



**Department of
Education**

Dennis M. Walcott, Chancellor



2011-2012 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME : AUGUSTUS SAINT GAUDENS

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 02M040

PRINCIPAL: SUSAN FELDER

EMAIL: SFELDER@SCHOOLS.NYC.GOV

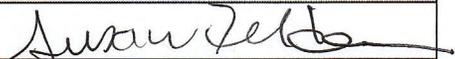
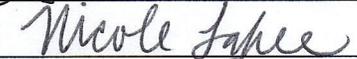
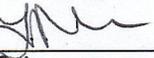
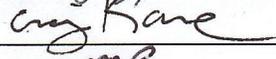
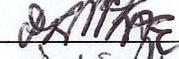
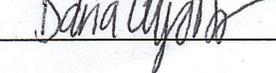
SUPERINTENDENT: MARIANO GUZMAN

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
Susan Felder	*Principal or Designee	
Nicole Lahee	*UFT Chapter Leader or Designee	
Mala Mosher	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Lisa Davis	Member/Parent	
Lisa Resnick	Member/Parent	
Charlotte Nnolim	Member/Parent	
Mary J. Beaudette	Member/Parent	
Craig Kane	Member/Teacher	
David McRae	Member/Teacher	
Daria Agosta	Member/Teacher	

DIRECTIONS AND GUIDANCE FOR COMPLETING THE ANNUAL GOALS AND ACTION PLAN SECTION

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

Below you will find guidance on documenting annual goals and action plans.

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

HOW DO CEP GOALS RELATE TO GOALS SET FOR THE PRINCIPAL PERFORMANCE REVIEW (PPR)?

- CEP goals are generally intended to guide school-wide planning and development. CEP goals may be adapted from goals set by the principal for the Principal Performance Review (PPR) if they are appropriate for use as school-wide goals.

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

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

Students in grades PK–5 will show progress in analyzing informational texts. This will be demonstrated by at least 60% of the students displaying growth on the ELA performance task.

Comprehensive needs assessment

Given the new Common Core Standards, we needed to revise our curriculum calendars to include more non-fiction. In June, the faculty analyzed the school's curriculum calendars at grade planning days and found a gap in non-fiction reading/writing. After analyzing our students' reading logs, we found that the amount of non-fiction they were reading and responding to was significantly less than fiction. It was determined that the comprehensions strategies being taught in fiction could be applied to the studies of informational texts as well.

Instructional strategies/activities

The school goal of showing progress in analyzing informational texts will be measured by a teacher-created rubric. We will specifically focus on the sections of purpose and details/elaboration to determine progress in analyzing informational texts. Instructional strategies include:

- a) Our classrooms are heterogeneously grouped. Within each classroom, teachers use formal and informal assessments to identify subgroups based on reading skills. After identified, lessons are planned and structured according to the students' needs. Specific teaching strategies include using graphic organizers for students who need the extra support and more open ended representation for proficient students.
- b) Staff involved includes all classroom teachers, specialists (during extended day), intervention/enrichment teachers, service providers, and the ESL teacher. Resources include books, Core Standards binders, Internet websites, document cameras/Smartboards, and neighborhood venues.
- c) In the summer, the DOE instructional expectations which included creating a literacy performance task focused on non-fiction, were e-mailed to all teachers. At grade conferences in September the guidelines of the task were presented to teachers. As part of the collaborative process, teachers began developing lessons that incorporate spoken and written skills needed to analyze informational texts. Teachers are creating rubrics to assess students' performance on the ELA performance task (both the pre- and post-assessment). Teachers meet weekly in department teams to assess student work and plan lessons to support a claim and/or analyze informational texts. The extended day time will be used for this purpose.
- d) In September and October the performance tasks were developed by each grade. In October/November pre-assessments were administered. The units will be taught in the winter and assessed on an ongoing basis. Post-assessments will be administered in

December/January. After analysis of the post-assessments, unit and/or lesson plans will be tailored based upon results and analysis of student work.

Strategies to increase parental involvement

The performance tasks were explained to the parent body by the principal at the first PTA meeting in September. In addition, reports will be given in the middle of the year and at the end. In the October issue of the parent newsletter, Life @ 40, the principal in an interview explained the goal. Follow-up written communication is being planned. Results of student progress toward the goal will be communicated to parents. The School Leadership Team is kept apprised of the progress of the performance tasks at each meeting in an effort to understand the analyzing informational tasks goal.

Strategies for attracting Highly Qualified Teachers (HQT)

This summer we spent an enormous amount of time interviewing teachers, watching demonstration lessons, and checking references to assure we attained highly qualified teachers. Mentors are assigned to support new teachers and teachers new to the school. There is low teacher turnover indicative of the high caliber of the staff and the support they continuously receive.

Service and program coordination

N/A

Budget and resources alignment

- Professional books and children’s non-fiction books – NYSTL, Tax Levy, PTA funds
- Consumable instructional materials for use during extended day programs – NYSTL and Tax Levy
- Professional Development Workshops – PTA funds
- Literacy Coach to support teachers in implementing the goal – Tax Levy

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

PK–5 students will model with mathematics to construct viable arguments. Sixty five percent of students will show progress of at least one level's growth in math-based critical thinking as assessed by the school-wide performance task. Growth will be measured by unit specific, grade level rubrics.

Comprehensive needs assessment

Last spring, the Math Planning Committee compared the new Common Core Standards to our current mathematics curricular: TERC Investigations. After careful review of each unit, by grade, we discovered discrepancies, particularly in areas that require high order thinking skills. We charted the gaps and identified strands that needed either to be supplemented or alternative instruction considered, in order to meet performance task goals and Common Core Standards and challenge our mathematical thinkers.

Instructional strategies/activities

During September, professional development (PD), one session was dedicated to an introduction of math performance tasks and open dialogue about mathematical thinking. Kerry Cunningham, our Network Math Achievement Coach, worked with the staff to become familiar with the math performance tasks and develop ways to encourage critical thinking amongst our students.

Since September, Kerry Cunningham has focused her work with the fourth grade teachers to help them deepen the development of the fractions unit. Bi-weekly, the study group plans lessons which reflect the higher order thinking required by effective performance tasks. Through this process the team works to refine assessments and creates new performance tasks to meet the grade's needs.

Simultaneously, during weekly grade-level meetings all teachers are engaged in creating tasks that reflect grade appropriate, complex mathematical models. Teachers will continually assess the effectiveness of instruction with formal and informal assessments and student observations. Data will be collected to inform instruction, performance tasks and supplement strands that TERC does not currently address.

Teachers will identify subgroups via formal and informal assessments based on students' conceptual knowledge and skills. Lessons will be developed within the context of students' experiences and structured around their needs with the support of graphic organizers, visual graphs, tables, charts and manipulatives to deepen understanding. Partnerships, small group work, stations and math congresses will address students' needs on an intimate level. Resources will include the Common Core Standards and exemplar models, professional books, Internet websites, interactive Smartboard activities and document cameras.

Extended Day Mondays will continue to be dedicated to provide teachers with additional time to plan and discuss their observations and assessment results, and refine performance tasks based on their collaboration. Specialists, intervention/enrichment teachers, service providers and the ESL teacher are involved with planning and implementation of lessons and related tasks during this time as well.

One of the fourth grade teachers will serve as a math leader, attending network-wide PD. Three sessions are planned to help teacher leaders understand the high ordered thinking required by the performance tasks, then turn-key the information at grade level planning meetings. The teacher will work collaboratively with a Kindergarten teacher who will serve as the lower grade math leader.

The Math Planning Committee will continue to focus on making the connections between TERC Investigations curricular and the Common Core Standards and analyze data results from performance tasks.

The School Leadership Team, chaired by a fourth grade teacher, will study the math performance tasks from both the teacher and parent perspective.

Performance tasks will continue to be developed by each grade based on what they deem appropriate to the curriculum and students' needs. Tasks will be administered through the fall/winter and assessed on an ongoing basis. Post assessments will be administered and analysis of results will continue to inform instruction and future areas of curriculum development. The Principal and Assistant Principal will continue to monitor progress of teacher teams' progress during monthly grade conferences. Implementation is yearlong from September 2011 through June 2012.

Strategies to increase parental involvement

During Curriculum Morning, teachers introduced parents to the Common Core Standards. The principal shared information and answered parent questions and inquiries about how the performance tasks reflect the new standards at a PTA meeting. In addition, the principal [highlighted the purpose of performance tasks] in the school newsletter. Teachers will share task results and students' progress with parents via January Update, progress reports, and conferences.

Strategies for attracting Highly Qualified Teachers (HQT)

The hiring committee, comprised of teachers and administrators, identifies and recruits highly qualified teachers throughout the year. Mentors are assigned to support newly-hired teachers. Professional development opportunities are available to teachers throughout the year. Teachers are provided with support from the Network Math Achievement Coach.

Service and program coordination

N/A

Budget and resources alignment

- Math team per-session – ARRA RTTT
- Consumable instructional materials for use during extended day programs – NYSTL and Tax Levy
- Math Intervention/Enrichment teacher – Tax Levy

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

The whole school community will foster student leadership, with an emphasis on developing social responsibility and mentoring. By addressing student leadership, we will increase our score on the Safety & Respect component of the Learning Environment Survey to 9.0.

Comprehensive needs assessment

We are proud of the many opportunities the school currently provides students to develop leadership qualities and want to continue to support them as fully as possible. We would like to find ways to introduce initial concepts of leadership and social responsibility to Kindergarteners, 1st and 2nd graders as well. We want to continue to prepare our children for college and career not only through our academic curriculum, but by providing them with crucial life skills such as leadership, mentoring, and public communication.

Instructional strategies/activities

PS 40 currently provides leadership opportunities for students through the following groups and programs: Book Buddies, Mediators, Monitors, Eco-team, Art Squad, Science Squad, A/V Squad, and Student Council. During the 2011/12 school year, two "leadership assemblies" (one in the Fall, one in the Spring) would be presented to all grades, increasing school-wide understanding of the roles of each of these groups. Students from various groups would explain what they do and perhaps make specific presentations. For example, in November 2011, the Eco-Team taught the school community how to begin composting in the cafeteria, a school-wide project that will begin on December 5, 2011.

Members of the various student groups will be provided space in the PS 40 newsletter in order to ensure student involvement and perspective in school-wide news and information. At least three student groups, such as the Student Council and the Eco-Team, will contribute student-written articles that increase other students' awareness of the various leadership opportunities available to upper grades.

New students entering mid-year in all grades would be assigned a "mentor" from their grade or an upper grade, who would orient them to the school and its activities from a student's perspective. The Student Council will devise a written document with important things a child should know about the school, an "orientation brochure," to be presented to these students upon their arrival into the school community.

Strategies to increase parental involvement

At PTA meetings the principal and parents share the above activities with the greater parent body. The SLT will participate by being briefed at monthly meetings and offering ideas and suggestions. Parents will be involved in the activities by volunteering in the cafeteria to assist with the composting as well as organizing the newsletter articles.

Strategies for attracting Highly Qualified Teachers (HQT)

The hiring committee, comprised of teachers and administrators, identifies and recruits highly qualified teachers throughout the year. Mentors are assigned to support newly-hired teachers. Professional development opportunities are available to teachers throughout the year. Teachers are provided with support from the Network Math Achievement Coach.

Service and program coordination

N/A

Budget and resources alignment

- Consumable materials to implement programs and inform the school community – Tax Levy and PTA funds.

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	10	10	N/A	N/A	7	3	2	0
1	25	23	N/A	N/A	3	2	2	0
2	35	30	N/A	N/A	5	2	3	0
3	40	42	N/A	N/A	17	3	1	4
4	32	38	0	0	8	2	1	1
5	27	43	0	0	8	3	2	0
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	<p>Kindergarten – small group instruction in phonemic awareness, letter-sound/sound-letter relationships and letter formation by our ESL teacher</p> <p>1st grade –small group guided reading, guided writing, phonics, and word study instruction during the school day and extended day.</p> <p>2nd–5th grade – small group instruction in reading, and writing about reading, during the school day, three times per week, and during extended day; using Guided Reading and conferring to practice decoding and developing comprehension strategies such as retelling, predicting, inferring, questioning, visualizing, etc.; QRI assessments three times during the year.</p> <p>All grades—supporting reading and writing units of study by our ESL teacher.</p>
Mathematics	<p>Supporting student class work in small groups two times a week for grade 3, and three times a week for grades 4 and 5; focusing on common confusions students have such as subtraction - grades 3 and 4, and multiplication – grade 5; practicing skills with direct teaching and playing math games; assessing students weekly and planning based on assessment and discussion with teachers; extended day will also be used to reteach and reinforce skills.</p>
Science	<p>The Science intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support students in research and study skills.</p>
Social Studies	<p>The Social Studies intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support upper-grade students in transitioning from learning to read to reading to learn.</p>
At-risk Services provided by the Guidance Counselor	<p>Students work in small groups to develop social skills with peers; learn anger management techniques; develop conflict resolution skills; and learn strategies for dealing with anxiety, stress, and distressing life situations.</p>

At-risk Services provided by the School Psychologist	Individual counseling to develop strategies to deal and to cope with anxiety and stress so that attention can be more fully paid to academics.
At-risk Services provided by the Social Worker	Small group counseling to develop social skills; more appropriate ways to deal with anger and frustration; and conflict resolution especially through verbalizing preferences and negotiating.
At-risk Health-related Services	The Nurse runs an “Open Airways” Program for Students with Asthma. She meets in small groups and councils the students on prevention and asthma education.

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

Educational research shows a positive correlation between effective parental involvement and student achievement. The overall aim of this policy is to develop a parent involvement program that will ensure effective involvement of parents and community in our school. Therefore, our school, in compliance with the Section 1118 of Title I, Part A of the No Child Left Behind (NCLB) Act, is responsible for creating and implementing a parent involvement policy to strengthen the connection and support of student achievement between our school and the families. Our school's policy is designed to keep parents informed by actively involving them in planning and decision-making in support of the education of their children. Parents are encouraged to actively participate on the School Leadership Team, Parent Association, and Title I Parent Committee as trained volunteers and welcomed members of our school community. Our school will support parents and families of Title I students by:

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

- providing professional development opportunities for school staff with the assistance of parents to improve outreach, communication skills and cultural competency in order to build stronger ties between parents and other members of our school community;

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

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

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

The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

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

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;

- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;

- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

- creating a safe, supportive and effective learning community for students and a welcoming respectful environment for parents and guardians;
- assisting parents in understanding academic achievement standards and assessments and how to monitor their child's progress by providing professional development opportunities (times will be scheduled so that the majority of parents can attend);
- sharing and communicating best practices for effective communication, collaboration and partnering will all members of the school community;
- supporting parental involvement activities as requested by parents;
- ensuring that the Title I funds allocated for parent involvement are utilized to implement activities as described in this Compact and the Parent Involvement Policy;
- advising parents of their right to file a complaint under the Department's General Complaint Procedures and consistent with the No Child Left Behind

Title I requirement for Elementary Secondary Education Act (ESEA) and Title I programs;

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;
- read to my child and/or discuss what my child is reading each day (for a minimum of 15 minutes);
- set limits to the amount of time my child watches television or plays video games;
- promote positive use of extracurricular time such as, extended day learning opportunities, clubs, team sports and/or quality family time;
- encourage my child to follow school rules and regulations and discuss this Compact with my child;
- volunteer in my child's school or assist from my home as time permits;
- participate, as appropriate, in the decisions relating to my child's education;
- communicate with my child's teacher about educational needs and stay informed about their education by prompting reading and responding to all notices received from the school or district;
- respond to surveys, feedback forms and notices when requested;
- become involved in the development, implementation, evaluation and revision to the Parent Involvement Policy and this Compact;
- participate in or request training offered by the school, district, central and/or State Education Department learn more about teaching and learning strategies whenever possible;
- take part in the school's Parent Association or Parent-Teacher Association or serve to the extent possible on advisory groups, e.g., Title I Parent Committees, School or District Leadership Teams;
- share responsibility for the improved academic achievement of my child;

III. Student Responsibilities:

- attend school regularly and arrive on time;
- complete my homework and submit all assignments on time;
- follow the school rules and be responsible for my actions;
- show respect for myself, other people and property;
- try to resolve disagreements or conflicts peacefully;
- always try my best to learn.

**OFFICE OF ENGLISH LANGUAGE LEARNERS
GRADES K-12 LANGUAGE ALLOCATION POLICY
SUBMISSION FORM
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 Corinne Rello Anselmi	District 02	Borough Manhattan	School Number 040
School Name Augustus Saint Gaudens			

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

Principal Susan Felder	Assistant Principal Stephanie Lukas
Coach Melanie Levy/Joan Goldfield	Coach Melanie Levy/Joan Goldfield
ESL Teacher Hilda Montane	Guidance Counselor Shelly Hoberman
Teacher/Subject Area Stephanie Lukas/Math and ELA	Parent Jana Ross and Mala Mosher
Teacher/Subject Area Graham White/Science	Parent Coordinator Juliette Knight
Related Service Provider Yelena Katsman/Speech	Other
Network Leader Yuet Chu	Other Maria Pabon/Translator

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

D. School Demographics

Total number of students in school	616	Total Number of ELLs	14	ELLs as share of total student population (%)	2.27%
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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. 

Paste response to questions 1-6 here

1a. Our LAP policy team is composed of the principal (Susan Felder), assistant principal (Stephanie Lukas), literacy coach (Melanie Levy/Joan Goldfield), the parent coordinator (Juliette Knight), our guidance counselor (Shelley Hoberman) and the ESL teacher (Hilda Montane).

As a critical component of the Children First reforms, program placement for ELLs is determined by parents' choice.

Within the first ten days of school the LAB-R is administered to all students whose HLIS indicate exposure to a language other than English. An informal interview is conducted by a pedagogue.

Administration of Spanish LAB for Spanish speaking ELLs is administered to Spanish speaking ELLs who are unable to answer any of the LAB-R. The Spanish LAB is administered within the first 10 days of attendance.

1b. The pedagogues who are responsible for conducting the initial screening are: Susan Felder(Principal), Stephanie Lukas (Assistant Principal), and Hilda Montane(ESL Teacher). The LAB-R is administered by the ESL Teacher (Hilda Montane).

1c. During the first ten days of school the ATS reports: RLER and RLAT are generated in order to determine NYSESLAT eligibility and the breakdowns of the four modalities. A breakdown of the four modalities was also provided via a CD from the state department. This CD was copied and printed for the ELLs' parent or guardian and the ESL teacher.

2. On the basis of the HLIS and the results of the LAB-R, parents of newly enrolled ELLs receive a letter inviting them to the parent orientation and with their child's LAB-R score. The letter is either in English or in their home language if deemed necessary. During the parent orientation for newly admitted ELLs the program choices are explained. At the orientation they receive a translated brochure ("Guide to English Language Learners"). They also watch a video which explains the three program choices available in New York City. The program choices are Transitional Bilingual Education, Dual Language Education, and Freestanding English as a Second Language. Parents are informed that PS 40 does not offer a bilingual program because we do not have the sufficient number of ELLs from the same native language group to form a class. Parents are also informed about their right to transfer their child to a school that does offer their first choice. Parents are then asked to complete the Program Selection Form. Ongoing parent orientation meetings are scheduled with the parent coordinator and the ESL teacher as newly admitted ELL students are enrolled in our school. Translation services are available for parents as needed.

After reviewing the Parent Survey and Program Selection forms for the past number of years, 100% of the parents have requested Freestanding ESL as a Second Language program. The program offered has been fully aligned with parental request. If in the future, fifteen or more second language learners in continuous grades and same native language group are registered in our school, the LAP team will reassess the school's program offerings.

During the first ten days of each school year, the ESL teacher tested all newly enrolled ELLs whose HLIS reflected a language other than English. The LAB-R was administered in order to determine the students' proficiency level in English. Two of the ELLs in kindergarten, new to the New York City public school system scored beginner level of proficiency and one kindergartener scored advanced level of proficiency. In the first grade we have one newcomer who scored beginner level of proficiency and one first grader who scored advanced level of proficiency. Next the ESL teacher analyzed the spring 2011 NYSESLAT scores. One first grader is at an

advanced level of proficiency, one second grader is at an advanced level of proficiency, one third grader is at an advanced level of proficiency and one third grader is at an intermediate level of proficiency. All of the third and fourth grade ELLs are in special education classes. Two of the fourth graders scored an advanced level of proficiency and one of the fourth graders scored at an intermediate level of proficiency. Both fifth grade ELLs scored advanced level of proficiency.

3. Students who are identified as ELLs are given an entitlement letter as well as an invitation to attend a parent/guardian orientation. After the parent orientation video, questions, program options explanation all survey forms are distributed and parents have an opportunity choose a program for their child. The parent surveys are collected after the parent orientation. The ESL maintains the results in an ESL documents binder.

All ELLs receive a placement letter based on their parent/guardian's choice and their LAB-R score indicating that they are an ELL. Therefore all newcomers ELLs at PS 40 received an ESL placement letter. All parents chose the program offered at PS 40.

4. ELLs who scored less than proficient on the spring NYSESLAT 2011 received a letter of continued entitlement. A copy of these letters are filed in the ESL documents binder. A copy of the breakdown of the four modalities is all stored and maintained in the binder.

ELLs who scored full proficiency on the spring NYSESLAT 2011 received a letter that states no longer entitled, but transitional services are available if deemed necessary.

Students who scored proficient on the LAB-R received a letter of non-entitlement. A copy of these letters is stored in an ESL documents binder in the ESL classroom.

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 <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input checked="" type="checkbox"/>	No <input type="checkbox"/>	If yes, indicate language(s):

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

ELL Program Breakdown														
	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	3	3	1	2	3	2								14
Total	3	3	1	2	3	2	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)	9	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

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

ELLs by Subgroups										
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			Total
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	9	0	4			1				9
Total	9	0	4	0	0	1	0	0	0	9

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
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	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
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	1			3									5
Chinese						1								1
Russian		1		1										2
Bengali														0
Urdu														0
Arabic	1													1
Haitian														0
French														0
Korean														0

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
Punjabi														0
Polish														0
Albanian						1								1
Other	1	1	1	1										4
TOTAL	3	3	1	2	3	2	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?

Paste response to questions 1-7 here

1a. PS 40 uses a freestanding ESL program model. There is one fully licensed ESL teacher for our 14 ELLs. Children are placed in a monolingual class and the ESL teacher pulls them out into small groups as per, CR Part 154. In addition, ELLs who require more than five instructional units of ESL receive four more units using the push-in model.

2b. The results of the LAB-R for the new admits and the NYSESLAT scores of those students who were in the public school system in the spring 2011 determine the number of instructional units that each student receives.

All beginner level and intermediate level of proficiency ELLs receive 5 sessions of ESL instruction in ELA with the ESL teacher. The model is a pull-out small group model of instruction for 45 minutes in ELA. They also receive 3 push-in sessions of ESL instruction for 45 minutes in ELA. The total units of instruction are 360 minutes per week, as per CR Part 154.

All advanced level of proficiency ELLs receive 180 minutes of ELS instruction in ELA as per CR Part 154. The model is a pull-out model and instruction is delivered by the ESL teacher,

3a. ELLs who need native language support for content area are supported with picture dictionaries, books in their native language when possible, technology and picture cards that facilitate word meaning. The ESL teacher consults with the teacher(s) to make connections

A. Programming and Scheduling Information

between content area curriculum and the ELLs' needs.

Instruction is provided in the four modalities using a thematic approach in alignment with the New York City ELL Common Core Standards. Various scaffolding strategies are employed including the use of modeling, graphic organizers, and schema building. Realia, picture cards, songs, and poems are incorporated into the curriculum.

5b. There are five newcomers at the school. Trade books and picture cards are used to support their language acquisition. A TPR (Total Physical Response) methodology is also used in order to help facilitate comprehension.

With the help of a more advanced ELL, TRP helps newcomer ELLs act out a word or sentence in order to demonstrate an action and achieve comprehension.

The ESL teacher and the classroom teacher have ongoing conversation about the ELLs' progress and achievements in order to successfully continue academic rigor and success.

5d. Careful planning is required for long-term ELLs who have been in the New York City school system for six years or more. Ongoing assessment is necessary to determine weaknesses. These students are entitled to additional instructional support after school. New methodologies may need to be put in place. For instance, if the student is having difficulty decoding, The Wilson Program might be used. If deemed necessary, a referral would be made and the student further evaluated and assessed by the School Based Support Team. These assessments might need to be administered in English and the home language. Many of our long-term ELLs are receiving special education as well as ESL.

6. In the twelve to one class the math intervention teacher works with ELLs to help develop and strengthen their math vocabulary.

The ESL teacher works with the ELL-SWDs during social studies. ELLs work on distinguishing shades of meaning among related words in from the text.

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

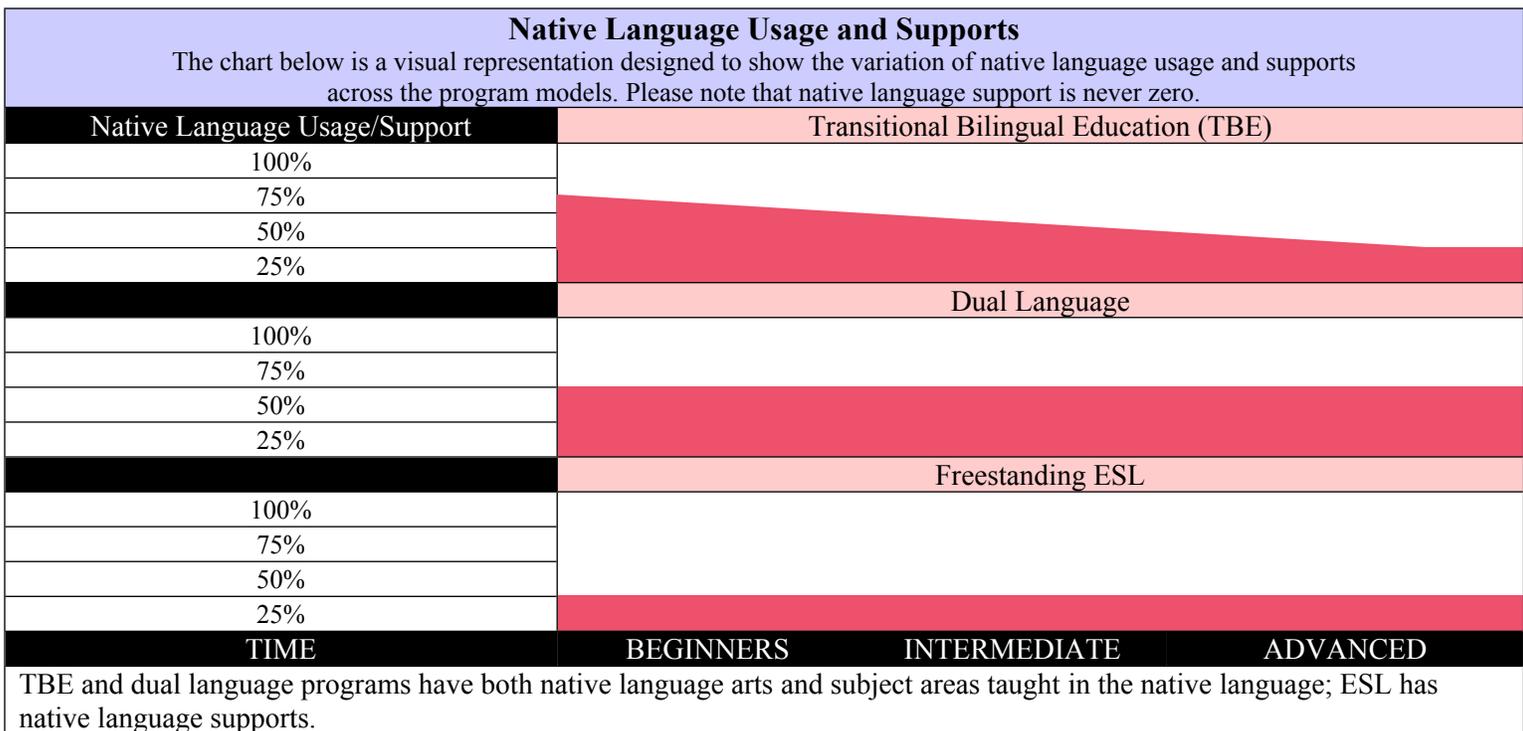
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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



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

Paste response to questions 8-17 here

8. Math support is provided by the intervention teacher one period per day. All ELLs in grades 3-5 work during extended day in a small group with a trained classroom teacher. Intervention focuses on test preparation, math intervention, and reading/ writing intervention.

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?

Paste response to questions 8-17 here

8. Math support is provided by the intervention teacher one period per day. All ELLs in grades 3-5 work during extended day in a small group with a trained classroom teacher. Intervention focuses on test preparation, math intervention, and reading/ writing intervention.

9. ELLs reaching proficiency on the spring NYSESLAT receive both reading and math intervention when necessary. The ESL teacher checks in with the ELLs and their teacher(s). The extended day are made available for all the ELLs who scored on a proficient level on the spring 2011 NYSESLAT. The ESL teacher and/or the extended day teacher break down instruction into smaller chunks so that they are comprehensible. When in need, these proficient students also receive additional instruction after school in literacy and test preparation for the ELA. In addition, even if their math skills are strong, they may be weak in content area vocabulary they would be provided with additional after school support in mathematics and standardized test preparation.

All supports for our ELLs are offered in English. All ELLs receive ESL the mandated periods per week and stay for extended day three times per week. These sessions focus on their greatest area of need. We have found that limited content vocabulary holds back many of our students. To support this area we have begun PD for all teachers around vocabulary and the ESL teacher is working with an ESL expert to develop additional ways to scaffold the instruction of our ELLs.

10. A program we are considering to include is Foundations during extended day. Special education Teachers use Foundations (multi-sensory reading program) phonics and word building through a consistent series of steps.

11. No programs will be discontinued.

12. ELLs are invited through notes in their native language if necessary or phone calls are placed to the programs the school feels the ELLs would benefit from.

12a. PS 40 does not have an after-school program. Any supplemental program such as AIS and extended day are offered to ELLs.

13. The ESL teacher pushes in four periods per week during social studies to support vocabulary and comprehension. Since the modality these ELLs need most support in is reading, two research based reading strategies are currently in use. During read aloud and guided reading both Shades of Meaning and deconstruction and construction of complex sentences help facilitate their comprehension of complex sentences and new vocabulary found in the text. Shades of meaning is a research based strategy as per our common core standards. The deconstruction and construction of complex sentences is based on Dr. Lilly Wong-Fillmore's research.

These students are entitled to additional instructional support after school. If the student is having difficulty decoding, The Wilson Program might be used. If deemed necessary, a referral would be made and the student further evaluated and assessed by the School Based Support Team. These assessments might need to be administered in English and the home language.

At this time there are three second grade students at P.S 40 who received a proficient score in the spring 2011 NYSLAT. There is one fifth grade student who also scored proficient level on the spring 2011 NYSESLAT. In addition, even if their math skills are good, they may be weak in content area vocabulary and, thus, would be provided with additional after school support in mathematics and standardized test preparation.

Although P.S. 40 has no SIFE students at the present time, our LAP team has been discussing how we would support these students. We would ensure that they receive additional instructional time after school. In addition, we would arrange for a conference with the parents, providing a translator. The intervention teacher is developing a nonverbal test in computation to determine students' strengths and weaknesses in performing mathematical operations. We would, also, design other content area assessments and hire a translator, if necessary, to administer them. If needed, we would purchase reading material on a beginners level, making sure that the material is age appropriate.

A component of the balanced literacy program is independent reading. As a result, the children always have independent reading books. The ESL teacher confers with the ELL students to make sure they can decode and comprehend the books they are reading. In addition, the ESL teacher has her own library that is organized thematically and by independent reading levels. Among the other resources the 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?
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12. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
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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?

Paste response to questions 8-17 here

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9. ELLs reaching proficiency on the spring NYSESLAT receive both reading and math intervention when necessary. The ESL teacher checks in with the ELLs and their teacher(s). The extended day are made available for all the ELLs who scored on a proficient level on the spring 2011 NYSESLAT. The ESL teacher and/or the extended day teacher break down instruction into smaller chunks so that they are comprehensible. When in need, these proficient students also receive additional instruction after school in literacy and test preparation for the ELA. In addition, even if their math skills are strong, they may be weak in content area vocabulary they would be provided with additional after school support in mathematics and standardized test preparation.

All supports for our ELLs are offered in English. All ELLs receive ESL the mandated periods per week and stay for extended day three times per week. These sessions focus on their greatest area of need. We have found that limited content vocabulary holds back many of our students. To support this area we have begun PD for all teachers around vocabulary and the ESL teacher is working with an ESL expert to develop additional ways to scaffold the instruction of our ELLs.

10. A program we are considering to include is Foundations during extended day. Special education Teachers use Foundations (multi-sensory reading program) phonics and word building through a consistent series of steps.

11. No programs will be discontinued.

12. ELLs are invited through notes in their native language if necessary or phone calls are placed to the programs the school feels the ELLs would benefit from.

12a. PS 40 does not have an after-school program. Any supplemental program such as AIS and extended day are offered to ELLs.

13. The ESL teacher pushes in four periods per week during social studies to support vocabulary and comprehension. Since the modality these ELLs need most support in is reading, two research based reading strategies are currently in use. During read aloud and guided reading both Shades of Meaning and deconstruction and construction of complex sentences help facilitate their comprehension of complex sentences and new vocabulary found in the text. Shades of meaning is a research based strategy as per our common core standards. The deconstruction and construction of complex sentences is based on Dr. Lilly Wong-Fillmore's research.

These students are entitled to additional instructional support after school. If the student is having difficulty decoding, The Wilson Program might be used. If deemed necessary, a referral would be made and the student further evaluated and assessed by the School Based Support Team. These assessments might need to be administered in English and the home language.

At this time there are three second grade students at P.S 40 who received a proficient score in the spring 2011 NYSLAT. There is one fifth grade student who also scored proficient level on the spring 2011 NYSESLAT. In addition, even if their math skills are good, they may be weak in content area vocabulary and, thus, would be provided with additional after school support in mathematics and standardized test preparation.

Although P.S. 40 has no SIFE students at the present time, our LAP team has been discussing how we would support these students. We would ensure that they receive additional instructional time after school. In addition, we would arrange for a conference with the parents, providing a translator. The intervention teacher is developing a nonverbal test in computation to determine students' strengths and weaknesses in performing mathematical operations. We would, also, design other content area assessments and hire a translator, if necessary, to administer them. If needed, we would purchase reading material on a beginners level, making sure that the material is age appropriate.

A component of the balanced literacy program is independent reading. As a result, the children always have independent reading books. The ESL teacher confers with the ELL students to make sure they can decode and comprehend the books they are reading. In addition, the ESL teacher has her own library that is organized thematically and by independent reading levels. Among the other resources the ESL

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?

Paste response to questions 1-4 here

1. At P.S. 40, all kindergarten parents are invited and encouraged to come into the classroom and sit with their child(ren) for the first 15 minutes of each school day. This eases the transition for all kindergarten children. When possible books in native language are provided or encouraged to be brought from home. In order to increase involvement, translation monies are being used to hire translators during parent-teacher conferences when needed. PS 40 has their own in house translators that are readily available during conferences or parent meetings. All our ELLs have English Speaking parents except two who are Spanish and Albaian speaking. These parents are always provided with translation and meetings are attended by a translator or an over the phone interpreter.

Native culture is honored throughout the school and parents and students are encouraged to share customs, language and foods with the school community. Children are encouraged to bring books in their native language to share with their peers. The ESL teacher has an expansive Spanish library that she shares with Spanish speaking newcomer families. In addition, our Pre-K social worker Riva Fishner invites all parents to attend workshops held at our school on topics. These workshops include our K-2 ELLs.

In September fliers were distributed inviting all early childhood parents to attend a workshop on easing the transition to school. The next workshop will be on limit setting, structures, and routines.

2. During the winter and spring all parents are invited to attend "Choice Time" these workshops will include topics such as, math and literacy strategies for students in grades K-5.

In addition, (Melanie Levy and Joan Goldfield) there will be an assessment workshop. The goal of the workshop is to familiarize all parents with in school and state assessments that are in place at our school. Parents have an opportunity to examine the assessments and ask specific questions. They are also informed in greater detail about expectations of any given assessment across the grades.

3. The needs of the parents are evaluated during registration, on the HILS survey, and the informal interview at registration.

The needs of the ELL parents are also evaluated during the parent orientation which takes place during the first 10 days of school. As we get to know our parents, the types of translations become specific to their needs. Our in house translators call parents of ELLs with information on trips, conferences, and school events.

4. PS 40 provides a variety of workshops for parents ranging from test prep with the principal to parenting classes with the pre-K social worker. We reach out our ELLs families and provide translation whenever necessary.

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.

Paste response to questions 1-3 here

1. All teachers at P.S.40 are receiving professional development. The ESL teacher attends all schoolwide profession development and interprets the material to best suit the needs of the ELL students. The focus, this school year is on how to meet the needs of our ELLs while incorporating the common core standards. During the first two days of school in September, the ESL teacher and the classroom teachers worked cooperatively to align our reading and writing common core standards with our curriculum.

Shades of Meaning, a common core vocabulary strategy, is consistently revisited by both the third through fifth grade classroom teachers and the ESL teacher. This strategy is used to facilitate students with understanding. Professional development for each grade level

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2. The experienced guidance counselor sits in on all end of year articulation meetings where grouping ELLs for the next grade ins taken into consideration. In addition, the guidance counselor attends middle school orientations and maintains information about various middle schools in order to help ELLs and their families make educated decisions about their middle school choice. The guidance counselor is invited to ESL related professional development.

3. In addition, PS 40 has ongoing inquiry teams who meet on a weekly basis. During these meeting the ESL teacher and the upper grade teachers examine and fine tune their non-fiction curriculum in order to meet the common core standards in both reading and writing. In October the ESL teacher, four classroom teachers (grade 1-3), and the assistant principal attended an off-site full day reading conference with Jennifer Serravallo. The focus was on smal group instruction in reading workshop. There was an emphasis on ELLs and how they process language. Teachers worked in cooperative groups to discuss ways in which students can use accountable talk during partner reading and book clubs. Short videos of students working with a teacher were watched and later discussed for there effectiveness. In addition, open ended questioning during read aloud and book clubs were modeled and tried in small groups. On November 8th the ESL teacher will attend a conference on "Theory to Practice: English Language Learners and the Common Core Standards." ESL Teachers will look closely at our the four modalities and how to effectively align the common core standards. Ongoing PD with an ESL expert, Fay Pallen, is focusing on supporting long-term ELLs through accessing social studies content. The classroom teachers who have ELLs also meet periodically with the ESL teacher in order to discuss strategies that drive instruction for their ELLs in the four modalities, listening, speaking, reading and writing, as per Jose P.

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4. PS 40 provides a variety of workshops for parents ranging from test prep with the principal to parenting classes with the pre-K social worker. We reach out our ELLs families and provide translation whenever necessary.

Part V: Assessment Analysis

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.

Paste response to questions 1-6 here . The primary assessment tool used to assess the early literacy of the ELLs is TCRWP (Teachers College Reading/Writing Project). The Fountas and Pinnell system is also used to choose the appropriate reading level and create guided

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.

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												3
Intermediate(I)				1	1									2
Advanced (A)	1	2	1	1	2	2								9
Total	3	3	1	2	3	2	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													
	A		1				1							
	P			1	2	3	1							
READING/ WRITING	B					1								
	I		1		1									
	A			1	1	2	2							
	P													

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

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4					2				2
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

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 - 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?
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 - 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.

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- TCRWP assists teachers with assessments that include letter recognition, letter sound articulation, sight word recognition, spelling pattern ability, and reading comprehension. 1. The primary assessment tool used to assess the early literacy of the ELLs is TCRWP (Teachers College Reading/Writing Project). The Fountas and Pinnell system is also used to choose the appropriate reading level and create guided reading book sets.

-TCRWP assists teachers with assessments that include letter recognition, letter sound articulation, sight word recognition, spelling pattern ability, and reading comprehension.

-The retelling on levels A-D is used with kindergarten and first grade.

The insights the data provides about our ELLs include the following:

Special Education ELLs:

Four out of the five special education students are reading two grade levels below their current grade.

One of the special education students is reading three grade levels below his current grade.

Newcomer ELLs:

All of the newcomer ELLs are in first grade and kindergarten; they all scored below grade level in reading readiness skills.

Second and Third Grade ELLs:

One of the third grade ELLs is currently reading two reading levels below her current grade level

One of the third grade ELLs is one reading level below his grade level.

One of the second grade ELLs is reading at grade level, but require improvement on her writing structure and writing mechanics.

Proficient Level ELLs:

All the proficient level ELLs are reading at grade level based on the TCRWP assessment.

Based on the data from the TCRWP the classroom teacher and the ESL teacher plan meaningful, effective lessons that will help ELLs reach their speaking, listening, reading, and writing next steps and goals. Once the ELLs reading level and retell ability is determined, the ESL and classroom teacher choose guided reading books at an instructional level to help strengthen the ELLs vocabulary and comprehension.

This information helps inform our school's instructional plan in the following ways:

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

School Name: _____		School DBN: _____	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Principal		12/01/11
	Assistant Principal		12/01/11
	Parent Coordinator		12/01/11
	ESL Teacher		12/01/11
	Parent		12/01/11
	Teacher/Subject Area		12/01/11
	Teacher/Subject Area		12/01/11
	Coach		12/01/11
	Coach		12/01/11
	Guidance Counselor		12/01/11
	Network Leader		1/1/01
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

DBN: 02M040 **School Name:** Augustus Saint Gaudens

Cluster: 1 **Network:** 103

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.

Our school determines the primary language spoken by each parent at registration when the parent completes the HLIS (Home Language Survey), the blue emergency card, and the pupil personnel secretary or parent coordinator conducts an informal interview. Once the information is recorded, the pupil personnel secretary maintains this information in our ATS system. Through our ATS system a home language report (RHLA) is generated in order to determine the major languages spoken at P.S. 40.

Based on the ATS information, PS 40 requires written translation and oral interpretation for three families. These findings are shared with our school community during our monthly staff conferences. As soon as the ESL teacher confirms via the HLIS and later the parent orientation for newcomers, that the home language is a language other than English, she communicates the information to the assigned classroom teacher, cluster teachers, and mandated service providers. This year all newcomer ELL families speak English and translation services are not necessary.

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.

Major finding at PS 40 include: Written translation and oral interpretation are rarely needed at P.S. 40. Our ELL families have access to their own interpreters and translators. The ESL teacher met with ELL parents and discovered that only three ELL families needed written translation and oral interpretation. For our two Spanish speaking ELL families in house translation is available. The ESL teacher is able to provide the families with written translation and oral interpretation. All of our newcomer families speak English. Only one ELL family needed written translation and oral interpretation outside of Spanish, for this family we download correspondence from the DOE website and use the over-the-phone interpretation for all meetings. This family had their own translator during parent teacher conferences.

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.

We make sure that all families have access to all documents necessary for their children's education. Our in-house staff provides written translation for our Spanish speaking families. Whenever necessary, the parent coordinator, and teachers use the Translation and Interpretation Unit to translate all-important documents in a timely fashion. We also download all forms needed in the languages provided on the DOE website. Any documents that need to be translated are provided to the ESL teacher several days in advance. She either translates herself (into Spanish) or reaches out to the translation unit for support in other languages. The teachers are given the "over-the-phone" interpretation number at the beginning of each school year and before all conferences. This is a service we have used several times. When an interpreter is needed at the school, we have contacted the DOE suggested vendors, i.e. for testing. As per Chancellor's Regulation A-663 we provide all DOE documents in the language needed by families. The links to important DOE information, such as, Parents Bill of Rights etc. are accessible through the PS40 PTA website, as well as the DOE website.

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.

Our in-house staff provides oral interpretation services to our Spanish speaking families. There was only one other family who needed oral interpretation and they chose to rely on their own interpreter during parent teacher conferences. When an interpreter is needed we provide one through our community, or the DOE contracted vendors. The NYS math Exam and the G&T exam can be translated for the ELL students who would benefit from that service. In these cases we use the DOE contracted vendors to provide the interpreter.

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>.

At registration the parent coordinator provides all parents the link to the DOE and PS 40 websites, she explains that the information is provided in English as well as many other languages.. She also accesses interpretation service information whenever necessary. The school's safety plan contains procedures that ensure that parents in need of interpretation have access to the services provided by the administrative offices. Since, more than 98% of the parents of the children at P.S. 40 speak English, foreign language signage is not applicable.