



**Department of
Education**

Dennis M. Walcott, Chancellor



**2012-2013
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)**

SCHOOL NAME: GEORGE WASHINGTON CARVER SCHOOL

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

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

SUPERINTENDENT: EVELYN SANTIAGO

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

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Name	Position and Constituent Group Represented	Signature
LEONIE HIBBERT	*Principal or Designee	<i>Leonie Hibbert</i>
FATIMA ABBASI	*UFT Chapter Leader or Designee	<i>Fatima Abbasi</i>
RAQUEL GORDON	*PA/PTA President or Designated Co-President	<i>Raquel Gordon</i>
ANSELMO HAZEL	DC 37 Representative, if applicable	<i>Anselmo Hazel</i>
WEBBER BEY	CBO Representative, if applicable	<i>Lloyd Webber Bey</i>
KARA SOWERBY	SLT Secretary/Staff	<i>Kara Sowerby</i>
UNA CAMERON LEE	Member/Staff	<i>Una Cameron Lee</i>
MARTHA SMITH	Member/Staff	<i>Martha Smith</i>
SWAQUEENA THOMAS	Member/Parent <i>Swaqueena Thomas</i>	
ALUSINE BAH	Member/Parent	<i>Alusine Bah</i>
SONYA FOREMAN	Member/Parent	<i>Sonya Foreman</i>
VARIBETH MITCELL	Member/Parent	<i>Varibeth Mitcell</i>

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

Our goal is to expose every child to a literacy task implanted in rich Common Core State Standards- aligned curriculum unit with the - Reading Informational Text Standards 1 & 10, Speaking/Listening Standard 1, Language Standard 6, as well as Writing Standard 2 in grades Pre-K through 2 and Writing Standard 1 in grades 3 through 5.

- 🌟 By June 2013, at least 95% of classroom teachers will engage in the development and implementation of a literacy task embedded in a rich CCSS aligned curriculum unit, as measured by teacher developed written lessons and student work.

Comprehensive needs assessment

- In Spring 2012, 43.7% of students performed at a level 3 or above on the NYS ELA exam.
- In order to raise student achievement, we have built in multiple common preps per week in order to allow teachers to meet collaboratively and plan for aligned student instruction across grades, inclusive of differentiation strategies to support student achievement amongst students, including English Language Learners and students with disabilities? Who are the subgroups that will be targeted?
- By engaging classroom teachers in the development and implementation of CCSS based units, we will be able to deepen our collaborative practices and further increase academic rigor for our students.

Instructional strategies/activities

- 🌟 Literacy by Design, Lucy Caulkins and Junior Great Books will also serve as resources to support the development of tasks that are aligned with the Common Core State Standards above
- 🌟 Common Core State Standards will be taught with integration of the arts
- 🌟 Teams will meet weekly to reflect, further plan and create lessons to improve students' performance
- 🌟 Intervention Plans
- 🌟 Encourage increased use of flexible grouping in classrooms
- 🌟 Teachers will analyze student work to develop instructional practices to increase student achievement
- 🌟 Team members will participate in ongoing network training.
- 🌟 Identify students performing at levels 1 or 2 for additional differentiated instructional support
- 🌟 Differentiate for increasingly challenging tasks for students at levels 3 and 4
- 🌟 Professional development will be scheduled during grade conferences and monthly school-wide conferences
- 🌟 Common planning time will be scheduled for all grades so teachers can plan collaboratively and analyze student work
- 🌟 Students will examine their assessment reports to set goals for success and outline strategies for improvement

-  Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students
-  School leaders will conduct frequent formative classroom observations and provide teachers with formative feedback and professional development to support improved practice in identified competencies and across a common framework.
-  **Implementation Timeline: September 2012-June 2013**

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

-  ARRA RIIT Data Specialist to monitor and support data analysis with teachers
-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  ARRA RIIT Data Specialist to monitor and support data analysis by teachers

-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  TL Temporary Shortfall Per Session Funding will be allocated to support afterschool test prep programs
-  Thursday morning professional development sessions built into school schedule provide 50 minutes of dedicated PD time, as per S.B.O.
-  Core Curriculum
-  TL Children First Network Support
-  TL NYSTL Textbook funding for purchase of Test Prep Materials

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

- 🎯 By June 2013, at least 95% of all classroom teachers will engage in the development, design and implementation of two mathematics tasks embedded in a rich CCSS aligned curriculum unit, as measured by the teacher developed written lessons and corresponding student work.

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Comprehensive needs assessment

- In Spring 2012, 60.1% of students performed at a level 3 or above on the NYS Math test.
- In order to raise student achievement, we have built in multiple common preps per week in order to allow teachers to meet collaboratively and plan for aligned student instruction across grades, inclusive of differentiation strategies to support student achievement amongst students, including English Language Learners and students with disabilities? Who are the subgroups that will be targeted?
- By engaging classroom teachers in the development and implementation of CCSS based units, we will be able to deepen our collaborative practices and further increase academic rigor for our students.

Instructional strategies/activities

- 🎯 Implementation of Everyday Math curriculum to support CCSS
- 🎯 Teams will meet weekly to reflect, further plan and create lessons and authentic material to improve students’ performance using the Acuity differentiated program
- 🎯 Teams will meet weekly to reflect, further plan and create lessons and authentic material to improve students’ performance using the Study Island differentiated program
- 🎯 Common planning time will be scheduled for all grades so teachers can plan collaboratively and analyze student work
- 🎯 Creation of mathematics units aligned with the NYC Scope and Sequence recommendation
- 🎯 Common Core State Standards will be taught with integration of the arts
- 🎯 Team members will participate in ongoing network training.
- 🎯 Teachers will analyze student work to develop instructional practices to increase student achievement
- 🎯 Identify students performing at levels 1 or 2 for additional differentiated instructional support
- 🎯 Differentiate for increasingly challenging tasks for students at levels 3 and 4
- 🎯 Professional development will be scheduled during grade conferences and monthly school-wide conferences

-  Students will examine their assessment reports to set goals for success and outline strategies for improvement
-  Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students
-  Cabinet will meet with classroom teachers to provide professional development on unit development
-  Teachers will continue to work with network staff developers to provide professional development
-  Resources will be taken from Title 1 SWP
-  Funding will be allocated to support afterschool test prep programs
-  Professional Development will be provided by Data Specialist, and consultants. This will occur during designated prep periods, weekly meetings, monthly grade level meetings and on DOE sponsored professional development days. Students will receive additional instruction within small group tutoring sessions held during extended time sessions.
-  **Implementation Timeline: September 2012-June 2013**

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

-  ARRA RIIT Data Specialist to monitor and support data analysis by teachers
-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  TL Temporary Shortfall Per Session Funding will be allocated to support afterschool test prep programs
-  Thursday morning professional development sessions built into school schedule provide 50 minutes of dedicated PD time, as per S.B.O.

-  Core Curriculum
-  TL Children First Network Support
-  TL NYSTL Textbook funding for purchase of Test Prep Materials

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

Our goal is to expose every child to a rich curriculum unit that is aligned with the New York City Science Scope and Sequence, embedded in the Common Core State Standards, in kindergarten through fifth grade.

Our goal is to expose every child in grades K-5 to a rich curriculum that is aligned to both the NYC Science Scope and Sequence and the Common Core Learning Standards for Literacy in the Science and Technical Subjects.

- 🌟 By January 2013, at least 95% of classroom teachers will engage in the implementation of science tasks embedded in Common Core State Standards- aligned units of study.

Comprehensive needs assessment

- In Spring 2012, 73% of students tested performed at or above proficiency on the New York State standardized science test.
- In order to raise student achievement, we have built in multiple common preps per week in order to allow teachers to meet collaboratively and plan for aligned student instruction across grades, inclusive of differentiation strategies to support student achievement amongst students, including English Language Learners and students with disabilities? Who are the subgroups that will be targeted?
- By engaging classroom teachers in the development and implementation of CCSS based units, we will be able to deepen our collaborative practices and further increase academic rigor for our students.

Instructional strategies/activities

- 🌟 Teachers will strengthen the common language and understanding of what quality teaching looks like by deepening the school community's comprehension of Charlotte Danielson's *Framework for Teaching*.¹
- 🌟 Teachers will select competencies relevant to teachers' developmental needs and that most support implementation of the Common Core standards. While schools have discretion, they should consider:
 - 🌟 Designing coherent instruction (1e);
 - 🌟 Using questioning and discussion techniques (3b);
 - 🌟 Using assessment in instruction (3d).
- 🌟 Harcourt School Publishers Curricula and Literacy by Design will serve as resources to support the development of tasks that are aligned with the Common Core State Standards
- 🌟 Common Core State Standards will be taught with integration of the arts
- 🌟 Teams will meet weekly to reflect, further plan and create lessons to improve students' performance
- 🌟 Teachers will analyze student work to develop instructional practices to increase student achievement
- 🌟 Team members will participate in ongoing network training.
- 🌟 Analyze and use data from NYS Science Test to assess student needs
- 🌟 Identify students performing at levels 1 or 2 for additional instructional support

-  Professional development will be scheduled during grade conferences and monthly school-wide conferences around developing Science instruction to meet student needs
-  Science Fairs/displays
-  Identify students performing at levels 1 or 2 for additional differentiated instructional support
-  Differentiate for increasingly challenging tasks for students at levels 3 and 4
-  Research STEM (science, technology, engineering, math) programs/professional development offered
-  Common planning time will be scheduled for all grades so teachers can plan collaboratively and analyze student work
-  Students will examine their assessment reports to set goals for success and outline strategies for improvement
-  Classroom teachers will work together to develop intervention plans for level 1 and low level 2 students
-  **Implementation Timeline: September 2012-June 2013**

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

- PBIS – Positive Behavior Interventions and Supports program to support positive student behavior

Budget and resources alignment

-  Thursday morning professional development sessions built into school schedule provide 50 minutes of dedicated PD time, as per S.B.O.
-  Funding will be allocated to support afterschool test prep programs, Professional Development will be provided by Data Specialist, and consultants. This will occur during designated prep periods, weekly meetings and on DOE sponsored professional development days.
-  TL Children First Network Support
-  ARRA RIIT Data Specialist to monitor and support data analysis with teachers
-  Parent Involvement funding from Title I SWP to support family curriculum-related nights
-  CORE Curriculum
-  Title I Fair Student Funding for Science Cluster teacher
-  Funding will be allocated to support test prep programs

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

Engage in short, frequent formative classroom observations and provide teachers with formative feedback and professional development using a rubric that articulates clear expectations across a common framework, in order to improve teacher practice leading to increased student gains.

- By June 2013, at least 95% of teachers will set measurable goals which are aligned with formal and informal observations implementing sections of the Danielson Framework for Teaching, as measured by formal and informal administrative observations.

Comprehensive needs assessment

- Based on our classroom observation data, we need to deepen our instruction in order to raise the level of performance for all our students, including English Language Learners and Students with Disabilities.

Instructional strategies/activities

- 🌟 By August/September 2012, professional development on understanding and using Danielson Framework will be scheduled during school hours and weekly school wide and grade conferences
- 🌟 By October 2012, teachers will develop goals reflective of the following competencies:
 - 1e Design coherent instruction
 - 2b Establish a culture or learning
 - 2d Managing student behavior
 - 3b: Using questioning and discussion
 - 3c: Engaging students in learning
 - 3d: Using assessment in instruction
- 🌟 Goals will be revised twice a year
- 🌟 Common planning time will be scheduled for all grades during preparation times so teachers can plan and look at student work and assessment data to measure their progress and plan for effective instruction
- 🌟 Common Core State Standards will be taught with integration of the arts
- 🌟 Teachers will set goals for success and outline strategies for improvement based on Danielson Framework
- 🌟 Administrative staff will work collaboratively with teachers in using Danielson Framework to plan and develop instruction and best practices
- 🌟 Collegial walkthroughs and learning inter-visitations will be scheduled to provide teachers with additional professional development, examining for best practices
- 🌟 Development of student portfolios
- 🌟 Weekly 'Keeping in Focus' newsletter will share instructional expectations, success and next steps based on the Danielson Framework for Teaching

 **Implementation Timeline: September 2012-June 2013**

Strategies to increase parental involvement

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

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

-  ARRA RIIT Citywide Instructional Expectations for Professional Development
-  Thursday morning professional development sessions built into school schedule provide 50 minutes of dedicated PD time, as per S.B.O.
-  TL Children First Network Support

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

To ensure that all teachers are engaged in collaborative inquiry work to improve student outcomes.

- 🐝 By June 2013, at least 95% of teachers will engage in the inquiry process to provide Common Core State Standard aligned data-driven support to students in order to promote academic growth, as measured by team sign-in sheets, agendas and meeting notes, as well as rubrics used to analyze student work.

Comprehensive needs assessment

Improving teacher quality and effectiveness to ensure that rigor and differentiated practices are being used to meet the needs of individual students, sub groups and high risk population. In June 2012, 26% of all special education students performed at or above proficiency on the NYS exams.

Instructional strategies/activities

- 🐝 Identify target population students and area of focus
- 🐝 Identify best instructional practices that will promote student achievement for the students in the target population
- 🐝 Make strategic organizational decisions to support instructional goals and meet student learning needs as evidenced by meaningful student work products
- 🐝 Monitor student progress
- 🐝 Develop individualized instructional plans.
- 🐝 Develop effectiveness of teacher teams
- 🐝 Share best practices with school community
- 🐝 Common Core State Standards will be taught with integration of the arts
- 🐝 Use a variety of resources such as Kaplan, Literacy by Design Small group Instruction Sets, Junior Great Books and Time for Kids to support student engagement and deepen student understanding of concepts
- 🐝 Teachers will utilize the Common Core Library, Exemplars, and ARIS Communities during Teacher Team Meetings to embed rich performance tasks in their units of study in all subject areas.
- 🐝 Professional development around technological resources such as Study Island, ARIS, and Acuity to support student differentiated instruction and academic success.

-  The School-Wide & Grade Level Inquiry Team meetings to review student work relating to performance tasks
-  Provide teachers with research-based strategies that will help students reach the next level of performance as laid out by the Common Core Standards.
-  Teachers will work collaboratively to exchange best practices in the classroom and utilize the Framework for Teaching Rubrics to analyze their pedagogy as it relates to student learning.
-  Common planning time will be scheduled for all grades so teachers can plan collaboratively and analyze student work
-  Teachers will develop a shared understanding of success as defined by the new standards, and determine how to adjust teacher practice to support student development along the continuum of college and career readiness.
-  Network team will support administrators in analysis of student work to develop and implement plans to support teachers toward success with all students.
-  Our Network Achievement Coach will provide clear and concrete feedback to support teachers' professional growth and development.
-  Through the work of implementing the task, teachers will begin adjusting their curriculum and instruction to help all students move toward high expectations of the Common Core Standards.
-  In literacy, students will complete a task that asks them to read and analyze informational texts and write opinions and arguments in response.
-  In Math, students will engage in cognitively demanding mathematics tasks that require them to demonstrate their ability to model with mathematics and/or construct and explore the reasoning behind arguments to arrive at a viable solution.
-  **Implementation Timeline: September 2012-June 2013**

Strategies to increase parental involvement

- Parent training workshops related to inquiry
- inquiry bulletin board at main entrance of school to communicate
- School newsletters highlighting inquiry areas

Strategies for attracting Highly Qualified Teachers (HQT)

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

Service and program coordination

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

Budget and resources alignment

- 🌸 TL Temporary Shortfall Per Session Funding will be allocated to support afterschool test prep programs
- 🌸 Thursday morning professional development sessions built into school schedule provide 50 minutes of dedicated PD time, as per S.B.O.
- 🌸 TL Children First Network Support

CONDITIONS FOR SUCCESSFUL IMPLEMENTATION OF WORK WITH COMMON CORE STANDARDS

The implementation of this work is a multi-year process. Our school in consultation, with our network, is expected to strategically implement the work in ways most likely to shift teaching practice and enhance individual students' learning based on school strengths and areas of development. Successful schools will create an environment that enables this work.

A. In every classroom, ensure a culture for learning.

-  Set high expectations for all students.
-  Focus on standards based learning, inclusive of the arts.
-  Plan in advance for multiple access points and ways of demonstrating understanding so that all students engage in rigorous learning experiences. These are two components of Universal Design for Learning (UDL).
-  Ensure that all students have access to learn within their least restrictive environment.
-  Find opportunities to work with all students on critical academic and personal behaviors necessary for college and career readiness: persistence, engagement, work habits/organization, communication/collaboration, and self-regulation.
-  In K-5 reading, make specific plans for screening and provide tiered instruction and interventions for students, as required by New York State's implementation of Response to Intervention (RTI). Our school will consider systems for supporting students across the content areas.

B. Ensure our entire school community is engaged in this work.

-  Ideally, teachers of math, ELA, science, and social studies, including ESL, and special education teachers, will implement two units of study aligned to the Common Core
-  Teachers will adapt existing units or adapt/adopt units from the Common Core Library or other external sources; units will include points of access for all students. The culminating task for at least one unit must be aligned to the DOE's selected Common Core standards, which in 2013-13 include the addition of a speaking/listening and a language standard
-  Classes that require significant reading, writing, and discussion of text should begin to shift instruction toward the Common Core. These classes will include the arts and technical subjects.
-  In CTT classrooms teachers will focus on implementing units together.

C. Maximize opportunities for teachers to learn and grow in their practice.

Our school will provide opportunities for teacher development that promote independent and shared reflection and leadership growth, and that enable teachers to continuously evaluate and revise their classroom practices to improve learning outcomes.

Teachers will:

-  Use a shared understanding of Danielson to identify areas on which to focus and actively pursue professional growth.
-  Based on actionable feedback, reflect on and shift daily practice as well as the planning and implementation of Common Core-aligned units.
-  Participate in teacher teams engaging in inquiry to:
 - Analyze student work to adjust teaching practice and instructional planning;
 - Plan Common Core-aligned units to gain familiarity with key instructional practices;
 - Plan for shifts in instruction;
 - Review their scope and sequence in light of changes to the grades 3-8 tests;
 - Deepen their understanding of Danielson

Our administrators will facilitate the following:

-  With the support from networks, integrate instructional expectations into the school's plan for improving instruction during the 2013-13 school year.
-  Optimize resources (human, budget, time), data, and systems to support and monitor instructional work.
-  Build a culture in which the use of a research-based framework is viewed as a formative tool designed to strengthen practice through frequent observations, followed by formative feedback and professional development focused on improved student learning.
-  Develop a normed understanding of Danielson, together with networks and central staff, to deepen expertise of both administrators and teachers.
-  To deepen teachers' understanding of the instructional shifts required to meet the Common Core.

ASSESSMENT

Our collective goal is to prepare students to think, read and write critically, communicate strongly both orally and in writing, and solve complex problems. New York State (NYS) is working to align state assessments with the Common Core standards, and schools should be aware of these changes. However, no single test can capture the full range of knowledge and skills our students are learning in the classroom each day. Schools with the most rigorous instruction infuse test readiness into their lessons in ways that do not disrupt the curriculum; cognitively demanding tasks and assignments do more to prepare students to perform well on tests than prolonged, de-contextualized, and rote practice of sample test questions. In order to ensure teachers and school leaders are well informed of changes to the NYS tests during the transition to the Common Core, the DOE offers the following guidance.

➤ Changes to the New York State tests

Partnership for the Assessment of Readiness for College and Careers (PARCC): In 2014-15, NYS is planning to adopt new PARCC assessments,

designed to measure student learning according to the Common Core. PARCC exams will include two summative components for ELA and math: a performance-based assessment with extended tasks requiring application of knowledge and skills in the spring followed by an end-of-year assessment with shorter questions, including multiple-choice items. In literacy, these assessments will emphasize writing effectively when analyzing texts. In math, these assessments will focus on applying mathematical thinking and solving problems.

Before then, NYS tests will evolve to align to the Common Core.

Grades 3 to 8: In 2013-13, the content of the NYS grades 3-8 ELA and math tests will change to align to the Common Core, but the structure will remain similar to current tests (administration time, paper/pencil format).

In ELA:

Tests will focus on:

1. Comparing two or more texts, including listening passages, writing passages, and graphics;
2. Reading and analyzing informational passages without narrative structure, dialogue, or characters, and discussing arguments, evidence, and claims;
3. Requiring students to engage with a 50/50 split of literary and informational texts; and
4. Responding to prompts that are more text-dependent: 35% of prompts will require students to convey an opinion/argue, 35% to explain, and 30% to convey experience.

In Math:

1. In keeping with the Common Core's emphasis on depth over breadth, tests will emphasize the major work of the grade, a set of key concepts that helps teacher prioritize where to spend most of their instructional time. Concepts may be assessed at different grade levels from those in the past. For example, the new grade five tests will include more items assessing fractions and no items assessing probability and statistics;
2. Tests will include more questions that require students to take multiple steps in order to solve them;
3. Questions that in the past have focused on testing mathematical vocabulary will instead require students to apply skills based on their understanding of that vocabulary;

Questions using tools like rulers or protractors will include prompts that require students to both choose the appropriate tool and apply mathematical concepts in using the tool.

ACCOUNTABILITY

We will continue to evaluate our school's instructional work as part of existing accountability tools.

Progress Report:

We will align our exams to the Common Core; the results of these tests contribute to a significant portion of the points on the Progress Report.

Our school will meet the expectations of the Common Core and prepare students for the next level of education.

Quality Review:

Our school will use the Quality Review rubric and process to align to the 2013-13 instructional expectations. We will show evidence that:

Teachers will receive actionable, high-quality feedback and professional development connected to instructional improvement efforts, school goals, and the revision of Common Core-aligned units of study;

All students will experience rigorous, Common Core-aligned units of study, and requisite supports and extensions, including those particular to students with disabilities and English language learners;

At least during these units, lessons aligned to the selected Common Core literacy standards will show evidence of planning with a focus on text-dependent writing, questioning, and discussion;

At least during these units, lessons aligned to the selected Common Core math standards will also show evidence of planning with a focus on integrating conceptual understanding and application opportunities for all students, along with working on procedural fluency;

Our administration will articulate a clear rationale for their strategic choices, e.g. selecting Danielson competencies to support teacher practice, identifying which teachers will implement Common Core-aligned instruction, and determining how many units each teacher will implement;

The school will use resources (human, budget, time), data, and systems to monitor and improve organizational and instructional quality in light of the instructional expectations and school, staff, and student needs.

Comprehensive Educational Plan (CEP):

Our school will feel free to use the language of the citywide instructional expectations in our goals, but it is not required that CEP goals use the exact language of the expectations.

Principal Performance Review (PPR):

Our principal will ensure alignment of instructional goals to the citywide instructional expectations in accordance with the Council of Supervisors for the 2013-13 school year.

SELECTED COMMON CORE STANDARDS

Literacy

To build upon the work done during the 2012-12 school year, one of each teacher’s Common Core-aligned units of study in 2013-13 should focus on the standards below. The other unit may focus on the same standards or other key concepts within the literacy standards.

<i>Grade Band</i>	<i>Literacy Focus—Reading, Writing, Speaking/Listening, and Language</i>	
<i>PK-2</i>	Reading Informational Text Standards 1 & 10; Writing Standard 2 Speaking/Listening Standard 1; Language Standard 6	
<i>3-5</i>	Reading Informational Text Standards 1 & 10; Writing Standard 1 Speaking/Listening Standard 1; Language Standard 6	
	<i>Literacy Focus Reading and Writing</i>	<i>ELA-specific Focus 9 Speaking/Listening and Language 9</i>

Math

To build upon the work done during the 2012-12 school year, one of each teacher’s Common Core-aligned units of study in 2013-13 should focus on Mathematical Practices 3 and/or 4 and the selected domain of focus (below). The other unit should also focus on Mathematical Practices 3 and/or 4 as well as on other relevant Mathematical Practices and may center on standards in the same domain or on other major work¹⁰ of the grade.

<i>Grade Band</i>	<i>Domain of Focus</i>		<i>Mathematical Practices</i>
<i>PK-K</i>	Operations and Algebraic Thinking	AND	Model with Mathematics

1-2	Number and Operations in Base Ten		and/or Construct Viable Arguments and Critique the Reasoning of Others
3	Operations and Algebraic Thinking		
4-5	Number and Operations—Fractions		

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	16	16	N/A	N/A	30			
1	31	31	N/A	N/A	15			
2	25	25	N/A	N/A	20			
3	26	26	N/A	N/A	30			2
4	32	32	15	15	15	2	2	5
5	23	23	20	20	40	1	1	
6								
7								
8								
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, twice weekly during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Literacy by Design’s small group book discussions and Kaplan)
Mathematics	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, twice weekly during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Everyday math small groups and Kaplan)
Science	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Kaplan resources and LBD program)
Social Studies	Academic Intervention services provided by push-in teacher in a small group setting, one on one tutoring, during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program (utilizing Literacy by Design)
At-risk Services provided by the Guidance Counselor	Individual/Group Counseling to support academic & social emotional development. Parent workshops/referrals to enhance understanding of student needs in school environment. Conflict resolution, peer mediation, character education, bully prevention, HIV/AIDS, and health awareness sessions provided in whole class and small group settings
At-risk Services provided by the School Psychologist	Individual counseling provided 3 days a week based on referrals
At-risk Services provided by the Social Worker	Individual counseling provided 3 days a week for 30 minutes based on referrals and IEPs

At-risk Health-related Services

Workshops held on monthly basis

GEORGE WASHINGTON CARVER SCHOOL PARENT INVOLVEMENT POLICY

Public School 40 agrees to implement the following statutory requirements:

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

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

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

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

We will gather and distribute to parents for review the following materials:

Our School's Parental Involvement Policy and the School's Parent Compact. The information will be disseminated to parents at regular Title 1 parent meetings, PTA meetings, parent teacher conferences, school newsletters, and through other written communications with parents. At all times we will solicit written and oral input from parents.

2. Public School 40 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
 - a) Provide opportunities to participate in school-based planning committees.
 - b) Establish parent education activities that relate to building strong home/school partnerships, child development and access to services of community resources.
 - c) Hold orientation meetings to present the overall goals of our schools, as well as specific grade/class goals.
3. Public School 40 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:
 - a) Encourage and train parents to volunteer and assist in classrooms, libraries and on trips;
 - b) Expose parents to rules and regulations regarding budget expenditures;
 - c) Develop a plan through the SLT to increase teacher's ability to effectively involve parents in their children's education.

4) Public School 40 will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title 1 Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental programs, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

- Our Parent Coordinator will develop a questionnaire with a particular focus on questions regarding activities that directly involve our parents. The questionnaire will be handed out at, parental functions, parent workshops, PTA meetings and Parent Teacher Conferences. We will target parents with particular disadvantages (i.e. disabled, economically disadvantaged parents, etc.), and ask them to provide their opinions.
- The result of the questionnaire will be presented to our parents, with the aim of receiving their feedback. The main objective will be to acknowledge and accommodate, as much as possible, their suggestions and concerns.
- Based on the feedback from the parents, coupled with their suggestions, our school would be better equipped to address parental concerns, and determine the areas of parent involvement activities that need improvement.

5) Public School 40 will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school's, involved parents, and the community to improve student academic achievement through the following activities specifically described below:

- A.** The school will provide assistance to parents of children served by the school, as appropriate, by undertaking the actions described below:

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

1. Parenting skills.
2. Professional Development for parents to enable children in the school to meet City and State performance standards, during the regular year and the summer.
3. Resources for family outreach in order to involve parents in our community.
4. Learning Leaders volunteer programs.
5. Attendance.
6. Equipment and books to create a lending library collection for parents.

7. Postage, communications, and printing to provide ongoing outreach and information services to parents.

B. Public School 40 will provide materials and training to help parents work with their children to improve their children's academic achievement, such as literacy training, and using technology, as appropriate, to foster parental involvement by:

- 1) Providing computer courses to parents throughout the academic year.
- 2) Conducting math and literacy workshops for parents.
- 3) Offering test sophistication workshops for parents.
- 4) Providing developmental workshops and books for parents, in order to train to volunteer and assist in the classroom.

C. Public School 40 will, with the assistance of the district, educate its teachers, pupil services personnel, principals and other staff in how to reach out to communicate with and work with parents as equal partners, and how to implement and coordinate parent programs and build ties between parents and schools by;

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

D. Public School 40 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, Public Pre-School and other programs. P.S. 40 will conduct and encourage participation in activities, such as Parent Resource Centers, that support parents to more fully participate in the education of their children by:

1. Providing a parent room in which parents will feel welcome and can coordinate activities for parent involvement.
2. Developing a plan through the SLT to increase teachers' ability to effectively involve parents in their children's education.
3. Having parents take part in events planned throughout the school year such as; Family Read Aloud, Head Start, Book Fairs, and Science Fairs.
4. Providing Learning Leaders Programs.
5. Showing how the district/region will help build the capacity of schools to operate and parents to participate in strong parent involvement programs.

E. Public School 40 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format. This would include

alternative formats upon request, and to the extent practicable, in a language the parents can understand:

1. Indicate how parents will be involved in the planning, implementation, evaluation and continuous improvement of school-level programs funded through Title1.
2. Show how the district/region will coordinate Title1 funded parent involvement activities with parent activities funded through other sources;
3. Show how the content and effectiveness of the Parent Involvement Policy will be evaluated annually to determine whether there has been increased parent participation, and how these evaluation results will be used to improve parent involvement and school improvement.
4. Provide a flexible schedule of meetings for parents, before, during, and after the school day, so that they may network with other parents, make suggestions and provide input into decisions relating to the education of their children.

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, parents of children participating in Title 1, Part A programs, as evidenced by its contents. This policy will be adopted by **Public School 40**, on **September 9, 2012** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before **October 31, 2012** or thereafter.

Principal's Signature: _____

Date: _____

School-Parent Compact (is this supposed to say contract?)

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

This School-Parent Compact is in effect during school year 2012-2013.

PART 1.

School Responsibilities

Public School 40 will:

- **Provide a high-quality curriculum and instruction in a supportive and effective learning environment, that enables the participating children to meet State's student academic achievement standards as follows:**
 - a) **The school will employ highly qualified state certified teachers, who will receive intensive professional development training. Teachers will be trained to work with students in a nurturing and child centered environment to reach maximum proficiency in academic achievement core standards and assessment.**
 - b) **Teachers will hold monthly grade level meetings to review and discuss assessment results and identify struggling students to target. The title 1 intervention teacher will provide small group instruction to at-risk students in reading.**
 - c) **Reading software programs will be used by all grades. Parents will be provided with tools to assist and support their struggling, ELL and Special Education children.**
 - d) **In the strife to increase math proficiency, we will implement explicit and intensive instruction through the use of Team Math strategies and software programs such as: www.superteachers.net.**
- **Hold parent-teacher conferences twice annually during which this Compact will be discussed as it relates to the individual child's achievement. Specifically these conferences will be held:**
 - **Twice annually, in the Fall and in the Spring of the school years 2012-2013.**

- Provide parents with frequent reports on their children’s progress. Specifically, the school will provide reports as follows:
 - a) On a bi-weekly basis, the school will provide each parent with an individual student report on their child’s performance in the classroom. Parents will also be informed by the teacher on their child’s performance on the State Assessment Test in English Language Arts and Mathematics;
 - b) Standard report cards will be provided four times a year;
 - c) Open houses and Parent Sophistication Workshops will take place at least three times annually.

- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
 - Our Parent Coordinator is always available to address the needs of parents;
 - Our Guidance Counselor is also accessible to parents at anytime;
 - Our two secretaries address specific parental needs of our parents;
 - Teachers set up meetings to meet with parents for behavior and academic purposes.

- Provide parents opportunities to volunteer and participate in their child’s class, and to observe classroom activities as follows:
 - a) Opportunities are provided to join the Parent Teacher Association (PTA), School Leadership Team (SLT), and School Based Planning committees;
 - b) Parents may participate in our Learning Leaders Program to train them to volunteer and assist in classrooms, libraries, trips and other school related activities;
 - c) Ongoing parent workshops will be offered with flexible scheduling. This will assist parents in becoming more efficient at helping students both in the classroom and at home.

Parent Responsibilities

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

- making sure my child is on time and prepared every day for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for learning;
- making sure that homework is completed;
- monitoring the amount of television my children watch;

- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received from my child or by mail and responding as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- Expressing high expectation and offering praise and encouragement for achievement.

Student Responsibilities

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

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

NAME:

SIGNATURE:

DATE:

School – Print Name

Parent- Print Name:

Student- Print Name:

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

As per an agreement with New York State Education Department, all schools will be required to develop and submit new Language Allocation Policies (LAP) and Translation and Interpretation Plans every other year.

For the 2012-13 school year, schools may continue to use, modify or revise the 2011-12 LAP and/or the 2011-12 Translation and Interpretation Plan.

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

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

Part I: School ELL Profile

A. School Information [?](#)

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

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

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

C. Teacher Qualifications [?](#)

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

Number of certified ESL teachers	1	Number of certified bilingual teachers	0	Number of certified NLA/foreign language teachers	0
Number of content area teachers with bilingual extensions	0	Number of special education teachers with bilingual extensions	0	Number of teachers of ELLs without ESL/bilingual certification	0
Number of teachers who hold both a bilingual extension and ESL certification	0	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	0		

D. School Demographics

Total number of students in school	344	Total Number of ELLs	14	ELLs as share of total student population (%)	4.07%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [see tool kit].)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs; description must also include any consultation/communication activities with parents in their native language.
5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway. 

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

Part III: ELL Demographics

A. ELL Programs

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

Transitional bilingual education program	Yes <input type="checkbox"/>	No <input checked="" type="checkbox"/>	If yes, indicate language(s):
Dual language program	Yes <input type="checkbox"/>	No <input checked="" 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	To t#
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	2		3	3	6									14
Total	2	0	3	3	6	0	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

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

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

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

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

C. Home Language Breakdown and ELL Programs

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

Transitional Bilingual Education

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Albanian														0
Yiddish														0
Other														0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	K		1		2		3		4		5		6		7		8		TOTAL	
	EL L	EP																		
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

Number of ELLs by Grade in Each Language Group

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0
TOTAL	0	0	0	0	0	0	0	0	0	0

This Section for Dual Language Programs Only

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

Number of third language speakers:

Ethnic breakdown of EPs (Number):

African-American: ____

Asian: ____

Hispanic/Latino:

Native American: ____

White (Non-Hispanic/Latino): ____

Other:

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	1		2	2	3									8
Chinese	1													1
Russian														0
Bengali				1										1
Urdu														0
Arabic														0
Haitian														0
French			1											1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other					3									3
TOTAL	2	0	3	3	6	0	14							

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you ensure that ELLs are appropriately evaluated in their native languages?
5. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for long-term ELLs (completed 6 years).
6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

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

A. Programming and Scheduling Information

blocks. During ESL pull-out sessions, the teacher teaches a variety of lessons to extend classroom activities. The ESL teacher promotes quality differentiated instruction in cooperative learning environments where students' needs and differences are acknowledged and respected.

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

For the school year 2011-2012, Public School 40 has twelve students who have been recognized as ELLs for three years or fewer. We currently have one three student holding IEPs, two of who have been ELLs for fewer than three years, and one who has been an ELL for five years. The composition of the English Language Learners is as follows: In first grade, we house one beginner ELL. There are three ELLs in second grade – all three are Beginners. There are five ELLs in third grade - two advanced, one intermediate level ELL, and two beginner level ELLs; one fourth grade intermediate ELL, plus four ELLs in fourth grade – one beginner, two advanced and one intermediate. Of these ELLs, three hold Individualized Education Plans.

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

Appropriate scaffolding, ongoing assessment, and differentiated learning activities are put into place for all ELLs in order to work toward the goal of helping ELLs to meet or exceed the state performance standards. In the Spring of 2012 all students will be given the mandated NYSESLAT testing.

Courses Taught in Languages Other than English ⓘ

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

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

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

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

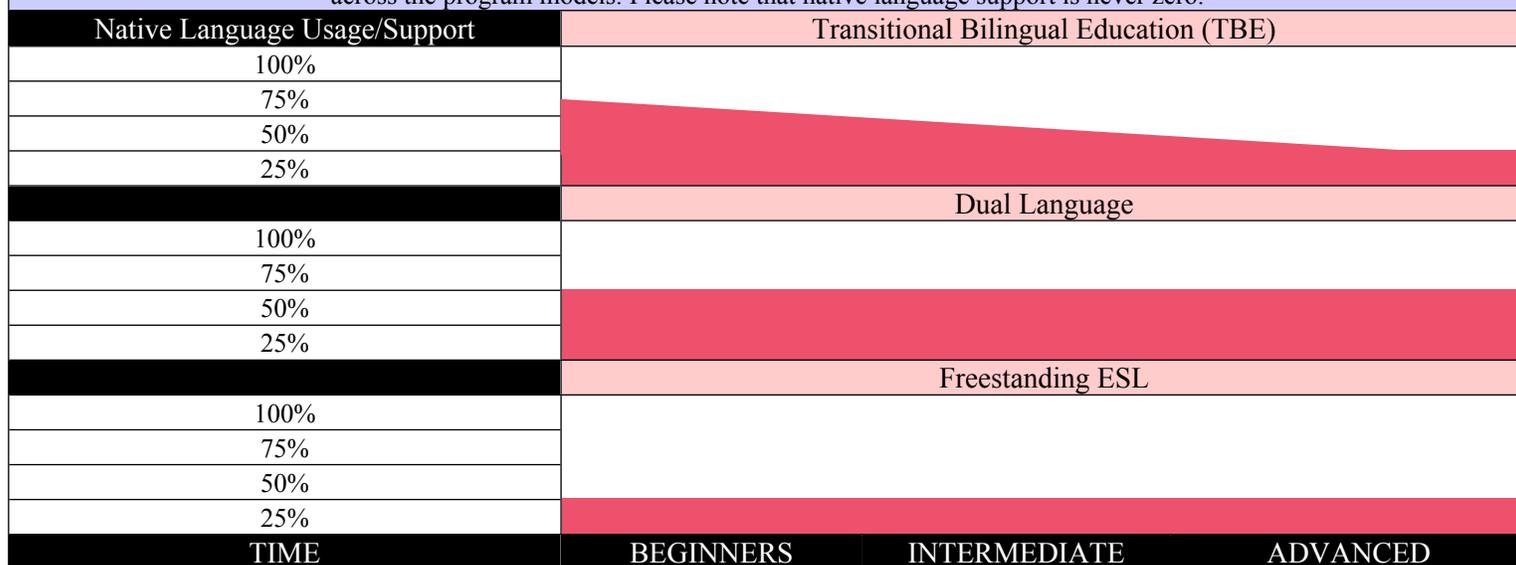
	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	540 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

Native Language Usage and Supports

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



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

B. Programming and Scheduling Information--Continued

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

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

Assessment tools used at PS 40 to assess the early literacy skills of our ELLs include ECLAS-2 and Literacy by Design. This provides us insights into the decoding, phonetic, writing and comprehension ability of our learners. This information helps us to inform our school's instructional plan by allowing us to offer more individualized, differentiated small group instruction for our students. The data patterns reveal that most of our students are moving towards proficiency in Listening and Speaking, but require continued support in Reading and Writing, as expected. We find more children in lower grades moving towards proficiency at a faster rate. To support upper grades in promoting their success towards proficiency, we have introduced more audio visual resources into the curriculum to differentiate for their learning needs.

The ESL teacher works with her students to improve listening, speaking, reading and writing skills. Focus is put on phonemic awareness, phonics, fluency, vocabulary, decoding, encoding, and comprehension. Guided reading books are utilized through the Literacy by Design program. In these guided reading activities, students focus on reading comprehension, development of phonics skills, and vocabulary activities. Online support is provided through phonics intervention CDs, mini lessons on Acuity, and interactive activities through technology such as StudyIsland. Appropriate scaffolding, ongoing assessment, and differentiated learning activities are put into place for all ELLs in order to work toward the goal of helping ELLs to meet or exceed the state performance standards. In the Spring of 2012 all students will be given the mandated NYSESLAT testing. Native language support is delivered in ESL through use of google translate services and translated direction when possible. Bilingual glossaries are also available to students. Required services support and resources correspond to ELLs' ages and grade levels. These identified patterns across NYSESLAT modalities – Reading and Writing, as well as Listening and Speaking – will affect instructional decisions by helping us to bring new learning materials and manipulative resources to support our learners, as well as allow us to schedule before and after school academic intervention sessions to meet their needs.

C. Schools with Dual Language Programs

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

D. Professional Development and Support for School Staff

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

Professional development is offered and utilized by our certified ESL teacher, Ms. Abbasi. Professional Development workshops offered by the Office of English Language Learners (DOE) and ESL specialist, Yvonne Morales of the Children First Network are participated in by staff. Teachers also take part in a professional learning circle to discuss ways to deepen instruction through reflecting on student work. These workshops include topics such as “Differentiated Instructional Strategies for ELLs: How to Scaffold Instruction for ELLs.” Literature in the resource center is available to support staff in assisting ELLs as they transition from elementary to middle school. All teachers, including all non-ELL staff are provided professional development around strategies to support ELL instruction (for example, through the use of technology).

E. Parental Involvement

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

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

Part V: Assessment Analysis

A. Assessment Breakdown

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

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

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test				Number of ELLs Passing Test				
	English		Native Language		English		Native Language		

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	Q2	Q3	Q4	Q1	Q2	Q3	Q4
	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile	1-25 percentile	26-50 percentile	51-75 percentile	76-99 percentile
ELE (Spanish Reading Test)								
Chinese Reading Test								

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

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

6. Describe how you evaluate the success of your programs for ELLs.

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

Additional Information

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

Paste additional information here

Part VI: LAP Assurances

School Name: George W. Carver School

School DBN: 16K040

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leonie Hibbert	Principal		9/14/11
Martha Smith	Assistant Principal		9/14/11
Anselmo Hazel	Parent Coordinator		9/14/11
Fatima Abbasi	ESL Teacher		9/14/11
Fatoumata Bah	Parent		9/14/11

School Name: George W. Carver School

School DBN: 16K040

Signatures of LAP team members certify that the information provided is accurate.

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
	Teacher/Subject Area		
	Teacher/Subject Area		9/14/11
	Coach		1/1/01
	Coach		1/1/01
Sabrina Wadesworth	Guidance Counselor		9/14/11
Lucille Lewis	Network Leader		11/18/11
	Other		1/1/01

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: _____ Network: **CFN111**

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

Part A: Needs Assessment Findings

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

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

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

Our school's major findings of written translation and oral interpretation needs include gathering resources available for parents who speak languages of Spanish, English, African dialects, Bangla and Mandarin. We are able to provide parents with written translations of DOE letters and other information, when they are available online, from the DOE website. These findings have been reported to the school community through sharing at staff conferences, in the school's data meetings, and during School Leadership Meetings. The parent coordinator, classroom teacher, and ESL teacher facilitate a school-home connection through parent notices, letters, flyers, PTA meetings, and Parent Teacher Conferences. Parents are also able to arrange for oral translations. There are certain African dialects which translations are not readily available for. Teachers are able to identify their students' home languages through assistance from the Pupil Personnel Secretary, as well as direct student information access in ARIS.

Part B: Strategies and Activities

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

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

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

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

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

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