. This LAP form, an appendix of the CEP, also incorporates information required for CR Part 154 funding so that a separate submission is no longer required. Agendas and minutes of LAP meetings should be kept readily available on file in the school. Also, when preparing your school's submission, provide extended responses in the green spaces. Spell-check has been disabled in this file, so consider typing responses to these questions in a separate file before copying them in the submission form.

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Childrens' First Network N304	District 16	School Number 040	School Name G. W. Carver School
Principal Leonie Hibbert		Assistant Principal Martha Smith	
Coach type here		Coach type here	
Teacher/Subject Area Fatima Abbasi/ESL		Guidance Counselor Sabrina Wadesworth	
Teacher/Subject Area Malvola Lewis/Grade 5		Parent Kolonda Safi Ntango	
Teacher/Subject Area type here		Parent Coordinator Anselmo Hazel	
Related Service Provider type here		Other Maria Melo	
Network Leader Lucille Lewis		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	0	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	377	Total Number of ELLs	14	ELLs as Share of Total Student Population (%)	3.71%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

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

When a potential ELL enters PS 40, the parent is given the Home Language Identification Survey and is provided facilitation through the multi-lingual parent coordinator (Anselmo Hazel) and Fatima Abbasi (NYS Certified ESL Teacher) , which includes the informal oral interview in English and the native language, and the formal initial assessment. Fatima Abbasi, (NYS Certified ESL Teacher) administers the LAB-R if necessary. The students identified as ELLs, then are provided ESL services and then administered the New York State English as a Second Language Achievement Test annually every spring to assess their growth in language development. To ensure that parents understand all three program choices, parents are invited to attend an open school night session or schedule an appointment during school hours to meet with the ESL teacher. To ensure that entitlement letters are distributed and Parent Survey forms and Program Selection forms are returned, parents are welcomed to the parent coordinator office for translational support. Phone communication and parent meetings are also scheduled. Open lines of communication through phone, written, personal and electronic communication are made available and used for follow up. Students identified as ELLs are placed in the school's ESL instructional program immediately, as it is the only program available on site. Again, the parents are communicated with through the parent coordinator or staff member if translational needs arise. All parents, (13 in the past year) prefer to keep their children at PS 40 in the ESL instructional program. The program model offered at our school is aligned with parent requests.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	K <input checked="" type="checkbox"/> 1 <input checked="" type="checkbox"/> 2 <input checked="" type="checkbox"/> 3 <input checked="" type="checkbox"/> 4 <input checked="" type="checkbox"/> 5 <input checked="" type="checkbox"/> 6 <input type="checkbox"/> 7 <input type="checkbox"/> 8 <input type="checkbox"/> 9 <input type="checkbox"/> 10 <input type="checkbox"/> 11 <input type="checkbox"/> 12 <input type="checkbox"/>
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Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes refer to the separate periods in a day in which students are served.

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Tot #

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
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	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																			
Spanish																			0	0	
Chinese																			0	0	
Russian																			0	0	
Korean																			0	0	
Haitian																			0	0	
French																			0	0	
Other																			0	0	
TOTAL	0																				

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

	ELL	EP								
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish			2	3		2								7
Chinese														0
Russian														0
Bengali			1											1
Urdu														0
Arabic														0
Haitian														0
French		1				1								2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other				2	1	1								4
TOTAL	0	1	3	5	1	4	0	0	0	0	0	0	0	14

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

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Instructional approaches and methods are used to make content comprehensible, while enriching students' language development. The teacher utilizes the Literacy By Design curriculum, Everyday Mathematics, and resources such as Acuity, Time for Kids, and shared inquiry through Junior Great Books to teach and support content area subjects. Our network's professional development resources are accessible to the ESL teacher for literacy support. ESL strategies and methodology are utilized across content to support ELLs. ESL strategies

incorporated include Total Physical Response, scaffolding, graphic organizers, word walls, leveled libraries, interactive activity cards, songs, and use of varied multimedia.

For the school year 2010-2011, Public School 40 has twelve students who have been recognized as ELLs for three years or fewer. We currently have one three student holding IEPs, two of who have been ELLs for fewer than three years, and one who has been an ELL for five years. The composition of the English Language Learners is as follows: In first grade, we house one beginner ELL. There are three ELLs in second grade – all three are Beginners. There are five ELLs in third grade - two advanced, one intermediate level ELL, and two beginner level ELLs; one fourth grade intermediate ELL, plus four ELLs in fourth grade – one beginner, two advanced and one intermediate. Of these ELLs, three hold Individualized Education Plans.

The ESL teacher works with her students to improve listening, speaking, reading and writing skills. Focus is put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension. Guided reading books are utilized through the Literacy by Design program. In these guided reading activities, students focus on reading comprehension, development of phonics skills, and vocabulary activities.

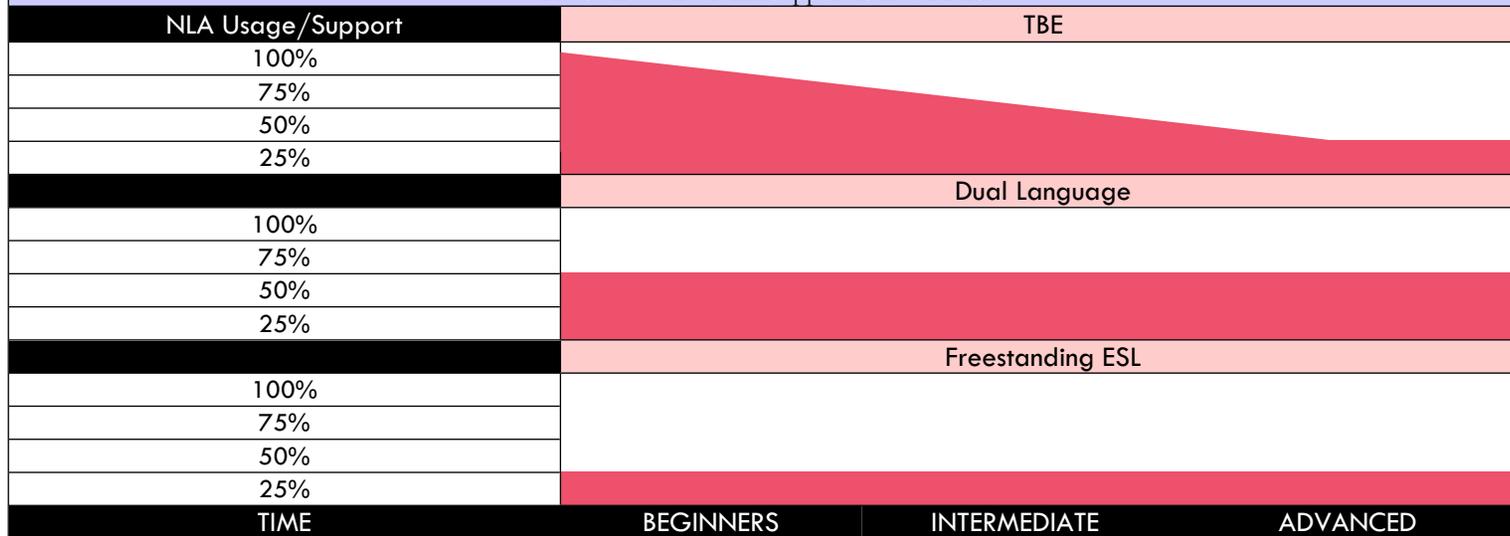
Appropriate scaffolding, ongoing assessment, and differentiated learning activities are put into place for all ELLs in order to work toward the goal of helping ELLs to meet or exceed the state performance standards. In the Spring of 2011 all students will be given the mandated NYSESLAT testing.

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12			
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Arts and Native Language Support

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



B. Programming and Scheduling Information--Continued

5. Describe your targeted intervention programs for ELLs in ELA, math, and other content areas (specify ELL subgroups targeted). Please list the range of intervention services offered in your school for the above areas as well as the language(s) in which they are offered.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

Targeted intervention programs for ELLs in ELA, math and other content areas include morning intervention groups, small group instruction in the form of coteaching and placement on inquiry teams. All targeted intervention takes place in English. Our plan for continuing transitional support for 2 years for ELLs reaching proficiency on the NYSESLAT is through morning intervention support as well as push-in sessions into the classroom. For the upcoming school year, we are considering the implementation of a technology program, StudyIsland, to promote differentiated learning through listening, reading and writing support. No programs or services for ELLs will be discontinued. ELLs are afforded equal access to all school programs, including morning intervention and afterschool homework and arts support through the school's afterschool program.

Assessment tools used at PS 40 to assess the early literacy skills of our ELLs include ECLAS-2 and Literacy by Design. This provides us insights into the decoding, phonetic, writing and comprehension ability of our learners. This information helps us to inform our school's instructional plan by allowing us to offer more individualized, differentiated small group instruction for our students. The data patterns reveal that most of our students are moving towards proficiency in Listening and Speaking, but require continued support in Reading and Writing, as expected. We find more children in lower grades moving towards proficiency at a faster rate. To support upper grades in promoting their success towards proficiency, we have introduced more audio visual resources into the curriculum to differentiate for their learning needs. The ESL teacher works with her students to improve listening, speaking, reading and writing skills. Focus is put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension. Guided reading books are utilized through the Literacy by Design program. In these guided reading activities, students focus on reading comprehension, development of phonics skills, and vocabulary activities. Online support is provided through phonics intervention CDs, mini lessons on Acuity, and interactive activities through technology such as StudyIsland. Appropriate scaffolding, ongoing assessment, and differentiated learning activities are put into place for all ELLs in order to work toward the goal of helping ELLs to meet or exceed the state performance standards. In the Spring of 2011 all students will be given the mandated NYSESLAT testing. Native language support is delivered in ESL through use of google translate services and translated direction when possible. Bilingual glossaries are also available to students. Required services support and resources correspond to ELLs' ages and grade levels. These identified patterns across NYSESLAT modalities – Reading and Writing, as well as Listening and Speaking – will affect instructional decisions by helping us to bring new learning materials and manipulative resources to support our learners, as well as allow us to schedule before and after school academic intervention sessions to meet their needs.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

1. Describe the professional development plan for all ELL personnel at the school. (Please include all teachers of ELLs.)
2. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
3. Describe the minimum 7.5 hours of ELL training for all staff (including non-ELL teachers) as per Jose P.

Professional development is offered and utilized by our certified ESL teacher, Ms. Abbasi. Professional Development workshops offered by the Office of English Language Learners (DOE) and ESL specialist, Yvonne Morales of the Children First Network are participated in by staff. These workshops include topics such as "Differentiated Instructional Strategies for ELLs: How to Scaffold Instruction for ELLs." Literature in the resource center is available to support staff in assisting ELLs as they transition from elementary to middle school.

E. Parental Involvement

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

ELL parents are invited to attend all school events. The school utilizes other agencies to support parents in developing their own English language acquisition. To evaluate needs of parents, informal interviews are conducted by both the ESL teacher and parent coordinator. Our parental involvement activities most directly address the needs of our parents through the offering of information regarding Adult ESL classes in the neighborhood.

Part V: Assessment Analysis

A. Assessment Breakdown

TEMPLATE - MAY 2010

Enter the number of ELLs for each test, category, and modality.

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)		1	3	2		1								7
Intermediate(I)				1	1	1								3
Advanced (A)				2		2								4
Total	0	1	3	5	1	4	0	0	0	0	0	0	0	14

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

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

NYS ELA							
Grade	Level 1		Level 2		Level 3	Level 4	Total
NYSAA Bilingual Spe Ed							0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3									0
4			1						1
5	1		2		1				4
6									0
7									0
8									0
NYSAA Bilingual Spe Ed									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		1				4
8									0
NYSAA Bilingual Spe Ed									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5									0
8									0

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
NYSAA Bilingual Spe Ed									0

New York State Regents Exam				
	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests								
	# of ELLs scoring at each quartile (based on percentiles)				# of EPs (dual lang only) scoring at each quartile (based on percentiles)			
	Q1	Q2	Q3	Q4	Q1	Q2	Q3	Q4

	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

B. After reviewing and analyzing the assessment data, answer the following

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school’s instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:
 - a. Examine student results. What are the patterns across proficiencies and grades? How are ELLs faring in tests taken in English as compared to the native language?
 - b. Describe how the school leadership and teachers are using the results of the ELL Periodic Assessments.
 - c. What is the school learning about ELLs from the Periodic Assessments? How is the Native Language used?
5. For dual language programs, answer the following:
 - a. How are the English Proficient students (EPs) assessed in the second (target) language?
 - b. What is the level of language proficiency in the second (target) language for EPs?
 - c. How are EPs performing on State and City Assessments?
6. Describe how you evaluate the success of your programs for ELLs.

Assessment tools used at PS 40 to assess the early literacy skills of our ELLs include ECLAS-2 and Literacy by Design. This provides us insights into the decoding, phonetic, writing and comprehension ability of our learners. This information helps us to inform our school’s instructional plan by allowing us to offer more individualized, differentiated small group instruction for our students. The data patterns reveal that most of our students are moving towards proficiency in Listening and Speaking, but require continued support in Reading and Writing, as expected. We find more children in lower grades moving towards proficiency at a faster rate. To support upper grades in promoting their success towards proficiency, we have introduced more audio visual resources into the curriculum to differentiate for their learning needs. The data patterns reveal that our students relative strength is in Listening and Speaking, and their relative weakness is in reading and writing across all grades. These patterns across NYSESLAT modalities will affect instructional decisions for teachers. They will increase utilization of LBD’s small group instruction to scaffold writing and reading comprehension strategies. The ESL teacher works with her students to improve listening, speaking, reading and writing skills. Focus is put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension. Guided reading books are utilized through the Literacy by Design program. In

Additional Information

activities. The success of our programs for ELLs will be evaluated in growth demonstrated on the ELA state test as well as on NYSESLAT

Additional Information

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

Part VI: LAP Assurances

[Redacted Signature Line]

Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leomie Hubert	Principal	<i>Leomie Hubert</i>	10/25/10
Martha Smith	Assistant Principal	<i>Martha Smith</i>	10/25/10
Aselma R. Haze	Parent Coordinator	<i>Aselma R. Haze</i>	10/25/10
Fatima Abbasi	ESL Teacher	<i>Fatima Abbasi</i>	10/25/10
MARIA R. Melo	Parent	<i>Maria R. Melo</i>	10/25/10
Malvola Lewis	Teacher/Subject Area	<i>Malvola Lewis</i>	10/25/10
	Teacher/Subject Area		
	Coach		
	Coach		
Sabrina Wadosinski	Guidance Counselor	<i>Sabrina Wadosinski</i>	10/25/10
	Network Leader		
Kalanda Sofi	Other _____	<i>Kalanda Sofi</i>	10/25/10
	Other _____		
	Other _____		
	Other _____		

INDIVIDUAL STUDENT SCHEDULE 2010-11 ESL: Aaron Perez

SERVICE PROVIDER: Ms. Abbasi

ESL Program Type: Free-Standing Push-in Pull-out

Indicate Proficiency Level: Beginning Intermediate Advanced

School District: 16

School Building: PS 40

Period	Time	Monday	Tuesday	Wednesday	Thursday	Friday
0	From: 8:20 To: 8:55					
1	From: 8:55 To: 9:45			Subject MATH Grade 3		
2	From: 9:50 To: 10:30	Subject ELA Grade 3 (LBD)	Subject ELA Grade 3 (LBD)	Subject MATH Grade 3 (LBD)	Subject ELA Grade 3 (LBD)	
3	From: 10:35 To: 11:25	Subject ELA Grade 3 (LBD)		Subject ELA Grade 3 (LBD)		
4	From: 11:30 To: 12:20	Subject MATH Grade 3				
5	From: 12:25 To: 1:15	L	U	N	C	H
6	From: 1:20 To: 2:10					
7	From: 2:15 To: 3:05					

below, describe the school's language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school's professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Section III. Title III Budget

OUR SCHOOL DOES NOT RECEIVE TITLE III FUNDING

School: _____ BEDS Code: _____

Allocation Amount:		
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) - Per session - Per diem	(e.g., \$9,978)	(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.	(e.g., \$5,000)	(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. Must be clearly listed.	(e.g., \$500)	(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)	(e.g., \$2,000)	(Example: 2 Rosetta Stone language development software packages for after-school program)
Travel		
Other		

TOTAL		
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APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

Initially, PS 40 uses the Home Language Identification Survey to determine the primary language spoken by each parent. Additional information concerning the level of English proficiency of parents is informally gathered during parent orientation and meetings with school staff such as teachers, parent coordinator and supervisors. The most consistent translation for communication with parents is the parent coordinator and other volunteers who are able to communicate in Spanish and French. The school has limited resources for other languages, including African dialects. Written communications from the DOE offices provide the school with translated versions for most languages.

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

As aforementioned, limited resources are available for parents who speak languages other than Spanish and French. We are able to provide parents with written translations of DOE letters and other information, when they are available online, from the DOE website. The parent coordinator, classroom teacher, and ESL teacher facilitate a school-home connection through parent notices, letters, flyers, PTA meetings, and Parent Teacher Conferences. Parents are also able to arrange for oral translations. There are certain African dialects which translations are not readily available for. Teachers are able to identify their students' home languages through assistance from the Pupil Personnel Secretary, as well as direct student information access in ARIS.

Part B: Strategies and Activities

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

When available, written translations of parent information are printed from the DOE website. Written translations are also prepared by the school's Parent Coordinator, Mr. Anselmo Hazel. School forms are requested from the Department of Education. Additionally, the school continues to utilize community resources such as school staff and parent volunteers, bilingual in their native language and English, who make themselves available to translate written communications and interpret during meetings.

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

Based on the results of the Home Language Identification Survey, as well as through meetings held with parents, PS 40's ELL family population is comprised of six (6) families who speak Spanish, two (2) families who speak French, one (1) family who speaks Kiswahili, one (1) family who speaks Bengali, one (1) family who speaks Fulani, and one (1) family who speaks Soninke. At present, Spanish, and French oral interpretation is available on a consistent basis. Upon the request of the teachers or parents, Mr. Hazel can coordinate with the Translation and Interpretation Unit of the NYC Department of Education to provide interpreters via conference call.

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

The school will use the translated version the DOE provides online as well as the services provided by the NYC DOE's Translation and Interpretation Unit, on a needs basis. The school intends on requesting translators and interpreters for parent meetings.

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$309, 146	\$140, 064	\$449, 210
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3,091	-	\$3,091
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$15, 457	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$58, 000	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: 94%
6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in

collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

GEORGE WASHINGTON CARVER SCHOOL
PARENT INVOLVEMENT POLICY

Public School 40 agrees to implement the following statutory requirements:

- The school will put into operation, programs activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ASEA). Those programs, activities and procedures, will be planned and placed into effect through meaningful consultation of parents with participating children.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This will include providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, to the extent practicable, will distribute this policy in a language parents understand.
- The school will provide the parents of children served in Title 1, Part A programs, with decisions about how, the 1 percent of Title 1, Part A funds reserved for parents involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - **Parental involvement means the participation of parents in regular, two - way, and meaningful communication involving student academic learning and other school activities, including ensuring;**
 - That parents play an integral role in assisting in their child’s learning.
 - That parents are encouraged to be actively involved in their child’s education at school.

- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and or advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

GEORGE WASHINGTON CARVER SCHOOL
PARENT INVOLVEMENT POLICY

- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

George Washington Carver School will implement required school parental involvement policy components as follows:

1. Public School 40 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP ADDENDUM) under Section 1112-Local Educational Agency Plans of the ESEA:
 - a) Conduct outreach activities and train parents in strategies to improve parental involvement.
 - b) Assist in parent training workshops related to promotional criteria, literacy and math standards, and the Student Code of Behavior, to support high student achievement.
 - c) Participate in a District Advisory Council to provide advice on all matters related to parental involvement.

We will gather and distribute to parents for review the following materials: our School’s Parental Involvement Policy and the School’s Parent Compact. The information will be disseminated to parents at regular Title 1 parent meetings, PTA meetings, parent teacher conferences, school newsletters, and through other written communications with parents. At all times we will solicit written and oral input from parents.

2. Public School 40 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a) Provide opportunities to participate in school-based planning committees.
 - b) Establish parent education activities that relate to building strong home/school partnerships, child development and access to services of community resources.

- c) Hold orientation meetings to present the overall goals of our schools, as well as specific grade/class goals.
3. Public School 40 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
- a) Encourage and train parents to volunteer and assist in classrooms, libraries and on trips;
 - b) Expose parents to rules and regulations regarding budget expenditures;

GEORGE WASHINGTON CARVER SCHOOL
PARENT INVOLVEMENT POLICY

- c) Develop a plan through the SLT to increase teacher's ability to effectively involve parents in their children's education.
4. Public School 40 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental programs, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
- Our Parent Coordinator will develop a questionnaire with a particular focus on questions regarding activities that directly involve our parents. The questionnaire will be handed out at, parental functions, parent workshops, PTA meetings and Parent Teacher Conferences. We will target parents with particular disadvantages (i.e. disabled, economically disadvantaged parents, etc.), and ask them to provide their opinions.
 - The result of the questionnaire will be presented to our parents, with the aim of receiving their feedback. The main objective will be to acknowledge and accommodate, as much as possible, their suggestions and concerns.
 - Based on the feedback from the parents, coupled with their suggestions, our school would be better equipped to address parental concerns, and determine the areas of parent involvement activities that need improvement.
5. Public School 40 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school, involved parents, and the community to improve student academic achievement through the following activities specifically described below:

A. The school will provide assistance to parents of children served by the school, as

appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph:

GEORGE WASHINGTON CARVER SCHOOL
PARENT INVOLVEMENT POLICY

- I. The State's academic content standards.
- II. The State's student academic achievement standards.
- III. The State and Local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child's progress, and how to work with educators.

During the school year, at least twice monthly, parent educational activities will be introduced in order to develop effective home/school partnerships. Parents will further be exposed to workshops that relate to:

1. Parenting skills.
 2. Professional Development for parents to enable children in the school to meet City and State performance standards, during the regular year and the summer.
 3. Resources for family outreach in order to involve parents in our community.
 4. Learning Leaders volunteer programs.
 5. Attendance.
 6. Equipment and books to create a lending library collection for parents.
 7. Postage, communications, and printing to provide ongoing outreach and information services to parents.
- B.** Public School 40 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:
- 1) Providing computer courses to parents throughout the academic year.
 - 2) Conducting math and literacy workshops for parents.
 - 3) Offering test sophistication workshops for parents.
 - 4) Providing developmental workshops and books for parents, in order to train to volunteer and assist in the classroom.

C. Public School 40 will, with the assistance of the district and parents, educate its

teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by;

1. Offering a workshop on Title 1 to parents, focusing on its requirements related to policies, rights to specific information, and availability of parent involvement activities.
2. Conducting parent-training workshops related to establishing a school level Parent Advisory Committee.
3. Training administrators and teachers in strategies that enhance meaningful parent/teacher involvement.
4. Encouraging and training parents to volunteer and assist in classrooms.

GEORGE WASHINGTON CARVER SCHOOL
PARENT INVOLVEMENT POLICY

5. Providing resources for family outreach to assist and inform parents, and involve them in the school community.
- D.** Public School 40 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, Public Pre-School and other programs. P.S. 40 will conduct and encourage participation in activities, such as Parent Resource Centers, that support parents to more fully participate in the education of their children by:
1. Providing a parent room in which parents will feel welcome and can coordinate activities for parent involvement.
 2. Developing a plan through the SLT to increase teachers' ability to effectively involve parents in their children's education.
 3. Having parents take part in events planned throughout the school year such as; Family Read Aloud, Head Start, Book Fairs, and Science Fairs.
 4. Providing Learning Leaders Programs.
 5. Showing how the district/region will help build the capacity of schools to operate and parents to participate in strong parent involvement programs.

- E. Public School 40 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format. This would include alternative formats upon request, and to the extent practicable, in a language the parents can understand:
1. Indicate how parents will be involved in the planning, implementation, evaluation and continuous improvement of school-level programs funded through Title1.
 2. Show how the district/region will coordinate Title1 funded parent involvement activities with parent activities funded through other sources;
 3. Show how the content and effectiveness of the Parent Involvement Policy will be evaluated annually to determine whether there has been increased parent participation, and how these evaluation results will be used to improve parent involvement and school improvement.
 4. Provide a flexible schedule of meetings for parents, before, during, and after the school day, so that they may network with other parents, make suggestions and provide input into decisions relating to the education of their children.

GEORGE WASHINGTON CARVER SCHOOL
PARENT INVOLVEMENT POLICY

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, parents of children participating in Title 1, Part A programs, as evidenced by its contents. This policy will be adopted by **Public School 40**, on **September 9, 2010** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before **September 30, 2010** or thereafter.

Principal's Signature: _____

Date: _____

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

School-Parent Compact

P.S. 40 and the parents/guardians of the students participating in activities, services, and programs funded by Title 1, Part A of the Elementary and Secondary Education Act (ESEA), agree that this compact outlines how the parents, the entire school staff, and the students share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State’s high standards.

This School-Parent Compact is in effect during school year 2010-2011.

PART 1.

School Responsibilities

Public School 40 will:

- **Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State’s student academic achievement standards as follows:**
 - a) **The school will employ highly qualified state certified teachers, who will receive intensive professional development training. Teachers will be trained to work with students in a nurturing and child centered environment to reach maximum proficiency in academic achievement standards and assessment.**
 - b) **Teachers will hold monthly grade level meetings to review and discuss**

assessment results and identify struggling students to target. The title 1 intervention teacher will provide small group instruction to at-risk students in reading.

- c) Reading software programs will be used by all grades. Parents will be provided with tools that they can use to support their struggling ELL and Special Education children.
- d) In the strive to increase math proficiency, we will implement explicit and intensive instruction through the use of Team Math strategies and software programs such as: www.superteachers.net.
- Hold parent-teacher conferences twice annually during which this Compact will be discussed as it relates to the individual child's achievement. Specifically these conferences will be held:
 - a) Twice annually, in the Fall and in the Spring of the school year 2010-2011.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
 - a) On a bi-weekly basis, the school will provide each parent with an individual student report on their child's performance in the classroom. Parents will also be informed by the teacher on their child's performance on the State Assessment Test in English Language Arts and Mathematics;
 - b) Standard report cards will be provided four times a year;
 - c) Open houses and Parent teas will take place at least three times annually.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - a) Our Parent Coordinator is always available to address the needs of parents;
 - b) Both Guidance Counselors are also accessible to parents at anytime;
 - c) Our two secretaries address specific parental needs of our parents;
 - d) Teachers set up meetings to meet with parents for behavior and academic purposes.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

- a) Opportunities are provided to join the Parent Teacher Association (PTA), School Leadership Team (SLT), and school based planning committees;
- b) Parents may participate in our Learning Leaders Program to train them to volunteer and assist in classrooms, libraries, trips and other school related activities;
- c) Offer ongoing parent workshops with flexible scheduling. This enables parents to become efficient at helping students both in the classroom and at home.

Parent Responsibilities

We as parents will support our children’s learning in the following ways:

- Making sure my child is on time and prepared every day for school;
- Monitoring attendance;
- Talking with my child about his/her activities every day;
- Scheduling daily homework time;
- Providing an environment conducive for study;
- Making sure that homework is completed;
- Monitoring the amount of television my children watch;
- Volunteering in my child’s classroom;
- Participating, as appropriate, in decisions relating to my children’s education;
- Participating in school activities on a regular basis;
- Staying informed about my child’s education and communicating with the school by promptly reading all notices from the school or the district either received by my child or by mail and responding as appropriate;
- Reading together with my child every day;
- Providing my child with a library card;
- Communicating positive values and character traits, such as respect, hard work and responsibility;
- Respecting the cultural differences of others;
- Helping my child accept consequences for negative behavior;
- Being aware of and following the rules and regulations of the school and district;
- Supporting the school’s discipline policy;
- Express high expectation and offer praise and encouragement for achievement

Student Responsibilities

We as students, will share the responsibility to improve our academic achievement and achieve the State’s high standards. Specifically, we will:

- Come to school ready to do our best and be the best;
- Come to school with all the necessary tools of learning, books, pencils, pens etc.
- Listen and follow directions;
- Participate in class discussions and activities;
- Be honest and respect the rights of others;
- Follow the school's/class rules of conduct;
- Follow the school's dress code;
- Ask for help when we don't understand;
- Do our homework every day and ask for help when we need to;
- Study for tests and assignments;
- Read at least 30 minutes every day outside of school time;
- Read at home with our parents;
- Get adequate rest every night;
- Use the library to get information and to find books that we enjoy reading;
- Give to our parents or to the adult who is responsible for our welfare, all notices and information we receive at school every day.

NAME:	SIGNATURE:	DATE:
School – Print Name		
Parent- Print Name:		
Student- Print Name:		

Note: Signatures are not required. The No Child Left Behind (NCLB) law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

Students in need of additional academic support will be assessed on the basis of their performance on the academic content tested on the New York State standardized tests. The school will particularly focus on students achieving at a level 1 and 2. Teachers will utilize the periodic assessments, Performance Series, unit assessments from Everyday Math & Literacy by Design, and other teacher-created standards based tests in order to monitor students' growth performance. Selected teachers will be assigned to provide push-in intervention services to students. They will work with at-risk students individually or in a small group setting to provide more differentiated instruction. Teachers will be provided with the opportunity to engage in professional development activities to support them in enhancing their teaching skills, as well as technological and data analysis skills.

2. a-b) Schoolwide reform strategies:

In order to provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement, we will use effective methods and instructional strategies that are based on scientifically-based research. These include:

- o Use of:
 -  Time for Kids
 -  Great Books – Shared Inquiry Discussions
 -  Kaplan Test Preparation
 -  Standards-based and interest-based weekly Enrichment Clusters, focusing on the Arts
- o We will increase the amount and quality of learning time, through extended day programs
 -  37.5 minutes before school, five days per week
 -  After-school test preparation classes targeting students who performed at levels 1 and 2 in ELA and Math state tests.
- o To help provide an enriched and accelerated curriculum, we will support our teachers through understanding and analyzing data as part of an Inquiry team, ultimately using data for instructional planning and differentiation
- o We will work towards meeting the educational needs of historically underserved populations by approaching teaching in a data-driven manner, utilizing Acuity testing results and Performance series to monitor predictive and diagnostic assessment results.
- o To address the needs of all children in the school, particularly the needs of children achieving at low academic levels and those at risk of not meeting the State academic content standards (target population students) the school will offer:
 -  Counseling
 -  Pupil services

-  Mentoring services
-  After-school program opportunities focusing on the arts

3. Instruction by highly qualified staff.

100% of pedagogical staff members have obtained appropriate teacher certification. The administration will continue to support teachers in following up with the state to ensure their certification is processed appropriately.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

High-quality and ongoing professional development for teachers, principals, and paraprofessionals will be provided by supervisors, CFN Mentors, Hofstra, SmartTec, and other outside consultants. Teachers will be exposed to research-based strategies to support data-driven instruction, differentiated instruction, and shared inquiry readings. A weekly common grade-planning schedule will be in place to ensure that teachers will have opportunities to meet with supervisors, consultants and data specialist for planning and conversation related to curriculum and instruction.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

-  Continued professional development opportunities to keep teachers up to date with regards to new trends in the field of education
-  Programs such as PBIS to support teachers in using intervention strategies to promote positive student behavior
-  Demonstration of a supportive, collegial environment conducive to teacher collaboration

6. Strategies to increase parental involvement through means such as family literacy services.

-  Use of Parent Coordinator as a liaison between the school and parent-body to survey parent needs
-  ESL Coordinator will offer parents information on local ESL classes to support parents' English language acquisition
-  Flyers, memos and newsletters will be sent out to communicate to parents concerning school activities that promote family literacy
-  Set-up of bulletin board dedicated to providing parents with updated information to accommodate clear and positive parent communication

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

-  Teachers will assess students with baseline assessments to determine students' strengths and weaknesses and will plan instruction to support these needs
-  Pre-kindergarten will implement the Blueprint Literacy curriculum to begin to meet student needs

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
-  Students will be assessed at the beginning of the year using Literacy by Design to determine their academic strengths and areas of academic need. Teachers will provide instruction to support and develop areas of weakness and strength based on data analysis. Teachers will be trained and supported in accessing their class assessment reports such as LBD-Rigby Reads, Acuity and Performance Series comprehensive diagnostic reports. Teachers will be supported in how to use resource tools and how to customize assessments to target needs of the Levels 1, 2, 3 and 4 students.
 -  Additionally, the data specialist will communicate data to the teachers and support staff on a regular basis to monitor students' performance and progress and provide additional training and support as needs arise.
 -  Supervisors will monitor data and establish contact with staff for meeting and workshops to further analyze and discuss data
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
-  37.5 minutes before school
 -  After-school test preparation classes targeting students who performed at levels 1 and 2 in ELA and Math state tests.
 -  Small group or individualized instruction during Literacy and Math blocks
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
-  Integration of PBIS (Positive Behavioral Interventions and Supports) program throughout the school in Pre-kindergarten through Fifth grade

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

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 upgrading 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* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of 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.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds 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>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$309, 146	✓	Pg 13-23
Title I, Part A (ARRA)	Federal	✓			\$140, 064	✓	Pg 13-23
Title II, Part A	Federal	✓			\$30, 817	✓	Pg 13-23
Title III, Part A	Federal			✓			Pg 13-23
Title IV	Federal			✓			Pg 13-23
IDEA	Federal	✓			\$112, 683	✓	Pg 13-23
Tax Levy	Local	✓			\$1, 620, 241	✓	Pg 13-23

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.

Reminder: 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. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

Note: The **intent and purposes** of the Federal programs indicated on the above chart 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.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;
7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT, CORRECTIVE ACTION, OR RESTRUCTURING

This appendix must be completed by all schools designated for school improvement under the State's Differentiated Accountability system, including Improvement (year 1), Improvement (year 2), Corrective Action (CA) (year 1), Corrective Action (year 2), Restructuring (year 1), Restructuring (year 2), Restructuring (Advanced), and SURR schools.

NCLB/SED Status: PS 40 is a School in Good Standing **SURR³ Phase/Group (If applicable):** _____

Part A: For All Schools Identified for Improvement, Corrective Action, or Restructuring

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school's NYCDOE webpage under "Statistics"), describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Corrective Action (year 1) that underwent an External School Curriculum Audit (ESCA) during the 2009-10 school year, please include the findings from that process in your response for this section.
2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found. For schools in the Corrective Action phase, please include the specific corrective action being implemented for the school, as required under NCLB. For schools in the Restructuring phase, please include a description of the restructuring option/strategies being implemented for the school.

Part B: For Title I Schools Identified for Improvement, Corrective Action, or Restructuring

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.
2. Describe the teacher-mentoring program that will be incorporated as part of the school's strategy for providing high-quality professional development.
3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

School Under Registration Review (SURR)

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

SURR Area(s) of Identification: PS 40 is a School in Good Standing

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
Currently, PS 40 has 25 students in Temporary Housing
2. Please describe the services you are planning to provide to the STH population.
 -  Individual /Group counseling to support their academic and socio-emotional development
 -  Referrals to Families in Need of Preventative Services program for family support
 -  Academic intervention support, test preparation services, and participation in the Sports And Arts After-school Program
 -  Referrals for families in need of emergency food, clothes, and medical services
 -  Monitoring of students' daily attendance for school
 - Outreach will be coordinated with attendance committee to provide services to families

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in your Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES

This appendix will not be required for 2010-2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2008-09/2009-10 programs funded with Contract for Excellence dollars in 2010-11, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010-11)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 040 George W. Carver						
District:	16	DBN:	16K04	School		331600010040	
DEMOGRAPHICS							
Grades Served:	Pre-K	v	3	v	7		11
	K	v	4	v	8		12
	1	v	5	v	9	Ungrade	v
	2	v	6		10		
Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
Pre-K	16	18	18		92.0	92.3	92.1
Kindergarten	32	56	57	Student Stability - % of Enrollment:			
Grade 1	49	41	57	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 2	72	54	46		90.3	88.0	84.1
Grade 3	63	79	66	Poverty Rate - % of Enrollment:			
Grade 4	66	64	70	<i>(As of October 31)</i>	2008-	2009-	2010-
Grade 5	63	63	67		80.8	95.8	95.8
Grade 6	0	0	0	Students in Temporary Housing - Total Number:			
Grade 7	0	0	0	<i>(As of June 30)</i>	2007-	2008-	2009-
Grade 8	0	0	0		9	34	38
Grade 9	0	0	0	Recent Immigrants - Total Number:			
Grade 10	0	0	0	<i>(As of October 31)</i>	2007-	2008-	2009-
Grade 11	0	0	0		2	0	1
Grade 12	0	0	0	Special Education			
Ungraded	2	2	2	<i>(As of October 31)</i>	2007-	2008-	2009-
Total	363	377	383		2	0	1
Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-	2009-	2010-	<i>(As of June 30)</i>	2007-	2008-	2009-
# in Self-Contained Classes	54	44	32	Principal Suspensions	0	0	0
# in Collaborative Team Teaching (CTT)	0	0	5	Superintendent Suspensions	0	1	2
Number all others	18	22	23	Special High School Programs - Total Number:			
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>	2007-	2008-	2009-
				CTE Program Participants	0	0	0
English Language Learners (ELL) Enrollment: (BESIS Survey)				Early College HS Program Participants	0	0	0
<i>(As of October 31)</i>	2008-	2009-	2010-	Number of Staff - Includes all full-time staff:			
# in Transitional Bilingual Classes	0	0	TBD	<i>(As of October 31)</i>	2007-	2008-	2009-
# in Dual Lang.	0	0	TBD		33	36	31
# receiving ESL services only	4	11	TBD	Number of Teachers			
# ELLs with IEPs	0	2	TBD	Number of Administrators and Other Professionals	13	13	7
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Educational Paraprofessionals	5	4	10

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-	2008-	2009-	(As of October 31)	2007-	2008-	2009-
	0	0	0	% fully licensed & permanently assigned to this	100.0	100.0	96.8
				% more than 2 years teaching in this school	60.6	52.8	83.9
				% more than 5 years teaching anywhere	45.5	44.4	54.8
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-	2009-	2010-	% Masters Degree or higher	79.0	72.0	83.9
American Indian or Alaska Native	1.1	1.1	1.3	% core classes taught by "highly qualified" teachers	93.6	86.5	97.0
Black or African American	87.9	86.7	82.5				
Hispanic or Latino	8.8	8.8	12.5				
Asian or Native Hawaiian/Other Pacific	1.1	1.1	1.8				
White	1.1	2.4	1.8				
Male	50.7	51.5	52.5				
Female	49.3	48.5	47.5				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-						
Years the School				2007-	2008-09	2009-	2010-
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School		If yes,					
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Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In		v	Basic	Focused	Comprehensive
Improvement Year 1						
Improvement Year 2						
Corrective Action (CA) –						
Corrective Action (CA) –						
Restructuring Year 1						
Restructuring Year 2						
Restructuring Advanced						

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>	
ELA:	v	ELA:	
Math:	v	Math:	
Science:	v	Graduation Rate:	

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

Student Groups	Elementary/Middle Level			Secondary Level			Progress
	ELA	Math	Science	ELA	Math	Grad Rate**	
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native	-	-	-				
Black or African American	v	v					
Hispanic or Latino	-	-	-				
Asian or Native Hawaiian/Other Pacific	-	-					
White			-				
Multiracial							
Students with Disabilities	vsh	v	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	v	v					
Student groups	4	4	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	A	Overall Evaluation:					NR
Overall Score:	80.3	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	56.9						
<i>(Comprises 60% of the</i>							
Additional Credit:	8						

KEY: AYP STATUS				KEY: QUALITY REVIEW SCORE			
v = Made AYP				U = Underdeveloped			
vSH = Made AYP Using Safe Harbor Target				UPF = Underdeveloped with Proficient Features			
X = Did Not Make AYP				P = Proficient			
– = Insufficient Number of Students to Determine AYP				WD = Well Developed			
				NR = Not Reviewed			

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf