



**Department of
Education**

Dennis M. Walcott, Chancellor



2012-2013 COMPREHENSIVE EDUCATIONAL PLAN (CEP)

SCHOOL NAME: AUGUSTUS SAINT GAUDENS

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

PRINCIPAL: SUSAN FELDER **EMAIL:** SFELDER@SCHOOLS.NYC.GOV

SUPERINTENDENT: MARIANO GUZMAN

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Susan Felder	*Principal or Designee	
Graham White	*UFT Chapter Leader or Designee	
Mala Mosher	*PA/PTA President or Designated Co-President	
	DC 37 Representative, if applicable	
	Student Representative (<i>optional for elementary and middle schools; a minimum of two members required for high schools</i>)	
	CBO Representative, if applicable	
Linda Phillips	Member/Parent	
Charlotte Nnolim	Member/Parent	
David McRae	Member/Teacher	
Jana Ross	Member/Parent	
Daria Agosta	Member/Teacher	
Lauren Schnur	Member/Teacher	
Katty Jones	Member/Parent	

** Signature of constituent only indicates participation in the development of the CEP, not approval. Note: If for any reason a SLT member does not wish to sign this plan, he/she must attach an explanation in lieu of his/her signature.

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

The CEP goal-setting is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

All Reward, Recognition and In Good Standing schools should identify and submit annual goals and action plans in consultation with their School Leadership Team (SLT).

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be aligned with the current citywide instructional expectations.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should use quantitative and/or qualitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, NYS Accountability report (SQR, SCRA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.

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

The students in grades 2-5 will improve the quality and quantity of informational writing. This will be demonstrated by over 50% of students displaying improvement in their ELA informational writing performance task scale score, according to the Teacher's College writing continuum scoring rubric (measuring structure, development and language conventions). In the case of level 4's, students will maintain their high level performance.

Comprehensive needs assessment

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

This goal naturally builds on our 2011-2012 school-wide goal that focused on informational reading. Last year, in accordance with the Common Core State Standards (CCSS), we revised our curriculum calendars to include more nonfiction text and aligned to more rigorous instructional strategies.

In June 2012, the staff decided to initiate a partnership with the Teachers College Reading and Writing Project to further strengthen and develop high quality instruction across the writing continuum. The decision to collaborate with the Teachers College research-based writing approach was influenced by four factors: the analysis of school wide informational reading performance task data, the results from 2011-2012 ELA State exams, the undertaking of aligning the CCSS with our current nonfiction writing curriculum, and the increased number of new staff members to our school.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

The school-wide goal of improving the quality and quantity of informational writing will be measured by Teachers College scoring rubrics. We will specifically focus on the structure, development and language development to determine progress and growth. Instructional strategies include:

- Classrooms are heterogeneously grouped. Within each classroom teachers use formal and informal assessments to identify subgroups based on writing skills. Assessments inform instruction and lessons are planned and structured according to students' needs. Differentiated instruction is implemented through whole, small groups and writing partnerships. Specific teaching strategies include graphic organizers for students who need extra support and open ended representation for proficient students. Rehearsal of ideas prior to writing is an integral part of the instructional writing process at every grade level. Videos, text sets, and leveled texts support equity in learning.
- From September through June, two Teachers College consultants will conduct three rotations of lab sites in early childhood and upper grade classrooms. Each consultant will spend 10 days each (20 total) at PS 40 conducting lab sites and meetings with teachers and support staff (principal, AP, and literacy coach).
- The consultants and literacy coach will support teachers in implementing the informational writing unit as well as the analyzing assessments.
- Throughout the year, teachers, the literacy coach, parents and administrators will attend Teachers College workshops related to the teaching of writing.
- Two teachers (one lower and one upper grade) will take on leadership roles, attending leadership groups, thus building capacity school-wide.

- Special education liaisons will participate in Teachers College professional development to help turnkey the principles of Universal Design for Learning.

Students will write an on-demand informational piece at the beginning and end of the informational writing unit. The pre-assessment will help to determine the teaching throughout the unit. Results from individual score reports will be analyzed at grade level team meetings, in consultation with the expertise of a Teachers College consultant or literacy coach as needed.

From September through June, weekly grade level Inquiry meetings will be slated for teachers to analyze student work and evaluate the effectiveness of instructional strategies. Data collected will inform future planning and instruction.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- In addition to parents attending Teachers College workshops related to the teaching of writing, the principal presented the Teachers College collaboration to the parent body at the September PTA meeting. In the October issue of the parent newsletter, Life @ 40, the principal outlined the Teachers College partnership and informational writing goal. The School Leadership Team is kept apprised of the progress of the performance tasks in an effort to understand the analysis of the informational writing goal.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Contract for Excellence and ARRA RTTT

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

- We will split funding using Contract for Excellence and PTA funds to pay for this professional development. Contract for Excellence, ARRA RTTT, and Fair Student Funding will be used for Per Diem coverage.

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

- Describe a goal you have identified for the year. Refer to the directions and guidance for assistance in developing your goals.

Kindergarten and first grade students will experience a mathematical curriculum aligned to the Common Core Learning Standards. This will be demonstrated by sixty percent of our K/1 students performing at a level 3 or 4 on the second mathematics performance task.

Comprehensive needs assessment

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

As we transition to the new standards, we need to develop a strong early-childhood instructional foundation. By ensuring that Kindergarten and first graders develop a strong mathematical conceptual understanding we are setting students up for success in upper grades.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.
- One of our Kindergarten teachers will serve as a math leader, attending CFN 103 math leadership groups with Achievement Coach Kerry Cunningham. She will turnkey information to her colleagues.
- We will utilize the DOE Common Core mathematics library as a resource for curriculum and performance tasks.
- Teachers will meet in teams during the inquiry time to develop units that reorganize the math content to look more deeply at fewer topics over the course of the year. Using TERC Investigations as the primary curriculum, teachers will supplement with Math in the City units and Math in Focus to align with the Common Core. Increasing number sense to 100 and introducing number equations, for example, are two focuses that will be added to the Kindergarten curriculum.
- Teachers will administer two mathematics performance tasks over the course of the year. These tasks will focus on operations and algebraic thinking (K) and number and operations in Base 10 (Grade 1) as well as other CC aligned mathematical practices. Teachers will use the results of the first performance task to guide their planning and instruction for the second CC aligned unit.
- Our math team, comprised of teachers from grades K-5, will continue to meet this year. Erika Salzman, math coordinator, will serve on the committee. She will also push into classrooms to co-teach and model for teachers. She will be part of the Math Collaborative.
- Implementation is year-long, from September 2012 through June 2013.

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school’s Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.
- During Curriculum Morning, teachers introduced parents to the Common Core Standards. The principal shared information and answered parent questions and inquiries about how the performance tasks reflect the new standards at a PTA meeting. Teachers will send home the instructional expectations outlined in the new Core Curriculum that is being implemented.

Budget and resources alignment

- Indicate your school’s Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I
- Select the fund source(s) that your school is using to support the instructional goal.
 Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

ARRA RTTT

Service and program coordination

- Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY’13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).
- Tax levy funds are used for Math Collective, our Math Coordinator, Erika Salzman, and books/supplies needed. Tax Levy and ARRA RTTT funding will be used for Per Diem coverages.

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

To develop the power and capacity of our teaching staff by supporting our new teachers.

Comprehensive needs assessment

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

Given the number of retirements, childcare leaves, and professional leaves last year we hired eight new classroom teachers as well as support staff through a rigorous process, from April through July, 2012. The new staff members come with a range of experience levels from first year teachers to those with 5+ years of teaching.

Instructional strategies/activities

- Describe the research-based instructional strategies and activities that will be used to achieve this goal. Include descriptions of the following in your response:
 - a) strategies/activities that encompass the needs of identified student subgroups,
 - b) key personnel and other resources used to implement these strategies/activities,
 - c) steps taken to include teachers in the decision-making regarding the use of academic assessments to evaluate the effectiveness of the strategies/activities,
 - d) timeline for implementation.

In August, seven out of eight of our new teachers attended a PS 40 orientation where they were introduced to the culture and procedures of the school. As part of the orientation teachers were led on a tour of the school building and the neighborhood. Teachers were also provided two professional books tailored toward their experience and grade level. (A make-up session was arranged for the eighth teacher.)

Meetings with the new teachers will continue throughout the school year especially prior to major school events: curriculum morning, report card writing, parent-teacher conferences.

The DOE mentor program for first year teachers will be expanded at PS 40 to include new teachers to the school whether or not it is their first year teaching. In September and early October the school leaders along with Melanie Levy, the literacy coach, spent a great deal of time observing in new teachers' classrooms to determine the level of support needed. The principal, AP and literacy coach created a plan for each teacher based on the data collected during classroom visits. First-year teachers meet with the mentor, Ms. Levy, a minimum of twice a week while *all* new teachers to the building have face time with her in various ways depending on needs.

This year we are working with the Teachers College Reading and Writing Project specifically focusing on the writing units of study. All teachers meet with a consultant in three cycles over the course of the school year. New teachers will meet with Ms. Levy in follow-up sessions to help reinforce the teaching of writing strategies discussed during the Teachers College sessions.

Erika Salzman, our math coordinator, will support new teachers in mathematics instruction by pushing into their classrooms, modeling and debriefing with them to plan standards-based mathematics instruction. Ms. Salzman will work in cycles to most effectively support new teachers throughout their first year at PS 40. She will also work with some second-year teachers.

Learning walks led by Melanie Levy will be scheduled on a regular basis for new teachers to observe colleagues' instruction as well as classroom culture and environment.

Personnel includes our literacy staff developer/mentor, our math teacher/coordinator, Teachers College Consultants, co-teachers/colleagues, administrators. Other Resources: Charlotte Danielson's Assessment Rubric, professional books and magazines

Strategies to increase parental involvement

- All schools should cite strategies to increase parent involvement that aligned to the goal when applicable. Title I schools should reference these activities in your school's Title I Parent Involvement Policy (PIP). The PIP template is provided on pages 11 through 15 in this CEP.

Invitations to community/PTA events are extended to new teachers.

Budget and resources alignment

- Indicate your school's Title I status: School Wide Program (SWP) Targeted Assistance Program (TAP) Non-Title I

- Select the fund source(s) that your school is using to support the instructional goal.

Tax Levy Title I Title IIA Title III Grants Other

If other is selected describe here:

Contract for Excellence and ARRA RTTT.

Service and program coordination

Describe how you will coordinate fiscal and human resources with the instructional strategies/activities to achieve this goal, referencing specific FY'13 PS and OTPS budget categories selected above that will support the coordination and integration of Federal, State and local services, including programs supported under NCLB (i.e., services for Students in Temporary Housing (STH) violence prevention programs, nutrition programs, housing programs, Head Start).

In addition to Tax Levy funds, Contract for Excellence and ARRA RTTT are used to provide professional development and PD coverages.

ACADEMIC INTERVENTION SERVICES (AIS)

Schools need to maintain accurate records of students, who are receiving Academic Intervention Services. These records need to be made available upon request and indicate the total number of students receiving AIS in each subject area listed below and for each applicable grade in your school.

Type of Academic Intervention Services (AIS)	Description		
	Type of program or strategy (e.g. repeated readings, interactive writing, etc.)	Method for delivery of service (e.g., small group, one-to-one, tutoring, etc.)	When the service is provided (e.g., during the school day, before or after school, etc.).
ELA	Shared reading, guided reading and conferring are used to practice decoding and developing comprehension strategies such as retelling, inferring, questioning, visualizing, etc. Assessments are given throughout the year. Interactive and shared writing are used to build, skills, confidence and stamina.	In 1 st & 2 nd grade, students receive one-on-one instruction in an intensive reading intervention program. In 3 rd – 5 th grade, students receive small group or one-on-one instruction in reading, writing, and writing about reading.	Service is provided four times a week for 1 st grade during the school day, and an additional three days per week of extended day for 1 st & 2 nd grade. Service is provided three times a week during the school day and during extended day for 3 rd – 5 th grade.
Mathematics	Students practice skills learned in class with additional teacher support. They use additional models and tools to help better understand concepts taught. Math games that support skills are played and assessments are given throughout the year. Manipulatives are used to develop and support new understanding. Repetition and practice build competency in algorithms and number facts.	Students are supported one-on-one and in small groups. Teacher and specialty math teacher alternate between co-teaching and parallel teaching each week.	Service is provided three to four times per week during the school day and during extended day.
Science	Science intervention is done in conjunction with our literacy support. We utilize non-fiction texts to support students in research and study skills.	Small group	There is planning time for the intervention teacher to meet with the science teacher to ensure that the small group intervention is targeted to the curriculum as well as the needs of the individual students. Instruction is provided for small groups of students throughout the school day and extended day.
Social Studies	Social studies intervention is done in conjunction with our literacy support.	Small group	The intervention and special education teachers meet to plan for

	We utilize non-fiction texts to support upper-grade students in transitioning from learning to read to reading to learn. Repeated reading and early exposure to texts is one strategy used to grow comfort and confidence in new material.		differentiated instruction for small groups of students throughout the school day and extended day. r
At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)	Students work in small groups to develop social skills with peers; learn anger management techniques; develop conflict resolution skills; and learn strategies for dealing with anxiety, stress, and distressing life issues.	Small group and one to one services are provided as needed.	These services are generally provided during the school day and in some cases special arrangements are made to see children before or after school.

HIGHLY QUALIFIED TEACHERS (HQT)

Teaching candidates are hired centrally by the NYCDOE. As described in the NYCDOE Consolidated Application, this process ensures that all NYCDOE teachers meet State eligibility requirements. Schools, in turn, ensure that teachers are HQT, as defined by NCLB

Describe the strategies and activities including strategies for recruitment, retention, assignments and support including High Quality professional development that ensures staff is highly qualified.

Highly Qualified Teachers

PS 40 has a rigorous hiring process in place to ensure that Highly Qualified Teachers are recruited and retained, as defined by NCLB. We attract highly qualified teachers, as we are a school that is 100% committed to quality professional development and support for new teachers. According to BEDS, all our teachers are highly qualified.

From May–August 2012, the hiring committee interviewed over 75 teaching candidates to fill a number of classroom positions. This process involved a thorough screening of candidates available in the Open Market as well as external recommendations. The hiring committee included upper and lower grade general education and special education teachers, the principal and assistant principal. The committee interviewed candidates and observed demonstration lessons. The principal conducted thorough reference checks.

The principal, assistant principal and literacy coach conduct frequent observations of new teachers, teachers new to the school, and more experienced teachers according to PS 40's Best Practices. Frequent feedback and support is provided by administrators based on teachers' strengths/weaknesses and needs assessments. Each new teacher is provided with a mentor who meets periodically with the teacher to help in the management and unique challenges that come with the first year of teaching, as well as teaching in a new school. The literacy coach, math coordinator, IEP team, grade level team, principal and assistant principal provide continued support. Due to the number of new teachers to PS 40 this year, a school wide goal was established to develop the power and capacity of our teaching staff by supporting new teachers. (See goal #3 for additional strategies and activities.)

**DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING
THE PARENT INVOLVEMENT POLICY (PIP) (A REQUIREMENT FOR TITLE I SCHOOLS ONLY)**

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template below to update your school's current policy or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. The activities and/or strategies included in your school's policy should align with current CEP goals for improving student achievement.

The PIP should describe how your school will plan and implement effective parent involvement activities and/or strategies to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility. Schools are encouraged to include feedback from the Parent Coordinator when updating the policy. In addition, if your school community will be engaged this year in central parent involvement initiatives, such as Parent Academy, which will provide training for school communities to help strengthen family-school partnerships, please be sure to include these activities in your policy.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership

Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;
- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;
- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;
- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;
- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;
- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;
- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;
- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;
- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;
- translate all critical school documents and provide interpretation during meetings and events as needed;
- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

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

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

SCHOOL-PARENT COMPACT
REQUIRED OF ALL SCHOOLS
CAN BE LAST YEARS BUT MUST BE UPDATED

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;
- convening an Annual Title I Parent Meeting prior to December 1st of each school year for parents of students participating in the Title I program to inform them of the school's Title I status and funded programs and their right to be involved;
- arranging additional meetings at other flexible times, e.g., morning, evening and providing (if necessary and funds are available) transportation or child care for those parents who cannot attend a regular meeting;
- respecting the rights of limited English proficient families to receive translated documents and interpretation services in order to ensure participation in the child's education;
- providing information related to school and parent programs, meetings and other activities is sent to parents of participating children in a format and to the extent practicable in a language that parents can understand;
- involving parents in the planning process to review, evaluate and improve the existing Title I programs, Parent Involvement Policy and this Compact;
- providing parents with timely information regarding performance profiles and individual student assessment results for each child and other pertinent individual school information;
- ensuring that the Parent Involvement Policy and School-Parent Compact are distributed and discussed with parents each year;

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

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

III. Student Responsibilities:

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

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 Corinne Rello Anselmi	District 02	Borough Manhattan	School Number 040
School Name Augustus Saint Gaudens			

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

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

C. Teacher Qualifications [?](#)

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

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

D. School Demographics

Total number of students in school	616	Total Number of ELLs	14	ELLs as share of total student population (%)	2.27%
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Part II: ELL Identification Process

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

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

Paste response to questions 1-6 here

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

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

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

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

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

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

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

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

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

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

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

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

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

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

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

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)
Check all that apply

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

This school offers (check all that apply):

Transitional bilingual education program	Yes <input 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	Total #
Transitional Bilingual Education (60%:40% → 50%:50% → 75%:25%)														0
Dual Language (50%:50%)														0
Freestanding ESL														
Self-Contained														0
Push-In	3	3	1	2	3	2								14
Total	3	3	1	2	3	2	0	0	0	0	0	0	0	14

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	14	Newcomers (ELLs receiving service 0-3 years)	9	Special Education	4
SIFE	0	ELLs receiving service 4-6 years	0	Long-Term (completed 6 years)	1

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

	ELLs by Subgroups									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	9	0	4			1				9
Total	9	0	4	0	0	1	0	0	0	9

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

C. Home Language Breakdown and ELL Programs

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

Dual Language (ELLs/EPs)																				
K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		1		2		3		4		5		6		7		8		TOTAL	
	EL	EP	EL	EP																
Spanish																			0	0

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Punjabi														0
Polish														0
Albanian						1								1
Other	1	1	1	1										4
TOTAL	3	3	1	2	3	2	0	14						

Part IV: ELL Programming

A. Programming and Scheduling Information

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

Paste response to questions 1-7 here

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

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

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

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

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

A. Programming and Scheduling Information

between content area curriculum and the ELLs' needs.

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

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

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

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

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

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

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

Courses Taught in Languages Other than English ⓘ

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

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

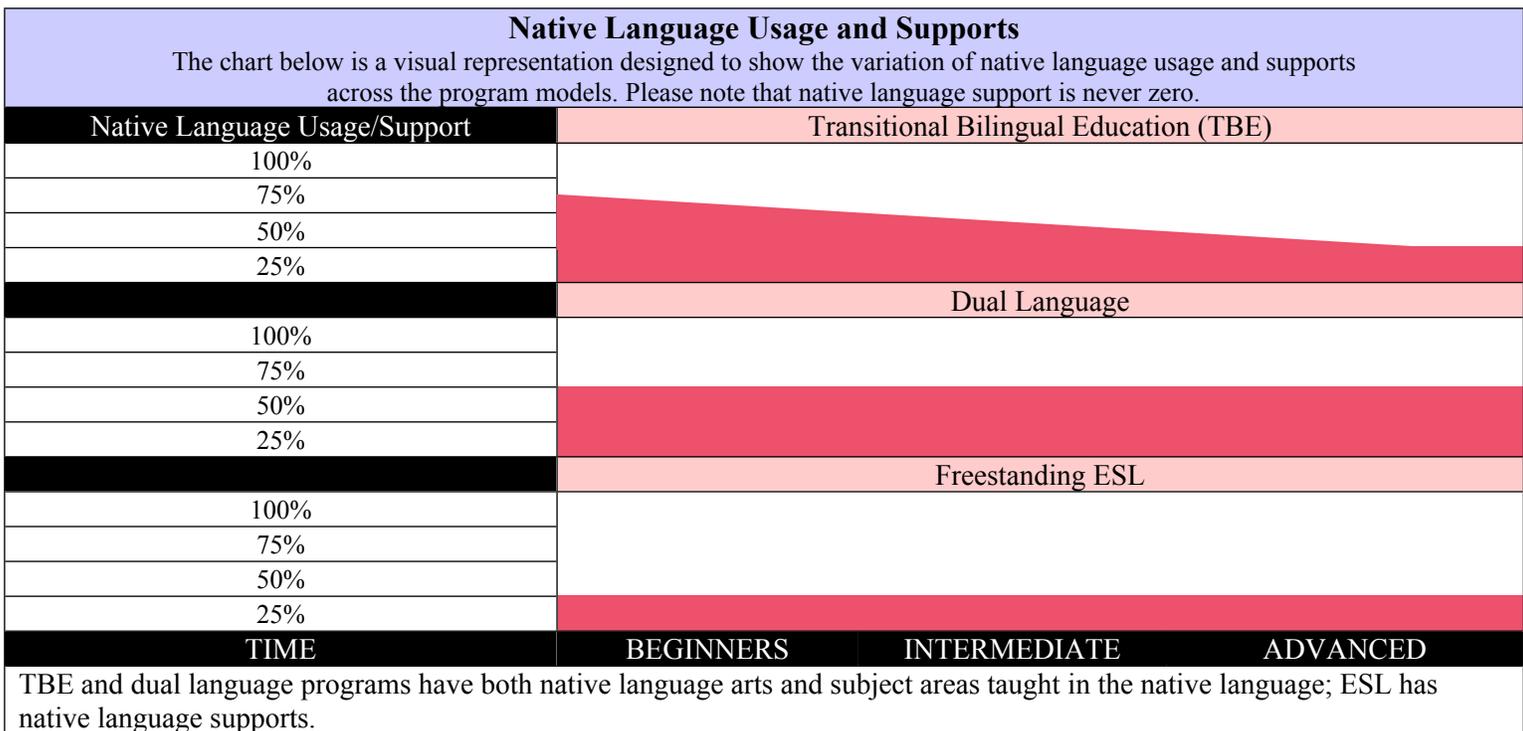
Class/Content Area	Language(s) of Instruction		Class/Content Area	Language(s) of Instruction
Native Language Arts				
Social Studies:				
Math:				
Science:				

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

	Beginning	Intermediate	Advanced
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week

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

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



B. Programming and Scheduling Information--Continued

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

Paste response to questions 8-17 here

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

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

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

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

11. No programs will be discontinued.

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

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

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

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

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

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

A component of the balanced literacy program is independent reading. As a result, the children always have independent reading books. The ESL teacher confers with the ELL students to make sure they can decode and comprehend the books they are reading. In addition, the ESL teacher has her own library that is organized thematically and by independent reading levels. Among the other resources the ESL teacher uses authentic literature as well as songs and poems from teacher resource books such as: Words Their Way Pearson Learning Group, Singable Songs for the Very Young by Sherrill B. Flora and Poem of the Week selected by Maria Fleming. In addition, picture cards, realia and Fontas and Pinnel leveled Guided reading books support the literacy instruction and the content area work. Instruction is in thematic units so that the social studies and science curriculum can be supported.

14. Native language support is delivered in our ESL program by providing Spanish speaking ELLs with translated copies of books they are reading in their classrooms.

15. At PS 40 all required services support and resources correspond to ELLs' ages and grade levels. The ESL teacher supports each grade curriculum in her small group instruction. ELLs participate in all grade level activities.

16. Before the beginning of the school year all newly enrolled ELLs are given a school tour as well as introduced to the ESL teacher and their classroom teacher.

17. The only language elective offered at PS 40 is Spanish. It is offered to all PS 40 fourth and fifth graders. Special preference is given to native Spanish speakers.

C. Schools with Dual Language Programs

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

Paste response to questions 1-5 here

D. Professional Development and Support for School Staff

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

Paste response to questions 1-3 here

1. All teachers at P.S.40 are receiving professional development. The ESL teacher attends all schoolwide professional development and interprets the material to best suit the needs of the ELL students. The focus, this school year is on how to meet the needs of our ELLs while incorporating the common core standards. During the first two days of school in September, the ESL teacher and the classroom teachers worked cooperatively to align our reading and writing common core standards with our curriculum. Shades of Meaning, a common core vocabulary strategy, is consistently revisited by both the third through fifth grade classroom teachers and the ESL teacher. Teachers discussed ways to facilitate students with word meaning. Professional development focused on how to help students, through content area subjects and increase their vocabulary word bank.

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

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

E. Parental Involvement

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

Paste response to questions 1-4 here

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

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

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

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

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

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

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

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

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												3
Intermediate(I)				1	1									2
Advanced (A)	1	2	1	1	2	2								9
Total	3	3	1	2	3	2	0	0	0	0	0	0	0	14

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

NYSESLAT Modality Analysis

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

NYS ELA

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

NYS Math

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

NYS Science

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

New York State Regents Exam

	Number of ELLs Taking Test		Number of ELLs Passing Test	
	English	Native Language	English	Native Language
Comprehensive English				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

Native Language Tests

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

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

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

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

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

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

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

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

Special Education ELLs:

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

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

Newcomer ELLs:

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

Second and Third Grade ELLs:

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

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

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

Proficient Level ELLs:

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

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

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

- *Book choices are made for guided reading and read aloud

- *Group make-up is determined with the ELLs' classroom schedule in mind.

- *Vocabulary lessons are taught based on the ELLs' need.

- *The ESL teacher has a better understanding of the ELLs level of comprehension before reading in the content areas. Therefore, background knowledge can be identified and new vocabulary can be discussed before reading the text. The ESL teacher acts as an anchor for the ELLs during various reading and writing units.

- *The ESL teacher and the classroom teacher decide whether to use a pullout or push-in method of teaching based on the ELLs' needs.

- *Read aloud discussion questions allow ELLs to use spoken language and be active in their own learning, much of the ELLs' learning

occurs through conversation during read aloud and book talks. Providing ELLs with opportunities to think aloud and formulate ideas helps in the decision-making process and is less demanding than written language.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that ELLs who score beginner, intermediate or advanced levels of proficiency on the LAB-R in the lower grades (k-1) are more than likely to score at the full level proficiency on the NYSESLAT in the spring.

On the other hand, ELL students entering in a grades two through five who score at a beginner/intermediate level of proficiency in the Fall LAB-R are likely to score advanced level of proficiency on the spring NYSESLAT.

In conclusion, the older the ELL and/or the higher the grade the ELL is entering, the lower the chances of achieving a full level of proficiency on the spring NYSESLAT.

3. The patterns across NYSESLAT modalities reading/writing and listening/speaking affect instructional decisions in the following ways:

*The ELL teacher and the classroom teacher consider the strengths and challenges before planning instruction.

*Depending on the level of proficiency and the ELLs' grade, vocabulary lessons are taught before, during and after content area subjects.

* More instructional time is spent on vocabulary building for students in grades two through five.

4. After examining student results, the patterns across proficiencies and grades is constant. ELLs who scored a higher level of proficiency in the spring reading/writing modality were in the lower grades. Four out of five special education ELLs improved in two modalities reading/writing and continues to score proficient on the listening/speaking modality.

5.N/A

6. The success of the ESL program is evaluated by the successes made across the grades on the spring NYSESLAT and ELA (grades3-5). Based on the ELLs length in the program and on the historical scores of the NYSESLAT over the last 5 years, the program has had a high success rate. The following data was used to evaluate the program's success rate:

*Nine out of Ten students scored proficient level by the end of first grade.

*Four out of five grades 3-4 special education students scored at the advanced level of proficiency on the reading/writing modality.

*ELLs advanced level of proficiency in the reading/writing modality by the end of first grade, scored a higher proficiency level.

Most of our struggling ELLs are special education ELLs in grades four and five, who have been in the ESL program the longest and therefore receive the extra attention they require to help them succeed.

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

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

Special Education ELLs:

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

- All of the newcomer ELLs are in first grade and kindergarten; they all scored below grade level in reading readiness skills.
- Second and Third Grade ELLs:
 - One of the third grade ELLs is currently reading two reading levels below her current grade level
 - One of the third grade ELLs is one reading level below his grade level.
 - One of the second grade ELLs is reading at grade level, but require improvement on her writing structure and writing mechanics.

Proficient Level ELLs:

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

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

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

- Book choices are made for guided reading and read aloud
- Group make-up is determined with the ELLs' classroom schedule in mind.
- Vocabulary lessons are taught based on the ELLs' need.
- The ESL teacher has a better understanding of the ELLs level of comprehension before reading in the content areas. Therefore, background knowledge can be identified and new vocabulary can be discussed before reading the text. The ESL teacher acts as an anchor for the ELLs during various reading and writing units.
- The ESL teacher and the classroom teacher decide whether to use a pullout or push-in method of teaching based on the ELLs' needs.
- Read aloud discussion questions allow ELLs to use spoken language and be active in their own learning, much of the ELLs' learning occurs through conversation during read aloud and book talks. Providing ELLs with opportunities to think aloud and formulate ideas helps in the decision-making process and is less demanding than written language.

2. The data patterns across proficiency levels on the LAB-R and NYSESLAT reveal that ELLs who score beginner, intermediate or advanced levels of proficiency on the LAB-R in the lower grades (k-1) are more than likely to score at the full level proficiency on the NYSESLAT in the spring.

On the other hand, ELL students entering in a grades two through five who score at a beginner/intermediate level of proficiency in the Fall LAB-R are likely to score advanced level of proficiency on the spring NYSESLAT.

In conclusion, the older the ELL and/or the higher the grade the ELL is entering, the lower the chances of achieving a full level of proficiency on the spring NYSESLAT.

3. The patterns across NYSESLAT modalities reading/writing and listening/speaking affect instructional decisions in the following ways:

- The ELL teacher and the classroom teacher consider the strengths and challenges before planning instruction.
- Depending on the level of proficiency and the ELLs' grade, vocabulary lessons are taught before, during and after content area subjects.
- More instructional time is spent on vocabulary building for students in grades two through five.

4. After examining student results, the patterns across proficiencies and grades is constant. ELLs who scored a higher level of proficiency in the spring reading/writing modality were in the lower grades. Four out of five special education ELLs improved in two modalities reading/writing and continues to score proficient on the listening/speaking modality.

- The School Leadership Team and teachers are using the results of periodic assessments to track progress. From the results, we learned that ELLs are stronger with math computation, but struggle in multi-step problem solving. In addition, ELLs, have difficulty with writing, particularly writing about reading.

5.N/A

6. The success of the ESL program is evaluated by the successes made across the grades on the spring NYSESLAT and ELA (grades3-5). Based on the ELLs length in the program and on the historical scores of the NYSESLAT over the last 5 years, the program has had a high success rate. The following data was used to evaluate the program's success rate:

- Nine out of Ten students scored proficient level by the end of first grade.
- Four out of five grades 3-4 special education students scored at the advanced level of proficiency on the reading/writing modality.
- ELLs advanced level of proficiency in the reading/writing modality by the end of first grade, scored a higher proficiency level.

Most of our struggling ELLs are special education ELLs in grades four and five, who have been in the ESL program the longest and therefore receive the extra attention they require to help them succeed.

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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.

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Part VI: LAP Assurances

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

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

CEP Appendix 7

Requirement under Chancellor's Regulations – for all schools

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

Cluster: 1 **Network:** 103

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

Part A: Needs Assessment Findings

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

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

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

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

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

Part B: Strategies and Activities

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

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

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

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

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

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