



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: GEORGE WASHINGTON CARVER SCHOOL

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 16K040

PRINCIPAL: LEONIE HIBBERT **EMAIL:** LHIBBER@SCHOOLS.NYC.GOV

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

Use this page to identify SLT members and confirm their participation in the development of this Comprehensive Educational Plan (CEP), which includes goals and action plans, a summary of Academic Intervention Services, and the Parent Involvement Policy. The signatures of SLT members indicate their participation in the development of the CEP and serve as confirmation that consultation has occurred to align funding in support of educational programs. The SLT must include an equal number of parents and staff and have a minimum of 10 and a maximum of 17 members, in accordance with the Chancellor’s Regulation A-655, available on the [NYC DOE Web site](#).

Directions:

1. List each SLT member in the left-hand column on the chart below. Specify any position held by the team member, e.g., Chairperson, SLT Secretary and the constituent group represented, e.g., parent, staff, student, or CBO. Core mandatory SLT members are indicated by an asterisk*.
2. Ensure that SLT members review this document and sign in the right-hand column in blue ink. If an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.
3. Add rows as needed to ensure that all SLT members are listed.
4. The original copy, along with any written communications pertaining to this page, is to remain on file in the principal’s office and be made available upon written request.

Name	Position and Constituent Group Represented	Signature
LEONIE HIBBERT	*Principal or Designee	
IRIS GONZALEZ	*UFT Chapter Leader or Designee	
RAQUEL GORDON	*PA/PTA President or Designated Co-President	
ANSELMO HAZEL	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
WEBBER BEY	CBO Representative, if applicable	
FATIMA ABBASI	SLT Chairperson/Staff	
KARA SOWERBY	SLT Secretary/Staff	
MARTHA SMITH	Member/Staff	
FATOUMA BAH	Member/Parent	
HILLARY GARDENER	Member/Parent	
SWAQUEENA THOMAS	Member/Parent	
NADINE VERNON	Member/Parent	
DENISE KINARD	Member/Parent	

ANNUAL GOAL #1 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #1

Our goal is to expose every child to a literacy task embedded in a rich curriculum unit (created by teachers) that is aligned with the Common Core State Standards - Reading Informational Text Standards 1 & 10, as well as Writing Standard 2 in grades Pre-K through 2 and Writing Standard 1 in grades 3 through 5.

- By January 2012, all classroom teachers will engage in the development, design and implementation of a literacy task embedded in a rich CCSS aligned curriculum unit, as measured by the teacher developed Understanding by Design unit structure and corresponding written lessons.

Comprehensive needs assessment

- In June 2011, 43% of students performed at a level 3 or above on the NYS ELA exam.

Instructional strategies/activities

-  Literacy by Design, Lucy Caulkins and Junior Great Books will serve as resources to support the development of tasks that are aligned with the Common Core State Standards
-  Teams will meet weekly to reflect, further plan and create lessons to improve students' performance
-  Teachers will analyze student work to develop instructional practices to increase student achievement
-  Team members will participate in ongoing network training.
-  Through engagement in a professional book reading of Driven by Data, teachers will be provided research based strategies to help students achieve at or above proficiency, as outlined by the Common Core State Standards
-  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
-  Students will examine their assessment reports to set goals for success and outline strategies for improvement
-  Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students

Strategies to increase parental involvement

- Parent training workshops related to promotional criteria, literacy and math standards, and the student code of behavior in order to support high student achievement
- Information disseminated through
 - PTA meetings
 - Family Men Who Read Night

- Individualized student progress letters
- ARIS Night
- ACUITY Night
- Parent teacher conferences
- School newsletters
- Additional written communications with parents
- Provide opportunities to participate in school-based planning committees
- Test sophistication workshops for parents
- Literacy workshops for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, we are only screening and hiring excessed staff. All other staff members are highly qualified except one, who is in the process of achieving this goal with the support of tuition reimbursement

Service and program coordination

- Activity Works program is infused into content areas to support learning through physical activity
- Sports & Arts afterschool community based organization available afterschool to develop arts and provide tutoring services
- PBIS – positive behavior interventions and supports program to support positive student behavior

Budget and resources alignment

-  ARRA RIIT Data Specialist to monitor and support data analysis with teachers
-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  Per Session funding from
-  Reduced class sizes in grades KG, 1, 2, 3, and 5 using TL Fair Student Funding
-  Title 1 Rollover and TL NYSTL Textbook funding for purchase of Test Prep Materials
-  Title 1 SWP for Professional Development

ANNUAL GOAL #2 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #2

Our goal is to expose every child to an existing mathematics task, aligned to the CCSS, embedded in a rich curriculum unit that supports student engagement through “Modeling with Mathematics” and “Constructing Viable Arguments and Critiquing the Reasoning of Others.” Students in grades pre-k, kindergarten and grade three will focus on the operations and algebraic thinking domain; grades one to two will focus on number and operations in base 10 domain; and grades four and five will focus on the number and operations through fractions domain.

- By April 2012, all classroom teachers will engage in the development, design and implementation of a mathematics task embedded in a rich CCSS aligned curriculum unit, as measured by the teacher developed Understanding by Design unit structure and corresponding written lessons.

Comprehensive needs assessment

- In June 2011, 54% of students performed at a level 3 or above on the NYS Math test.

Instructional strategies/activities

-  Implementation of Everyday Math curriculum to support CCSS
-  Teams will meet weekly to reflect, further plan and create lessons to improve students’ performance using Acuity differentiated program
-  Team members will participate in ongoing network training.
-  Teachers will analyze student work to develop instructional practices to increase student achievement
-  Through engagement in a professional book reading of Driven by Data, teachers will be provided research based strategies to help students achieve at or above proficiency, as outlined by the Common Core State Standards
-  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
-  Students will examine their assessment reports to set goals for success and outline strategies for improvement
-  Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students
-  Cabinet will meet with classroom teachers to provide professional development on unit development
-  Teachers will continue to work with network staff developers to provide professional development

Strategies to increase parental involvement

- Parent training workshops related to promotional criteria, literacy and math standards, and the student code of behavior in order to support high student achievement
- Information disseminated through
 - PTA meetings
 - Family Men Who Read Night
 - Individualized student progress letters

- Parent teacher conferences
- School newsletters
- ARIS Night
- ACUITY Night
- Additional written communications with parents
- Provide opportunities to participate in school-based planning committees
- Test sophistication workshops for parents
- Math workshops for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, we are only screening and hiring excessed staff. All other staff members are highly qualified except one, who is in the process of achieving this goal with the support of tuition reimbursement

Service and program coordination

- Activity Works program is infused into content areas to support learning through physical activity
- Sports & Arts afterschool community based organization available afterschool to develop arts and provide tutoring services
- PBIS – positive behavior interventions and supports program to support positive student behavior

Budget and resources alignment

-  Resources will be taken from Title 1 SWP, as well as from Contract for Excellence 2011
-  Per Session funding from
-  Funding will be allocated to support afterschool test prep programs
-  Reduced class sizes in grades KG, 1, 2, 3, and 5
-  Professional Development will be provided by Data Specialist, and consultants. This will occur during designated prep periods, weekly meetings, monthly grade level meetings and on DOE sponsored professional development days. Students will receive additional instruction within small group tutoring sessions held during extended time sessions.
-  ARRA RIIT Data Specialist to monitor and support data analysis by teachers
-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  Reduced class sizes in grades KG, 1, 2, 3, and 5 using TL Fair Student Funding
-  Title 1 Rollover and TL NYSTL Textbook funding for purchase of Test Prep Materials
-  Title 1 SWP for Professional Development

ANNUAL GOAL #3 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #3

Our goal is to deepen teachers' understanding surrounding best practices such as tiered assignments, student learning styles, and flexible grouping as different ion strategies to support the needs of students with disabilities.

- By June 2012, at least 30% of all special needs students will make least one year's academic progress, as measured by the New York State ELA and Mathematics Exams.

Comprehensive needs assessment

- In June 2011, 26% of fall special education students performed at or above proficiency on the New York State standardized test.

Instructional strategies/activities

-  Students will be mainstreamed according to modified IEP
-  Collaborative team teaching class will be opened in grade 3
-  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 morning intervention 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, Study Island and Acuity data
-  Data Specialist will provide teachers with copies of most recent standardized scores from NYSTART
-  Team members will participate in ongoing network training.
-  Information about professional development opportunities will be passed onto staff members
-  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
-  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

Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students We will work with NETWORK staff

developers to provide professional development within the classroom setting

Strategies to increase parental involvement

- Parent training workshops related to promotional criteria, literacy and math standards, and the student code of behavior in order to support high student achievement
- Information disseminated through
 - PTA meetings
 - Individualized student progress letters
 - Family Men Who Read Night
 - ARIS Night
 - ACUITY Night
 - Parent teacher conferences
 - School newsletters
 - Additional written communications with parents
 - Provide opportunities to participate in school-based planning committees
 - Test sophistication workshops for parents
 - Math and literacy workshops for parents

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, we are only screening and hiring excessed staff. All other staff members are highly qualified except one, who is in the process of achieving this goal with the support of tuition reimbursement

Service and program coordination

- Activity Works program is infused into content areas to support learning through physical activity
- Sports & Arts afterschool community based organization available afterschool to develop arts and provide tutoring services
- PBIS – positive behavior interventions and supports program to support positive student behavior

Budget and resources alignment

- 🐝 Funding will be allocated to support afterschool test prep programs Professional Development will be provided by Data Specialist, and consultants. This will occur during designated prep periods, weekly meetings and on DOE sponsored professional development days.
- 🐝 Per Session funding from
- 🐝 ARRA RIIT Data Specialist to monitor and support data analysis by teachers

-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  Reduced class sizes in grades KG, 1, 2, 3, and 5 using TL Fair Student Funding
-  Title 1 Rollover and TL NYSTL Textbook funding for purchase of Test Prep Materials
-  IEP Para funding used to appropriately assign paraprofessionals to students
-  IDEA Mandated Counseling to support student needs in order to facilitate student learning

ANNUAL GOAL #4 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #4

Our goal is to engage in short, frequent cycles of classroom observations & feedback using a rubric that articulates clear expectations for teacher practice, in order to improve instruction to promote student gains.

- By June 2012, 100% of teachers will set measurable goals which are aligned with formal and informal observations implementing sections of the Danielson Framework for teaching, as measured by formal and informal administrative observations.

Comprehensive needs assessment

- Describe the identified need that generated this goal. The needs assessment should encompass the entire school and be based on the performance of students in relation to State academic content and student achievement standards.

Instructional strategies/activities

-  By August/September 2011, professional development on understanding and using Danielson Framework will be scheduled during school hours and weekly school wide and grade conferences
-  By October 2011, teachers will develop goals reflective of the following competencies:
 - 1e Design coherent instruction
 - 2b Establish a culture or learning
 - 2d Managing student behavior
 - 3b: Using questioning and discussion
 - 3c: Engaging students in learning
 - 3d: Using assessment in instruction
-  Goals will be revised twice a year
-  Common planning time will be scheduled for all grades during preparation times so teachers can plan and look at student work and assessment data to measure their progress and plan for effective instruction
-  Teachers will set goals for success and outline strategies for improvement based on Danielson Framework
-  Administrative staff will work collaboratively with teachers in using Danielson Framework to plan and develop instruction and best practices
-  Collegial walkthroughs and learning inter-visitations will be scheduled to provide teachers with additional professional development, examining for best practices
-  Development of student portfolios
-  Weekly 'Keeping in Focus' newsletter will share instructional expectations, success and next steps based on the Danielson Framework for Teaching

Strategies to increase parental involvement

- Parent workshops to summarize implementation of Danielson Framework
- School newsletters with tips on supporting student engagement and understanding
- Additional written communications with parents
- Provide opportunities to participate in school-based planning committees

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, we are only screening and hiring excessed staff. All other staff members are highly qualified except one, who is in the process of achieving this goal with the support of tuition reimbursement

Service and program coordination

- CFN 111 provides the service of staff development to support staff in extending their pedagogical skills for positive student outcomes

Budget and resources alignment

-  ARRA RIIT Data Specialist to monitor and support data analysis by teachers to aid in goal setting
-  Reduced class sizes in grades KG, 1, 2, 3, and 5 using TL Fair Student Funding
-  Title 1 Rollover and TL NYSTL Textbook funding for purchase of Instructional Materials
-  Professional Development funding through Title 1 SWP source

ANNUAL GOAL #5 AND ACTION PLAN

Use this template to identify an annual goal. Respond to each section to indicate strategies and activities in support of accomplishing this goal.

Annual Goal #5

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

 By June 2012, student attendance will improve to 92%, as measured by ATS-RSAL reports.

Comprehensive needs assessment

- In June 2011, yearly attendance reports demonstrated that student attendance was below 92%.

Instructional strategies/activities

-  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
-  Use AIDP Attendance Shared funding for attendance support staff
-  ARRA RIIT Data Specialist to monitor attendance

Parent Involvement funding from Title I SWP to support family curriculum-related nights

Strategies to increase parental involvement

- Parent training workshops related to attendance criteria
- Attendance bulletin board at main entrance of school to communicate school attendance progress and student rewards
- Movie nights for students with perfect attendance and their parents
- School newsletters highlighting children with excellent attendance

- Phone calls made to parents to communicate student absences

Strategies for attracting Highly Qualified Teachers (HQT)

- Currently, we are only screening and hiring excessed staff. All other staff members are highly qualified except one, who is in the process of achieving this goal with the support of tuition reimbursement

Service and program coordination

- Describe how Federal, State and local services, including programs supported under NCLB (i.e., violence prevention programs, nutrition programs, housing programs, Head Start) are being coordinated with the instructional strategies/activities to achieve this goal.

Budget and resources alignment

-  Use AIDP Attendance Shared funding for attendance support staff
-  ARRA RIIT Data Specialist to monitor attendance
-  Parent Involvement funding from Title I SWP to support family curriculum-related nights

ACADEMIC INTERVENTION SERVICES (AIS)

On the chart below, indicate the total number of students receiving AIS in each area listed for each applicable grade in your school.

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

- 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.

	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	16	16	N/A	N/A	30			
1	31	31	N/A	N/A	30			
2	25	25	N/A	N/A	26			
3	26	26	N/A	N/A	40			2
4	32	32	15	15	20	2	2	5
5	23	23	20	20	41	1	1	
6								
7								
8								
9								
10								
11								
12								

On the chart below, provide a brief description of each of the Academic Intervention Services provided, and include:

1. Type of program or strategy (e.g., Wilson, Great Leaps, etc.),
2. Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.),
3. When the service is provided (i.e., during the school day, before or after school, Saturday, etc.).

Name of Academic Intervention Services (AIS)	Description
ELA	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, twice weekly during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Literacy by Design’s small group book discussions and Kaplan)
Mathematics	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, twice weekly during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Everyday math small groups and Kaplan)
Science	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Kaplan resources and LBD program)
Social Studies	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing 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 IEPs

At-risk Health-related Services

Workshops held on monthly basis

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 (ESEA). 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 a 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.
 - Those 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;

GEORGE WASHINGTON CARVER SCHOOL **PARENT INVOLVEMENT POLICY**

- b) Expose parents to rules and regulations regarding budget expenditures;
 - 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

GEORGE WASHINGTON CARVER SCHOOL PARENT INVOLVEMENT POLICY

meaningful parent/teacher involvement.

4. Encouraging and training parents to volunteer and assist in classrooms.
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, 2011** 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, 2011** or thereafter.

Principal's Signature: _____

Date: _____

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 2011-2012.

PART 1.

School Responsibilities

Public School 40 will:

- **Provide a high-quality curriculum and instruction in a supportive and effective learning environment, that enables the participating children to meet 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 core 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 to assist and support their struggling, ELL and Special Education children.**
 - d) **In the strife to increase math proficiency, we will implement explicit and**

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:

Page 2.

- a) Twice annually, in the Fall and in the Spring of the school years 2011-2012.
- 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 Sophistication Workshops 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) **Ongoing parent workshops will be offered with flexible scheduling. This will assist parents in becoming more 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;
- Page 3.**
- monitoring attendance;
 - talking with my child about his/her activities every day;
 - scheduling daily homework time;
 - providing an environment conducive for learning;
 - 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 from 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;
 - Expressing high expectation and offering 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;

Page

4.

- 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:
DATE:**

SIGNATURE:

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.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
2011-12**

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 into the submission form. For additional information, hold your cursor over the [?](#).

Part I: School ELL Profile

A. School Information [?](#)

Cluster Leader/Network Leader Lucille Lewis	District 16	Borough Brooklyn	School Number 040
School Name George Washington Carver School			

B. Language Allocation Policy Team Composition [?](#)

Principal Leonie Hibbert	Assistant Principal Martha Smith
Coach -	Coach -
ESL Teacher Fatima Abbasi	Guidance Counselor Sabrina Wadesworth
Teacher/Subject Area	Parent Fatoumata Bah
Teacher/Subject Area	Parent Coordinator Anselmo Hazel
Related Service Provider -	Other -
Network Leader Lucille Lewis	Other -

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	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 education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	344	Total Number of ELLs	14	ELLs as share of total student population (%)	4.07%
------------------------------------	------------	----------------------	-----------	---	--------------

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

This school offers (check all that apply):

Transitional bilingual education program	Yes 	No 	If yes, indicate language(s):
Dual language program	Yes 	No 	If yes, indicate language(s):

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

ELL Program Breakdown														
	K	1	2	3	4	5	6	7	8	9	10	11	12	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2		3	3	6									14
Total	2	0	3	3	6	0	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups				
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	11	Special Education
SIFE		ELLs receiving service 4-6 years	3	Long-Term (completed 6 years)

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

	ELLs by Subgroups									Total	
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)				
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education		
TBE											0
Dual Language											0
ESL	11		3	3							14
Total	11	0	3	3	0	0	0	0	0	0	14

Number of ELLs in a TBE program who are in alternate placement:

C. Home Language Breakdown and ELL Programs

Transitional Bilingual Education														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish														0
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0

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
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	
	EL L	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		12		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									

This Section for Dual Language Programs Only

Number of Bilingual students (students fluent in both languages):

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2	2	3									8
Chinese	1													1
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					3									3
TOTAL	2	0	3	3	6	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 ensure that ELLs are appropriately evaluated in their native languages?
5. 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).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

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 2011-2012, 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 2012 all students will be given the mandated NYSESLAT testing.

Courses Taught in Languages Other than English ⓘ

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

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

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

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

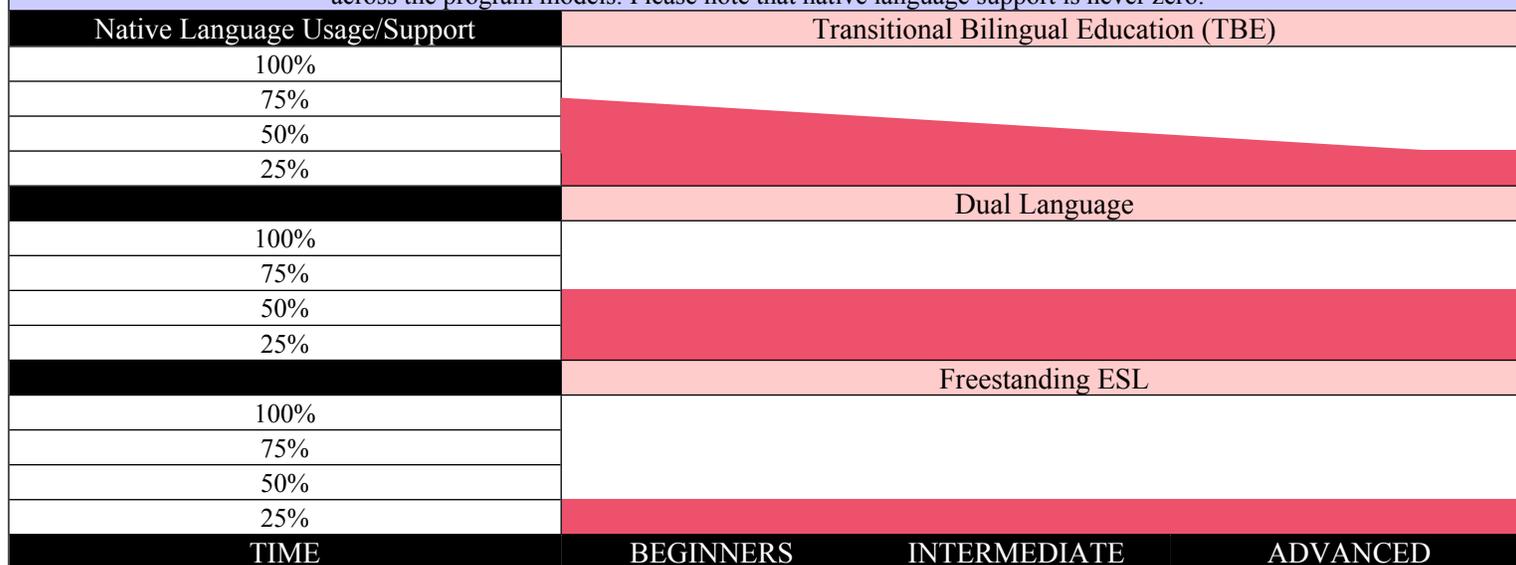
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes 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 Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)

B. Programming and Scheduling Information--Continued

8. 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.
9. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
10. What new programs or improvements will be considered for the upcoming school year?
11. What programs/services for ELLs will be discontinued and why?
12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
13. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
14. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
15. Do required services support, and resources correspond to ELLs' ages and grade levels?
16. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
17. 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 2012 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)?

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. Teachers also take part in a professional learning circle to discuss ways to deepen instruction through reflecting on student work. 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. All teachers, including all non-ELL staff are provided professional development around strategies to support ELL instruction (for example, through the use of technology).

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

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)	2			1	2									5
Intermediate(I)			1	2										3
Advanced (A)			2		4									6
Total	2	0	3	3	6	0	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													
	I				1	1								

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3					0
4	2	3	1		6
5					0
6					0
7					0
8					0
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	3	0	1		2				6
5									0
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			1						1
8									0
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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

Assessment tools used by the school to assess the early literacy skills of our ELLs include ECLAS-e and Literacy by Design assessments. The insights we have gained from this data is that our ELLs struggle most with reading comprehension and writing. Data patterns across proficiency levels reflect that our students struggle mostly with reading and writing, as compared to listening and speaking. These patterns across NYSESLAT modalities affect instructional decisions in that the school has introduced a Drop Everything and Read period school wide where all students are encouraged to read. Book on tape are also provided to aid in reading fluency and comprehension. One of the

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: <u>George W. Carver School</u>		School DBN: <u>16K040</u>	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leonie Hibbert	Principal		9/14/11
Martha Smith	Assistant Principal		9/14/11
Anselmo Hazel	Parent Coordinator		9/14/11
Fatima Abbasi	ESL Teacher		9/14/11
Fatoumata Bah	Parent		9/14/11
	Teacher/Subject Area		
	Teacher/Subject Area		9/14/11
	Coach		1/1/01
	Coach		1/1/01
Sabrina Wadesworth	Guidance Counselor		9/14/11
Lucille Lewis	Network Leader		11/18/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: **16K040** School Name: **George Washington Carver School**

Cluster: _____ Network: **CFN111**

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 and interview 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 uses technology resources such as speech to text programs to support translations in other languages, including Mandarin. 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.

Our school's major findings of written translation and oral interpretation needs include gathering resources available for parents who speak languages of Spanish, English, African dialects, Bangla and Mandarin. We are able to provide parents with written translations of DOE letters and other information, when they are available online, from the DOE website. These findings have been reported to the school community through sharing at staff conferences, in the school's data meetings, and during School Leadership Meetings. 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, one (1) family who speaks Mandarin, one (1) family who speaks 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, Bangla, and French oral interpretation is available on a consistent basis in-house by school staff. 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 versions 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.