



**Department of  
Education**

*Dennis M. Walcott, Chancellor*



**2013-2014**  
**COMPREHENSIVE EDUCATIONAL PLAN**  
**(CEP)**

**School Name:** GEORGE WASHINGTON CARVER SCHOOL

**DBN (i.e. 01M001):** 16K040

**Principal:** LEONIE HIBBERT

**Principal Email:** LHIBBER@SCHOOLS.NYC.GOV

**Superintendent:** EVELYN SANTIAGO

**Network Leader:** JOANNE JOYNER-WELLS

MARY JO PISACANO

**School Leadership Team (SLT) Signature Page**

Use this page to identify SLT members and confirm their participation in the development of this School Comprehensive Educational Plan (SCEP), which includes goals and action plans, a summary of Academic Intervention Services (AIS), and the Parent Involvement Policy (PIP). The signatures of SLT members indicate their participation in the development of the SCEP 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.
5. Names of SLT members must be added to this form for posting. The signed original documents must be maintained on file at the school.

Name	Position and Constituent Group Represented	Signature
Leonie Hibbert	*Principal or Designee	
Una CameronLee	*UFT Chapter Leader or Designee	
Raquel Gordon	*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	
Fatimato Bah	Member/ Elected Parent	
Varibeth Mitchell	Member/ Elected Parent	
Martha Smith	Member/ Elected CSA	
Kara Sowerby	Member/ Elected UFT	
Barrie Diallo	Member/ Elected Parent	
Iris Gonzalez	Member/ Elected UFT	
Swaqueera Thomas	Member/ Elected Parent	
	Member/	

\*\*Signature of constituent only indicates participation in the development of the SCEP, not approval. **Note:** If for any reason a SLT member does not wish to sign this plan, he/she may attach an explanation in lieu of his/her signature which must be maintained on file at the school with the original SLT signature page.

# **Comprehensive Education Plan (CEP) Requirements**

## **Which Schools Need to Complete the CEP?**

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

- Explicitly delineate the school's plan for annually increasing student performance through comprehensive instructional programs and services as well as the plan for enhancement of teacher and leader effectiveness.
- Address how the school will use its full range of resources (which may include but is not limited to Title I, Title II, and/or Title III, 1003(a) and/or 1003(g) School Improvement, Race to the Top, School Innovation or local funds) to support improvement efforts for the identified sub-group(s) on the identified accountability measures.
- Develop the CEP in consultation with parents, school staff, the School Leadership Team (SLT), and others in accordance with the requirements of Chancellor's Regulations A-655 to provide a meaningful opportunity for stakeholders to participate in the development of the plan and comment on the CEP before it is approved.

## **Guidance for Developing and Completing the Annual Goals and Action Plan Section**

Goal setting for the CEP is done in collaboration with the school community to support student achievement and the implementation of school-wide goals as well as document how your school is meeting Federal, State, and City regulations. For SY 2013-14 when developing their goals, schools should do the following:

- Identify a minimum of three and a maximum of five annual goals.
- Align their goals with the current citywide instructional expectations.
- Develop goals that are "SMART" - specific, measurable, achievable, realistic, and time-bound.
- Conduct a needs assessment of your school
- 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, state and school assessment results, attendance records, inquiry team work, etc. to form the basis of your needs assessment.
- Align the identified goals to the strategies and activities in your Parent Involvement Policy (PIP). The PIP template is provided on pages 12 and 13. 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 so they directly align to the parent involvement activities that support each goal and action plan. All schools should cite strategies to increase parent involvement that align to the goal when applicable. Title I schools should reference these strategies and activities in the school's Title I Parent Involvement Policy (PIP).
- Enumerate the strategies and activities that will be implemented to achieve each goal.
- Identify all fund sources that will be used for the completion of each activity.
- List the projected timeline for completion of each activity, including the start and end date of each activity.
- Describe the programmatic details and resources that will be used for each instructional strategy and activity described for each goal. Do not include the cost for each line-item-expenditure for the strategies and activities listed within the action plans.

## **School Receiving Title I Funds**

School Wide Program (SWP) and Targeted Assistance (TA) Schools receiving Title I funds are required to complete the Title I Information Page located on page 11 of the CEP.

## CEP Checklist

### ***All Schools***

Indicate using an "X" in the box to the left of each section that the section has been completed	
	<b>School Leadership Team Signature Page</b>
	<b>Action Plans 1 – 5 (At least 3 of 5 Action Plans with the following elements)</b>
	▪ Annual Goal
	▪ Comprehensive Needs Assessment
	▪ Instructional Strategies section, A-E for each new strategy or activity that supports the goal
	▪ Budget & Resource Alignment section (indicating all funding sources)
	<b>Academic Intervention Services (AIS)</b>
	<b>Title I Plan (Only for schools receiving Title I funding)</b>
	<b>Parent Involvement Policy (PIP)</b>

## Goal and Action Plan #1

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

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

Our goal is to expose every child to English Language Arts Curriculum that are aligned to Common Core State Standards, with - Reading Informational Text Standards 1 & 10, Speaking/Listening Standard 1, Language Standard 6, as well as Writing Standard 2 in grades Pre-K through 2 and Writing Standard 1 in grades 3 through 5.

### 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.

- *In Spring 2013 21% of students performed at a level 3 or above on the NYS English Language Arts Exam. By Spring 2014, 40% students will perform on or above grade level.*
- Increased teacher pedagogy will improve student performance.
- By engaging classroom teachers in the development and implementation of CCSS based units, we will be able to deepen our collaborative practices and further increase academic rigor for our students implementing the Common Core Instructional Shifts for Literacy and Mathematics

### Instructional Strategies/Activities

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### A. Strategies/activities that encompass the needs of identified subgroups

- Teachers will implement differentiated strategies to support student achievement, including English Language Learners and students with disabilities. Students will take responsibilities for their development by setting English Language Arts goals.
- The Principal, assistant principal and lead teachers will conduct weekly professional development meetings for all teachers focusing on Common Core State Standards and Instructional Shifts for Literacy. High-quality based-instruction will be provided for all students supported by Common Core Curriculum (ReadyGen).
- Principal/Assistant principal and teachers review the strategies that impact on teaching and learning. Some of the strategies include:
  - Building knowledge through content-rich, nonfiction and informational texts
  - Reading and writing grounded in evidence from text
  - Regular practice with complex text and its academic vocabulary
  - Effective questioning techniques (to facilitate accountable talk)
  - Coherence: link to major topics within grades
  - Rigor: Require fluency, application and deep understanding

#### Implementation Timeline: September 2013-June 2014

#### B. Key personnel and other resources used to implement each strategy/activity

- Principal, Assistant Principal, Lead Teachers, Network Achievement Coach.
- Teachability, Advance, Engage NY, ARIS Learn.
- Common Core State Standards, Formal and Informal Observations, inter/intra visitations

#### C. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity

- At least 80% of students will perform on grade level using the following assessments:
- Diagnostic, formative, summative, running records
- Students writing product

**D. Timeline for implementation and completion including start and end dates**

- Student goals - September 2013, January 2014, March 2014
- Professional Development September 2013 - June 2014
- Teacher goals - September 2013, January 2014 - June 2014

**E. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Ninety minute Literacy block which consisting of the workshop model and its critical components
- Weekly professional development workshop, Common preparation periods for inquiry-based work
- Extended Day, After School Instructions, AIS Services

**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).

Parents will determine needs and interests through needs analysis so that appropriate workshops can be developed to address the sole needs of our parents and families. The needs analysis will include specific questions in order to determine the best time of the day to schedule workshops. The Parent Coordinator will work with the principal, assistant principal and lead teachers to design strategies and workshops that aim to increase parent involvement and parent engagement. **Parent training workshops related to promotional criteria, Literacy and Math standards, in order to support high student achievement. Information disseminated through:**

- PTA meetings - PTA will update parents and families about all workshops translated into our parents' high frequency languages
- Individualized student monthly progress reports – Monthly progress reports discussed to reflect progress
- ARIS Night - Parents and families will be trained to access individual student progress report online
- Parent-Teacher conferences – Parents/families will be informed of Common Core Instructional shifts in Literacy and Mathematics
- School newsletters - PTA will distribute newsletter about all workshops translated into our parents' high frequency languages with a description about each workshop, encouraging parents to attend.
- Additional written communications with parents –Monthly written communication from grades highlighting 'glows' and 'grows' of student performance
- Provide opportunities to participate in school-based planning committees
- Testing workshops for parents - Parents and families will explore the ways in which the Common Core Instructional shifts support improved teaching practices that increase student performance
- Literacy /Math Workshops for parents- Parents and families will become familiar with the new Common Core Instructional Shifts for Literacy and Mathematics

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

- NYSTL to purchase Common Core Standards aligned books
- NYSSL to purchase Common Core Standards aligned software

**Goal and Action Plan #2**

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.

Our goal is to develop / design / implement a program of Professional Development for all teachers to facilitate growth by engaging them in short term and sustained professional learning using Danielson's Framework for Teaching.

At least 95% of teachers will perform effective and/or highly effective based on the Danielson framework, Domains 1 to 4

**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.

Based on our classroom observation data, we discovered the need to intensifying instruction in order to raise the level of performance for all our students, including English Language Learners and Students with Learning Disabilities. We will enhance professional development strategies and observation practices so that teacher feedback, aligns to a common framework, supports teacher growth and informs professional development promoting a school wide culture of professional learning and reflection to foster success and growth.

### ***Instructional Strategies/Activities***

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**

- Principal, Assistant principal, and Network Instructional Support Staff will facilitate differentiated professional development to support highly effective, effective, developing and ineffective teachers based on the Danielson rubric, Domains 1 to 4
- Rated highly effective teachers will serve as resources and workshop facilitators to other teachers across the school with direct focus on Danielson's framework
- Professional development will be scheduled during grade conferences, weekly meetings and monthly school-wide conferences

- **Key personnel and other resources used to implement each strategy/activity**

- Principal, Assistant Principal, and Network Instructional Support Staff will facilitate professional development meetings during designated prep periods, weekly meetings, monthly grade level meetings and on DOE sponsored professional development days. Professional Resource: *Danielson Framework for Teaching*
- Highly effective teachers and grade leaders.
- **September 2013-June 2014**

- **Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- All teachers will complete IPCs
- Schedule teacher observations with the focus on cycles
- Teachers conduct self-assessment
- With support from Principal, Assistant Principal and Lead teachers engage in conversations that reflect knowledge of Domains 1 to 4 of Danielson Framework
- Principal, Assistant principal, will conduct End of Year Conferences to see results of 95% of teachers improving practices and 40% of students performing at grade level in ELA and Math, Social Studies and Science reflected in a tracking system.

- **Timeline for implementation and completion including start and end dates**

- Teacher complete IPC September 2013
- Teacher conduct self-assessment October 2013
- September 2013 to June 2014, the staff will participate in professional development workshop from 8:00 to 8:50 am on Thursdays.

- **Describe programmatic details and resources that will be used to support each instructional strategy/activity**

In order to improve teacher practice that leads to increased student gains, we will:

- Weekly professional development workshops. Resource: Danielson Framework for Teaching
- Teachers and administrators participate in central and network-based professional development
- Engage in short, frequent, formative classroom observations (as recommended by the evaluation system), providing immediate feedback to teachers using a rubric that articulates clear expectations across a common evaluation framework. Professional Development will follow based on needs. Formal and informal teacher observations.
- Conduct End of Year Conferences to see results reflected in a tracking system.

### ***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).**

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

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	Title IA	Title IIA	Title III	Set Aside	Grants
List any additional fund sources your school is using to support the instructional goal below.						

**Goal and Action Plan #3**

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**

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

Our goal is to extend student writing across the content areas.

**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.

Classroom observations reveal students need to be taught to use academic vocabulary to master learning outcomes.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

**1. Strategies/activities that encompass the needs of identified subgroups**

- Teach academic vocabulary words in Science, Social Studies, English Language Arts, Technology, Music, Art, Mathematics, and Physical Education
- Develop student word banks, increase subject-specific word walls
- Teach spelling words in context, students read for meaning
- Use word pronunciation and key images to support learning

**2. Key personnel and other resources used to implement each strategy/activity**

- Principal, Assistant Principal, ReadyGen Representative will support teacher in professional development
- Go Math, Science and Social Studies curriculum
- ReadyGen, Online/offline thesaurus, online/offline dictionaries
- Words Their Way

**3. Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Pre-K to Kindergarten focus on letter and sound recognition, images, high-frequency words
- First to Second grade focus on Phonemic awareness, images, high-frequency words, homonyms
- Third to fifth grade focus on word recognition, synonyms, homonyms, prefixes, suffixes, context clues
- Assessment is on-going to ensure at least 80% mastery

**4. Timeline for implementation and completion including start and end dates**

- From September 2013 to June 2014

**5. Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Ten to fifteen minutes of each Science and Social Studies block

- Fifteen to twenty minutes during English Language Arts and Mathematics lessons
- Assessments are conducted weekly in English Language Arts
- Assessments are conducted in pre-test, mid-review, and end-of-unit Go Math lessons

**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).

- Home connection assignments
- Monthly progress reports
- English Language Arts Workshops

**Budget and Resource Alignment**

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA		Title IIA		Title III		Set Aside		Grants
List any additional fund sources your school is using to support the instructional goal below.											

**Goal and Action Plan #4**

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

**Annual Goal #4**

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

Our goal is to create systems to regularly and collaboratively look for evidence of growth and gaps in student work as well as teacher practice in order to make adjustments, as evidenced by a school-created reading benchmark tracking system.

**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.

We will conduct ongoing assessment that is embedded in instruction in order to design teaching for learning that improves learning which results in grade level performance and progress in all students.

**Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

- **Strategies/activities that encompass the needs of identified subgroups**
  - Develop effectiveness of teacher teams and share best practices and data with school community
  - Teacher teams collect and use inquiry approach to monitor and analyze student data in all content areas
  - Create/develop data binders and student portfolio to serve as resource and documentation for student performance and progress
  - Design lessons based on student data to meet student individualize need
- **Key personnel and other resources used to implement each strategy/activity**
  - Data specialists and administrators will share data with the entire school community

- School will adhere to the assessment calendar for English Language Arts, Science, Social Studies and Mathematics
- Assessments will include: English Language Arts: NYC Performance Assessment, Teacher’s College Running Records, ReadyGen End of Unit Assessments, Student Work; Math: End of Unit Assessments; Science: End of Chapter Assessments, End of Unit Assessments, Social Studies: End of Unit Assessments
- Principal, Assistant principal, and teachers collect, review, and monitor data binders and student portfolios

**Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- All students including English Language Learners, Students with Disabilities, and lowest one-third students will be targeted for support
- Ongoing monitoring of student performance to determine abilities
- Collect data binders by grade level to review student work

**Timeline for implementation and completion including start and end dates**

- English Language Arts – October 2013 to May 2014
- Mathematics – September 2013 to June 2014 every month
- Social Studies – October 2013 – June 2014
- Science – October 2013 to June 2014

**Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- The School-Wide & Grade Level Inquiry Team meetings to review student work relating to performance tasks during common prep or grade meetings.
- Assessment calendar
- Formative and Summative, and Standardized Assessments.

**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).

- Parent training workshops
- Inquiry bulletin board at main entrance of school to communicate vision, goals, and objectives
- School newsletters
- Monthly student progress reports
- School Report Cards

**Budget and Resource Alignment**

Indicate using an “X” the fund source(s) that your school is using to support the instructional goal.

x	Tax Levy	x	Title IA	Title IIA	Title III	Set Aside	Grants
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List any additional fund sources your school is using to support the instructional goal below.

ARRA Data Specialist to support data collection and data specialist led professional development.

**Goal and Action Plan #5**

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

**Annual Goal #5**

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

At least 40% of all student tested will perform at grade level in Mathematics.

### **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.

In the school year 2012-2013, 21.3% of our students performed at level 3 or 4 in Mathematics. The performance of students in Kindergarten through grade two is consistent with the overall standardized performance of students in grade three through five.

### **Instructional Strategies/Activities**

Describe the research-based school wide reform instructional strategies and activities that will be used to achieve the goal in part A. Enumerate each strategy/activity and its corresponding subsection in parts B, C, D, and E. For each strategy/activity identified in part A, a corresponding item must be provided in parts B, C, D, and E.

#### **• Strategies/activities that encompass the needs of identified subgroups**

In order to raise student achievement:

- Expose every child to mathematics tasks, aligned to the Common Core State Standards, embedded in a rich curriculum unit that supports student engagement through “Modeling with Mathematics” and “Constructing Viable Arguments and Critiquing the Reasoning of Others.”
- All students in grades Pre-k, Kindergarten and Grade Three will focus on the operations and algebraic thinking domain; grades one to two will focus on number and operations in base 10 domain; and grades four and five will focus on the number and operations through fractions domain.
- Teachers will analyze student work to develop instructional practices to increase student achievement. We will identify students performing at levels 1 or 2 for additional differentiated instructional support in addition to differentiating for increasingly challenging tasks for students performing at levels 3 and 4.

#### **• Key personnel and other resources used to implement each strategy/activity**

By engaging classroom and cluster teachers in the development and implementation of CCSS mathematics units, Administrators work with teachers to:

- Provide opportunities for teachers to collaborate horizontally and vertically by sharing best teaching practices.
- Organize teacher teams who will meet weekly to reflect, further plan and create lessons and authentic material to improve students’ performance measured by Go-Math Units Assessments and New York City Performance Assessment.
- Use Mathematics Pacing Calendar as a guide
- Support teacher teams who will meet weekly to reflect (using student data), further plan and create lessons and authentic material to improve students’ performance using the Study Island differentiated program (with focus on Common Core State Standards.

#### **• Identify targets to evaluate the progress, effectiveness, and impact of each strategy/activity**

- Completion of Initial Planning Conferences with classroom and cluster teachers to focus on the development and implementation of CCSS based units
- With support from the Network Achievement Coach, Principal and Assistant Principal engage in conversations that reflect on deepening collaborative practices and further increase academic rigor for our students through the Common Core State Standards (Mathematics)
- Teacher teams will meet weekly to reflect, further plan and create lessons and authentic material to improve students’ performance measured by Go-Math Units Assessments and New York City Performance Assessment.
- All students’ progress will be measured and monitored to meet at least 80% mastery on unit assessments.
- Supervisors will conduct End of Year Conferences and analyze the effectiveness of teaching and learning based on units created (CCSS aligned).

#### **• Timeline for implementation and completion including start and end dates**

From September 2013 to June 2014, we will implement Go-Math with a focus on the Common Core State Standards, coherency and rigor.

#### **• Describe programmatic details and resources that will be used to support each instructional strategy/activity**

- Common planning time will be scheduled for all grades so that teachers can plan collaboratively and analyze student work. Resource: Common Core based mathematics units, Go Math Curriculum, Study Island Program

- Mathematics instruction will be taught in the ninety minutes block implementing the workshop model. Resource: Go Math Common Core aligned units
- Level 1 and low level 2 students participate in Early Morning Intervention Program, and After School Test Preparation and Push-In/Pull-Out Academic Intervention Services. Resources: Go Math Common Core aligned units, Go math online assigned work based on data, Study Island, Strategies to Achieve mathematics Success (STAMS)
- Built in multiple common preps per week are in place in order to allow teachers to meet collaboratively and plan for aligned student instruction across grades, including English Language Learners and students with disabilities

***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).

Parent training workshops related to promotional criteria and the Common Core Mathematics Standards will support high student achievement.

Information disseminated through :

- Individualized student monthly progress reports
- Parent teacher conferences
- School newsletters
- ARIS Night
- Providing opportunities to participate in school-based planning committees
- Math workshops for parents

***Budget and Resource Alignment***

Indicate using an "X" the fund source(s) that your school is using to support the instructional goal.

<b>x</b>	<b>Tax Levy</b>	<b>x</b>	<b>Title IA</b>		<b>Title IIA</b>		<b>Title III</b>		<b>Set Aside</b>		<b>Grants</b>
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List any additional fund sources your school is using to support the instructional goal below.

- Performance and proficiency in literacy
- Fair Student Funding to supplant teacher salary
- NYSTL to purchase Common Core standards aligned books
- NYSSL to purchase Common Core standards aligned software

### Academic Intervention Services (AIS)

Schools need to maintain accurate records of students who are receiving Academic Intervention Services to ensure that students who are not at proficiency receive effective and timely assistance. 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.

***Description***

<b>Type of Academic Intervention Service (AIS)</b>	<b>Type of Program or strategy (e.g. repeated readings, interactive writings, etc.)</b>	<b>Method for delivery of service (e.g. small group, one-to-one, tutoring, etc.)</b>	<b>When the service is provided (e.g. during the school day, before or after school, etc.)</b>
<b>ELA</b>	Grade K to 2 Decodable Practice Reading Grade 3 to 5 New York READY focus on Reading Comprehension and Study Island.	Academic Intervention services provided by push-in teachers in a small group setting, one on one tutoring	ELA/AIS are provided twice weekly during the early morning period, within the regular school day 45 minute period, and during afterschool enrichment program
<b>Mathematics</b>	Grade K to 2 Go-Math RTI Grades 3 to 5 STAMS Strategies to Achieve Mathematics Success and Study Island	Academic Intervention services provided by push-in teachers in a small group setting, one on one tutoring	Services are provided during extended day, after school and through differentiated instruction within the school day.
<b>Science</b>	Repeated reading and interactive writing	Small group, push- in and pull-out	During content periods
<b>Social Studies</b>	Repeated reading and interactive writing	Small group, push- in and pull-out	During content periods
<b>At-risk services (e.g. provided by the Guidance Counselor, School Psychologist, Social Worker, etc.)</b>	The school psychologist and social worker provide ERSSA for 10 weeks based on referrals. If further support services are needed parental consent is required. Guidance counselor also provides at risk counseling.	Individual/Group Counseling to support academic & social emotional development. Parent workshops/referrals to enhance understanding of student needs in school environment. Conflict resolution, peer mediation, character education, bully prevention, HIV/AIDS, I Save curriculum, and health awareness sessions provided in whole class and small group settings .	During the school day

**Title I Information Page (TIP)  
For Schools Receiving Title I Funding**

- All elements of the *All Title I Schools* section must be completed\*.
- School Wide Program (SWP) schools must also complete the *SWP Schools Only* section.
- Targeted Assistance (TA) Schools must also complete the *TA Schools Only* section

\*If a required component is addressed elsewhere in this plan, you may refer to the page number(s) where the response can be found.

**Title I Status**

Indicate with an "X" your school's Title I Status.			
<b>X</b>	<b>School Wide Program (SWP)</b>		<b>Targeted Assistance (TA) Schools</b>
			<b>Non-Title I</b>

**All Title I Schools**

**Highly Qualified Teachers (HQT)**

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

Currently, we screen and hire ATR staff. All of our teachers are highly qualified and are teaching in their licensed area Prior to hiring a candidate, their credentials are verified by our Network's HR Director to ensure that the candidate holds a valid NYS certification in that license area.

Strategies and activities used to recruit, retain and support highly qualified teachers are indicated below:

- Frequent communication with our Network HR Director when vacancies occur.
- Central Office of Talent and Recruitment partners with colleges and the Network HR Director partners with Central for assistance and guidance and for candidate referrals.
- Participating in Central Hiring Fair events where pre-screened HQT candidates are interviewed and recruited.
- Establishing a partnership with a local college to support the grooming of student teachers in our search of HQT candidates.
- Interviewing HQT candidates from The Open Market Hiring System and The Absent Teacher Reserve (ATR) Pool.
- Establishing a rigorous interview protocol that includes intensive criteria for the selection of new staff members including demonstration lessons, interviews, and New York State certification/licensing.
- Maintaining a teacher resource center and professional library to promote promising and effective practices.
- Teachers will be provided with curriculum maps, instructional resources and professional learning opportunities to ensure that teachers improve teaching practice as per *ADVANCE* and Danielson and are highly qualified.
- New teachers are provided with a mentor
- Teachers are encouraged to participate in after school PDs and to attend off-site workshops when appropriate.
- Individualized PD plans are created for teachers to ensure continued improvement.
- Carefully made teacher assignments are designed to match teacher talent with school needs.

In the very rare event, if a teacher's status was deemed not HQT, the principal would consult with the network Human Resources Director for guidance to ensure that the non-HQT teacher will meet all required documentation and teacher assessment deadlines.

**High Quality and Ongoing Professional Development**

Describe the strategies and activities for high quality professional development for teachers, principals, and paraprofessionals, and staff that enable all students to meet Common Core State Standards (CCSS).

Teachers, administrators and paraprofessionals receive weekly professional development including the Common Core State Standards and Instruction Shifts. In addition staff members participate in professional development workshops which are conducted by our network. Our school developed a comprehensive professional development plan that addresses CCLS, Danielson our instructional focus and school-wide goals. Professional development opportunities are also differentiated based on the needs of groups of teachers and individual teachers.

Our high quality professional development will include but not be limited to the following:

- Teachers will participate in professional development opportunities conducted by the network team, Talent Coach,

content coaches, instructional lead teachers and Assistant Principal in the content areas of ELA, Math, Science and Social Studies and how Danielson can support teaching practices in content areas.

- The Principal, AP, and instructional lead teachers will attend workshops provided by the Network relating to CCLS and Danielson. They will turnkey the information and deliver workshops or Lunch and Learns to teachers and paraprofessionals in the use of Depth of Knowledge, Essential questions, ongoing assessment practices to increase best practices to increase academic rigor in literacy, math, science and social studies aligned with CCLS.
- Implementation of the new Core Curriculum ReadyGen for ELA and GoMath for Math will be supported through high quality professional development for teachers and paraprofessionals delivered by the principal, AP, instructional leads network team members or the outside educational consultant.

Teacher teams will be trained in how to use data effectively to develop flexible grouping, track student performance trends and plan strategies in order to monitor and revise their practices.

### **Coordination and Integration of Federal, State, and Local Services and Programs**

Describe how the coordination and integration of Federal, State, and/or local funds are used to meet *the intent and purpose* programs whose funds are consolidated ( i.e., services for Students in Temporary Housing (STH), violence prevention programs, housing programs, Head Start, etc.).

Our goal is to maximize the instructional program by strategically aligning funds so that the unique needs of our school population are met. We will coordinate our fiscal and human resources beginning with a full overview of allocated funds in collaboration with our Network budget specialist. Next we will allocate funds needed to cover classroom instruction, coaching and administrative staff based on student programming needs using tax levy and Title I funds. Once all pedagogical staff is assigned, we will manage funds to cover OTPS including:

- Teacher/paraprofessional per session for professional development and data specialist
- Supplies/materials to support instruction
- ARRA RIIT Data Specialist to monitor and support data analysis with teachers
- Parent Involvement funding from Title I SWP to support family curriculum-related nights
- ARRA RIIT Data Specialist to monitor and support data analysis by teachers
- Parent Involvement funding from Title I SWP to support family curriculum-related nights
- TL Temporary Shortfall Per Session Funding will be allocated to support afterschool test prep programs
- Thursday morning professional development sessions built into school schedule provide 50 minutes of dedicated PD time, as per S.B.O.
- Core Curriculum
- TL Children First Network Support

TL NYSTL Textbook funding for purchase of Test Prep Materials

### **SWP Schools Only**

#### **Transition Plans to Assist Preschool Children (Elementary Schools Only)**

Describe the transition plans used to assist preschool children from early childhood programs to the elementary school program (e.g. aligned curriculum, joint PD & parent involvement activities, sharing of records/info, early intervention services, etc.).

P.S. 40 has a Transition Team which includes the Principal, Assistant Principal, School Counselor, IEP Teacher, and Parent Coordinator, who will work collaboratively to assist preschool children as they transition from early childhood programs to the elementary school program. Eligible students will be provided with early intervention services to address academic and social/emotional needs. During the year, Pre-K teacher teams and Kindergarten teacher teams will evaluate curriculum for vertical and horizontal alignment through the lens of the Common Core Learning Standards to ensure a seamless transition from Pre-K to kindergarten. To ensure smooth transitions, the expectation is that our Pre-K and Kindergarten teachers will engage in team meetings focusing on CCLS for Early Childhood grades. Our school embraces a Parents-As-Partners model through professional development opportunities and parent engagement activities that increase parent involvement, build parent effectiveness, deepen their understanding of CCLS while elevating high expectations for student learning. The Pre-K to K Transition Team will act as the steering committee for this initiative by meeting regularly throughout the school year to monitor the process and suggest revisions to actions and strategies in order to ensure a smooth transition from the early childhood Pre K program to the Kindergarten elementary school program.

#### **Measures to Include Teachers in Decisions Regarding Assessments**

Describe the decision making process that teachers participate in regarding the use and selection of appropriate multiple assessment measures and the professional development provided regarding the use of assessment results to improve instruction.

The MOSL team attended Central and network professional development sessions to learn about MOSL and the New *ADVANCE* teacher evaluation system. The MOSL team met several times to review all options. The principal's decision, on the selection of the MOSL assessment measures, was informed by recommendations made by the MOSL team. Each month three hours of professional development is scheduled to provide professional development regarding the use of

MOSL assessments and *ADVANCE* to improve instruction. In addition to MOSL, our school uses several appropriate assessment measures such as common pre and post unit assessments, predictive assessments, classroom assessments, and online assessments. Teacher Teams examine student work and track student performance trends to establish flexible grouping and to provide scaffolds and extensions to accelerate student learning. The school also uses multiple assessment measures to inform professional development opportunities that are scheduled throughout the year and are aligned with Danielson, the new Core Curriculum in ELA and Math and to build teacher capacity in the use of data assessment results to improve instructional practice.

### **TA Schools Only**

#### **Use of Program Resources**

Describe how the TA program resources will assist participating children to meet proficiency.

#### **TA Coordination with the Regular Program**

Describe the planning, coordination and support of the TA program with the regular educational program (i.e., providing ELT, accelerated, high-quality curriculum, including applied learning; and minimize removing children from the regular classroom during regular school day).

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## **GEORGE WASHINGTON CARVER P.S. 40 Parent Involvement Policy (PIP)**

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 1<sup>st</sup> 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**  
**MAY BE LAST YEARS BUT MUST BE UPDATED**

**GEORGE WASHINGTON CARVER P.S. 40 SCHOOL-PARENT IMPACT**

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

**I. School Responsibilities**

Public School 40 will:

- Provide a high-quality curriculum and instruction in a supportive and effective learning environment, that enables the participating children to meet State's student academic achievement standards as follows:
  - a) The school will employ highly qualified state certified teachers, who will receive intensive professional development training. Teachers will be trained to work with students in a nurturing and child centered environment to reach maximum proficiency in academic achievement core standards and assessment.
  - b) Teachers will hold monthly grade level meetings to review and discuss assessment results and identify struggling students to target. The title 1 intervention teacher will provide small group instruction to at-risk students in reading.
  - c) Reading software programs will be used by all grades. Parents will be provided with tools to assist and support their struggling, ELL and Special Education children.
  - d) In the strife to increase math proficiency, we will implement explicit and intensive instruction through the use of Team Math strategies and software programs such as: [www.superteachers.net](http://www.superteachers.net).
- Hold parent-teacher conferences twice annually during which this Compact will be discussed as it relates to the individual child's achievement. Specifically these conferences will be held:
  - Twice annually, in the Fall and in the Spring of the school years 2013-2014.
- Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:
  - a) On a bi-weekly basis, the school will provide each parent with an individual student report on their child's performance in the classroom. Parents will also be informed by the teacher on their child's performance on the State Assessment Test in English Language Arts and Mathematics;
  - b) Standard report cards will be provided three times a year;
  - c) Open houses and Parenting Workshops will take place at least three times annually.
- Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:
  - Our Parent Coordinator is always available to address the needs of parents;
  - Our Guidance Counselor is also accessible to parents;
  - Our two secretaries address specific parental needs of our parents;
  - Teachers set up meetings to meet with parents for behavior and academic purposes.
- Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

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

**Support home-school relationships and improve communication by:**

**Public School 40 agrees to implement the following statutory requirements:**

- The school will put into operation, programs activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures, will be planned and placed into effect through meaningful consultation of parents with participating children.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title 1, Part A parental involvement requirements, to the extent practicable, the school will provide full opportunities for the participation of parents with limited English proficiency, parents with disabilities, and parents of migratory children. This will include providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and, to the extent practicable, will distribute this policy in a language parents understand.
- The school will provide the parents of children served in Title 1, Part A programs, with decisions about how, the 1 percent of Title 1, Part A funds reserved for parents involvement is spent.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

**Provide parents reasonable access to staff by:**

**Parental involvement means the participation of parents in a regular, two- way, and meaningful communication involving student academic learning and other school activities, including ensuring:**

- That parents play an integral role in assisting in their child’s learning.
- Those parents are encouraged to be actively involved in their child’s education at school.
- That parents are full partners in their child’s education and are included, as appropriate, in decision-making and or advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.
- The school will inform parents and parental organizations of the purpose and existence of the Parental Information and Resource Center in the State.

**Provide general support to parents by:**

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

6. Public School 40 will take the following actions to involve parents in the joint development of the District Parental Involvement Plan (contained in the RDCEP ADDENDUM) under Section 1112-Local Educational Agency Plans of the ESEA:

- a) Conduct outreach activities and train parents in strategies to improve parental involvement.
- b) Assist in parent training workshops related to promotional criteria, literacy and math standards, and the Student Code of Behavior, to support high student achievement.
- c) Participate in a District Advisory Council to provide advice on all matters related to parental involvement.

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

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

7. Public School 40 will take the following actions to involve parents in the process of school review and improvement under Section 1116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- a) Provide opportunities to participate in school-based planning committees.
- b) Establish parent education activities that relate to building strong home/school partnerships, child development and access to services of community resources.
- c) Hold orientation meetings to present the overall goals of our schools, as well as specific grade/class goals.

8. Public School 40 will coordinate and integrate parental involvement strategies in Title 1, Part A with parental involvement strategies under the other programs:

- a) Encourage and train parents to volunteer and assist in classrooms, libraries and on trips;
- b) Expose parents to rules and regulations regarding budget expenditures;
- c) Develop a plan through the SLT to increase teacher's ability to effectively involve parents in their children's education.

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

- Our Parent Coordinator will develop a questionnaire with a particular focus on questions regarding activities that directly involve our parents. The questionnaire will be handed out at, parental functions, parent workshops, PTA meetings and Parent Teacher Conferences. We will target parents with

particular disadvantages (i.e. disabled, economically disadvantaged parents, etc.), and ask them to provide their opinions.

- The result of the questionnaire will be presented to our parents, with the aim of receiving their feedback. The main objective will be to acknowledge and accommodate, as much as possible, their suggestions and concerns.
- Based on the feedback from the parents, coupled with their suggestions, our school would be better equipped to address parental concerns, and determine the areas of parent involvement activities that need improvement.

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

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

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

- Parenting skills.
- Professional Development for parents to enable children in the school to meet City and State performance standards, during the regular year and the summer.
- Resources for family outreach in order to involve parents in our community.
- Learning Leaders volunteer programs.
- Attendance.
- Equipment and books to create a lending library collection for parents.
- Postage, communications, and printing to provide ongoing outreach and information services to parents.

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

- Providing computer courses to parents throughout the academic year.
- Conducting math and literacy workshops for parents.
- Offering testing workshops for parents.
- Providing developmental workshops and books for parents, in order to train to volunteer and assist in the classroom.

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

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

**D.** Public School 40 will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, Public Pre-School and other programs. P.S. 40 will conduct and encourage participation in

activities, such as Parent Resource Centers, that support parents to more fully participate in the education of their children by:

1. Providing a parent room in which parents will feel welcome and can coordinate activities for parent involvement.
  2. Developing a plan through the SLT to increase teachers' ability to effectively involve parents in their children's education.
  3. Having parents take part in events planned throughout the school year such as; Family Read Aloud, Head Start, Book Fairs, and Science Fairs.
  4. Providing Learning Leaders Programs.
  5. Showing how the district/region will help build the capacity of schools to operate and parents to participate in strong parent involvement programs.
- E. Public School 40 will take the following actions to ensure that information related to the school and parent programs, meetings and other activities, is sent to parents of Title 1 participating children in an understandable and uniform format. This would include alternative formats upon request, and to the extent practicable, in a language the parents can understand:
1. Indicate how parents will be involved in the planning, implementation, evaluation and continuous improvement of school-level programs funded through Title1.
  2. Show how the district/region will coordinate Title1 funded parent involvement activities with parent activities funded through other sources;
  3. Show how the content and effectiveness of the Parent Involvement Policy will be evaluated annually to determine whether there has been increased parent participation, and how these evaluation results will be used to improve parent involvement and school improvement.
  4. Provide a flexible schedule of meetings for parents, before, during, and after the school day, so that they may network with other parents, make suggestions and provide input into decisions relating to the education of their children.

This School Parental Involvement Policy and the School Parent Compact has been developed jointly with, parents of children participating in Title 1, Part A programs, as evidenced by its contents. This policy will be adopted by **Public School 40**, on **September 9, 2013** and will be in effect for the period of one year. The school will distribute this policy to all parents of participating Title 1, Part A children on or before **October 31, 2014** or thereafter.

Principal's Signature: \_\_\_\_\_

Date: \_\_\_\_\_

## II. Parent/Guardian Responsibilities:

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

- making sure my child is on time and prepared every day for school;
- monitoring attendance;
- talking with my child about his/her activities every day;
- scheduling daily homework time;
- providing an environment conducive for learning;
- making sure that homework is completed;
- monitoring the amount of television my children watch;
- volunteering in my child's classroom;
- participating, as appropriate, in decisions relating to my children's education;
- participating in school activities on a regular basis;
- staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the district either received from my child or by mail and responding as appropriate;
- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- Expressing high expectation and offering praise and encouragement for achievement.

## III. Student Responsibilities:

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

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

**NAME:**

**SIGNATURE:**

**DATE:**

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

School – Print Name

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Parent- Print Name:

\_\_\_\_\_

\_\_\_\_\_

\_\_\_\_\_

Student- Print Name:

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

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**OFFICE OF ENGLISH LANGUAGE LEARNERS  
GRADES K-12 LANGUAGE ALLOCATION POLICY  
SUBMISSION FORM  
2013-14 TO 2014-15 SCHOOL YEARS**

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 is a two-year plan on how schools will support ELLs' linguistic and academic needs. This LAP form is a part of the school's CEP. 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

District <b>16</b>	Borough <b>Brooklyn</b>	School Number <b>040</b>
School Name <b>Public School 40</b>		

### B. Language Allocation Policy Team Composition NOTE: The following staff members should be on the LAP team: principal, assistant principal (where applicable), at least one bilingual teacher from each subject area (where there is a bilingual program), at least one ESL teacher, and one parent.

Principal <b>Leonie Hibbert</b>	Assistant Principal <b>Martha Smith</b>
Coach <b>type here</b>	Coach <b>type here</b>
ESL Teacher <b>Brigitte Buissereth</b>	Guidance Counselor <b>S. Wadesworth</b>
Teacher/Subject Area <b>A. Parente/UFT</b>	Parent <b>type here</b>
Teacher/Subject Area <b>L. Kamelhar/Special Education</b>	Parent Coordinator <b>A. Hazel</b>
Related Service Provider <b>Ms. Rimma/Speech Provider</b>	Other <b>type here</b>
Network Leader(Only if working with the LAP team) <b>Ann Anesta</b>	Other <b>type here</b>

### 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 currently teaching in the ESL program.	<b>1</b>	Number of certified bilingual teachers <u>not</u> currently teaching in a bilingual program	<b>0</b>	Number of teachers who hold both content area and ESL certification	<b>0</b>
Number of certified bilingual teachers currently teaching in a bilingual program	<b>0</b>	Number of certified NLA/foreign language teachers	<b>0</b>	Number of teachers who hold both a bilingual extension and ESL certification	
Number of certified ESL teachers <u>not</u> currently teaching in the ESL program	<b>0</b>	Number of teachers currently teaching a self-contained ESL class who hold both a common branch license and ESL certification	<b>0</b>	Number of special education teachers with bilingual extensions	<b>0</b>

### D. Student Demographics

Total number of students in school (Excluding Pre-K)	<b>334</b>	Total number of ELLs	<b>24</b>	ELLs as share of total student population (%)	<b>7.87%</b>
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## Part II: 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 #
<b>Transitional Bilingual Education</b> (60%:40% → 50%:50% → 75%:25%)														0
<b>Dual Language</b> (50%:50%)														0
<b>Freestanding ESL</b>														
Push-In	4	6	3	3	5	3								24
SELECT ONE														0
<b>Total</b>	<b>4</b>	<b>6</b>	<b>3</b>	<b>3</b>	<b>5</b>	<b>3</b>	<b>0</b>	<b>24</b>						

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs		Newcomers (ELLs receiving service 0-3 years)	15	ELL Students with Disabilities	2
SIFE		ELLs receiving service 4-6 years	7	Long-Term (completed 6+ years)	

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

ELLs by Subgroups		
ELLs (0-3 years)	ELLs (4-6 years)	Long-Term ELLs (completed 6 years)

	All	SIFE	SWD	All	SIFE	SWD	All	SIFE	SWD	Total
TBE										0
Dual Language										0
ESL	17	1		7		2				24
Total	17	1	0	7	0	2	0	0	0	24

Number of ELLs who have an alternate placement paraprofessional: 0

### 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
SELECT ONE														0
SELECT ONE														0
SELECT ONE														0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0

\*EP=English proficient student

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																
SELECT ONE																			0	0
SELECT ONE																			0	0
SELECT ONE																			0	0
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

Dual Language (ELLs/EPs)										
9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
SELECT ONE									0	0
SELECT ONE									0	0
SELECT ONE									0	0

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

**Number of ELLs by Grade in Each Language Group**

	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
<b>TOTAL</b>	0	0	0	0	0	0	0	0	0	0

**This Section for Dual Language Programs Only**

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

**Freestanding English as a Second Language**

**Number of ELLs by Grade in Each Language Group**

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	2	2	2	1	2	1								10
Chinese			1											1
Russian														0
Bengali	2			2		1								5
Urdu														0
Arabic		1				1								2
Haitian														0
French		2			2									4
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other		1			1									2
<b>TOTAL</b>	4	6	3	3	5	3	0	0	0	0	0	0	0	24

## Part III: Assessment Analysis

**Assessment Breakdown**

Enter the number of ELLs for each test, category, and modality. Data should reflect latest results of current students in your school.

**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)	4	1		1	1									7

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Intermediate(I)		4	1	2	1	2								10
Advanced (A)		1	2		3	1								7
Total	4	6	3	3	5	3	0	0	0	0	0	0	0	24

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

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	2	2			4
4	2	1			3
5					0
6					0
7					0
8					0
NYSAA Bilingual (SWD)					0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	2		2						4
4	1		1		1				3
5									0
6									0
7									0
8									0
NYSAA Bilingual (SWD)									0

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4			1		1		1		3
8									0
NYSAA Bilingual (SWD)									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 Foreign Language				
Government				
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								

## 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 will this data help inform your school's instructional plan? Please provide any quantitative data available to support your response.  
At P.S. 40 we use Teachers College Literacy Assessment benchmark. We have seen that there is a trend with our students reading below benchmark and that they need explicit instruction in decoding and encoding. We have decided to implement Ready Gen Phonics as an intervention for this group.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?  
Performance-based assessment is based on classroom instruction and everyday tasks. We use performance-based assessment to assess ELLs' language proficiency and academic achievement through oral reports, presentations, written assignments, and portfolios. These assessments include both processes (e.g., baseline, several drafts of a writing sample) and end products. Teachers use CCSS scoring rubrics to evaluate and grade students. These assessment tools can help document ELLs' growth over a period of time. The ESL teacher works collaboratively with classroom teachers and content area teachers to share assessment and instructional activities that are geared toward our ELLs' current level of English proficiency. Performance-based assessment activities can concentrate on oral communication and/or reading. Here are examples of commonly-used activity types designed for assessing speaking or reading that are used in many of our ELL classrooms: Reading with partners, retelling stories, role playing, giving descriptions or instructions using visual or written prompts, oral reporting to the whole class, telling a story by using a sequence of three or more pictures, completing dialogue or conversation through written prompts, debating one-on-one or taking turns in small groups, brainstorming, or completing incomplete stories.
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions? How does your school use information about Annual Measurable Achievement Objectives? What does the data reveal? (see [SED memo](#) and [AMAO tool](#))  
The data patterns that we are seeing with the RLAT scores are that students are scoring stronger in Listening and Speaking than in Reading and Writing. This follows the pattern that we are also seeing on the Extension of Services where the majority of our students are being extended since their lowest modality is in writing. Students are provided extended service in the push-in and pull-out model.
4. For each program, answer the following:
  - a. 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?

a. The pattern shows us that we need to put special emphasis on the writing curriculum, instructional delivery, scaffolds, and small group instruction that we are delivering to our ELLs. Therefore we are working closely during Inquiry to analyze the item skill analysis from the ELA as well as the data from the Ready Gen Performance-Based Assessment to drive instruction. We are also looking at developing an intervention writing curriculum that we can implement in small groups. Specific staff members involved will vary according to the changing stakeholders. For instance, our ESL teacher will be involved but the teachers will shift depending on who is teaching this student. Each year, NYSESLAT data is compared with ELL student scores on state ELA, math, science and social studies tests. In the past school year, 2012-2013, NYSESLAT data has indicated 62% ELLs performing at grade level. Students generally obtain high scores in the listening/speaking modalities but lower scores in reading and writing. These results drive instruction, ESL teacher and classroom teachers focusing more on reading and writing. A variety of ESL strategies including CALLA are utilized to teach writing mechanics and reinforce rigor and promote understanding academic language and using proper sentence structure.

b. The School Leadership Team and teachers use the results from ELLs Periodic Assessments to target instruction to the learning needs of students. Results are regularly discussed by the Data Inquiry Team.

c. ELLs are scoring mainly 2s and 3s in English Language Arts exams, 62.5% of ELLs scored a level 2 or 3 on the ELA. In the Math exam, 75% of our ELLs scored a 2 or 3. At this point, we did not have anyone take any tests in their Native Language so it is hard for us to compare this data.
5. Describe how your school uses data to guide instruction for ELLs within the Response to Intervention (RtI) framework (for grades K-5). (see [RtI Guide for Teachers of ELLs](#).)  
All teachers are involved in providing support to the ELLs. If a student is struggling, the ESL Teacher presents the case study of the student at the monthly Academic Intervention Services (AIS) team meeting. The team discusses student work samples and document the needs/concerns and a plan of action is developed for the ELL in question. If the ELL needs an additional support in a particular area of study, an academic plan specifying strategies to help the student is suggested and both the ESL and A.I.S. providers adhere to

the Instructional plan and monitor progress. Depending on the needs/concerns of the student, other professionals may be invited to contribute to the plan and a parent conference is made with the ESL and classroom teacher. If the student is exhibiting physical difficulties or delays, and in need of speech, hearing service, or has a physical delay, it is discussed with the parent as to what services may be needed to support the student. If there is a social-emotional need/concern the child receives 'at risk' counseling in small groups and/or one-to-one, and progress is monitored. If the student continues to struggle and cannot perform on appropriate grade level, a parent conference is convened by the principal to discuss the concerns/needs of the ELL. Those invited to the conference may include classroom teacher, ESL service provider, and members of AIS team and guidance counselor if necessary. Subsequently, if more support is needed and parent is in agreement, a referral is generated by the SBST to follow up the case. Based on the evaluation outcome, an EPC (Educational Planning Conference) is convened with the input from the parents, SBST, ESL and classroom teacher. Parents are invited to discuss and share the plan and seek their consent to authorize the school to implement the plan to provide proper services to the ELL. If the parents agree, then the ELL is promptly provided the necessary services by the appropriate provider as well as continue with ESL services.

6. How do you make sure that a child's second language development is considered in instructional decisions?  
At P.S. 40 there is school-wide focus and priority on English language development and standards-based instruction. One way we promote higher levels of English language development among our Ells is dedicating a block of time exclusively to English language development instruction.
7. 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?P.S. 40 does not have a dual language program.
8. Describe how you evaluate the success of your programs for ELLs (e.g. meeting AYP for ELLs, etc.).  
We evaluate the success of our program in several ways. We first look at how many ELLs are exiting ESL service. We also evaluate our success with how our ELLs are doing on the state exams as well as performance-based assessment.

## Part IV: 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 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. (Refer to [ELL Policy Brief](#) and [EPIC](#).)
  1. The Home Language Identification Survey (HLIS) is administered by Ms. Buissereth, the ESL certified teacher. The ESL teacher uses the interpretation services of the bilingual parent coordinator who is Spanish bilingual. The ESL teacher conducts interview with both parents and students. All newly admitted students whose HLIS indicate a home language other than English are administered LAB-R within 10 days of enrollment. The Spanish LAB-R is also administered by the ESL teacher with 10 days of enrollment.  
For parents who speak a language other than Spanish and French, a translator is provided to support the pedagogue in the interview process. The ESL teacher will review the HILS to determine if the student is a potential ELL. On the Home Language Identification Language Survey, there are eight questions. If one of the questions from one to four is marked as "other than English is spoken at home," and if two questions from five to eight are marked as other than English is spoken, the child is a potential ELL. At this point, the ESL teacher conducts an informal interview and determines if the student is eligible for testing. When a student enters P.S. 40 as a new admit, the parent and child are present during registration in order to have the Home Language Information Survey (HLIS) administered to the parents by the ESL teacher as well as an interview with the child. Based on the questions answered by the parent, and the responses given during the interview with the child, a determination is made regarding the child's home language (HL). If the HL is determined to be other than English, the language code (e.g., MN for Mandarin

Chinese) is entered on the HLIS. Only those new students with a HL other than English are eligible to be administered the Language Assessment Battery-Revised (LAB-R) exam. When a student enters P.S. 40 as a transfer s/he is screened using ATS to see if a home language code has been entered by another school in the New York City Department of Education (NYCDOE). If a language other than English has been entered, the student's information is then checked to see if s/he has ever been administered the LAB-R exam. If the student has not tested beyond the advanced level of English proficiency on the LAB-R, s/he is then considered an ELL and is eligible for ESL services. If the student has not tested beyond the advanced level of English proficiency and their language code identifies them as having a home language of Spanish, they are then administered the Spanish LAB-R exam in order to determine whether a Spanish Transitional Bilingual Education (TBE) class could be offered as an appropriate setting for the student. The student's level of English proficiency is determined using the scoring system set by the testing board. Based on those results, the student is either tested or placed in the appropriate setting. If the student was given the LAB-R and tested as a proficient speaker of English, the code "N" will appear in the student's exam history indicating that they are "not eligible". In other words, they are not considered an English Language Learner (ELL) and are not eligible for English as a Second Language (ESL) services. The student would then be placed in a monolingual (English) classroom setting and the parent will be notified of their child's results and placement.

The pedagogue at P.S. 40, who is responsible for identifying ELLs, testing ELLs, notifying parents, and conducting interviews is Brigitte Buissereth, the ESL teacher. She has a Master's degree in Science Education/Special Education Childhood Grade 1-6, and is a certified teacher of ESL. She is bilingual in French and conversant in Creole and Spanish. If translations are needed for the initial screening interviews, she seeks the assistance of the Parent Coordinator, Mr. Hazel, who is bilingual in Spanish and Ms. Gonzalez, a pedagogue on staff, who can assist in translating. There has been an increase of number of ELL's in our community. Our school administrators are very aware of this, therefore staff members are also culturally diverse to best meet the needs of our students and their families.

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.  
2. For the past several years, parents of new ELLs have chosen ESL as their program of choice. If program desired as first choice is not available at P.S. 40; choices remain as the parents' selection.

In New York City, there are three distinct types of ESL programs available to students.

- Freestanding ESL Program – The key features of the Freestanding ESL program are that the child is instructed in all content areas using ESL strategies and providing native language support wherever possible.
- Transitional Bilingual Education (TBE) Program – The key features of the Transitional Bilingual Program are that the child receives instruction in both their home language as well as the target language (which is in this case English). The program model begins the school year with a ratio of 60% L1 (home language) to 40% L2; target language, then through time shifting to a 50% L1 to 50% L2 ratio, and finally ending the year with a 25% L1 to 75% L2 ratio. The ultimate goal of the Transitional Bilingual program is not to eradicate the student's home language, but rather to use their language base and knowledge to help them enrich and supplement the learning of the target language. After completing the program, the intention is for the student to be able to transition into a monolingual classroom setting.
- Dual Language (DL) Program – The key features of the Dual Language Program are that the student population is made up of students who have separate home languages (one of which is English) and to provide instruction in both languages throughout the year usually by implementing a team teaching paradigm. The ultimate goal of the Dual Language program is ensuring that the students attain total bilingualism.

3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned, and secured/stored. (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)

The ESL teacher is responsible for maintaining records indicating correspondence sent home. Every effort is made to inform the parents of any orientations, program placements, continued entitlements, assessment-based non-entitlements, and program selection opportunities by sending home pertinent information and forms as well as making regular phone calls to ensure that all forms are read and returned. The ESL teacher at P.S. 40 keeps a copy of letters sent home regarding their child's ESL education in student's cumulative record. If a parent is unable to attend the Parent Orientation, every attempt is made to inform them of their choices and for them to return a completed Parent Choice Form. This will be done on an individual basis through letters home as well as telephone communication. Every effort is made to find meeting times which suit the parents' schedules. If after these efforts, we are still unable to contact the parent in order to have them complete the Parent Choice Form, the ELL student will be placed in a Transitional Bilingual Program (where available) as per CR Part 154.

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.  
After the student has been determined to be eligible to be tested and has taken the LAB-R exam, the parent will be notified of the child's score as well as a choice of dates to come to a Parent Orientation in order to be fully informed of all the choices of setting available for their child in the city of New York. The school holds Parent Orientation within 10 days of enrollment and it is conducted by the ESL teacher. Parent Orientation are held as needed. At the Parent Orientation, parents watched the DOE orientation video, listened to a presentation of all ESL-specific program information, and had the opportunity to complete an orientation survey so that they may comment on any needs or concerns they may still have in order to ensure that they are being fully served by the school. All brochures, information, and forms will be disseminated in the parents' native languages when possible. Once all the information has been delivered, the parents will fill out a Program Selection form. This form will give them the opportunity to rank their preferences of ESL programs for their child. If they choose as their first choice a program which is available at our school, their child will be placed in that program and be serviced until they attain proficiency in English. However, if the parent chooses as their first choice a program which is not currently available at P.S. 40, they will be informed that they can either choose a secondary option or we will aid them in finding a school where their preference can be fulfilled.
5. Describe the steps taken to administer all sections of the New York State English as a Second Language Achievement Test (NYSESLAT) to all ELLs each year.  
The ESL teacher administers the NYSESLAT mirroring the same testing conditions as the other state tests. The ESL teacher will administer the Speaking components of the NYSELAT during the time frame set by the DOE. The other parts of the exam will be given within the time frame given: One day for Listening, another for reading and lastly writing. The ESL teacher receives a memo from the school administrator reminding her of the NYSESLAT exam and informing her of any program changes due to testing.
6. 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.) 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.   
After analyzing our program selection surveys, 100% of our parents choose Free Standing ESL as their program choice. Parent choice dictates ELL classroom placement in every case. The program model that is currently in place in our school is aligned with parent's requests. Currently at P.S. 40 we have a free standing ESL program in place.

## A. Programming and Scheduling Information

1. How is instruction delivered? (see [\*The Practitioners' Work Group for Accelerating English Language Learner Student Achievement: Nine Common Features of Successful Programs for ELLs\*](#))
  - 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])?

Our ESL program model consists of ESL push-in for English Language Learners. The ESL teacher works with ELLs during ELA instruction in collaboration with the regular classroom teachers to support language acquisition and text-based vocabulary. ELLs are grouped into heterogeneous groups for ELA instruction. A separate block of time is dedicated to English language development for beginner and intermediate ELLs and students are grouped by language proficiency levels for explicit English language development instruction. Explicit instruction of language development emphasizes academic language as well as conversational language. Our school administrators are aware of the importance of language development and therefore are very supportive in providing the necessary resources needed. The students have access to an audio lab with native language resources and rich resources via the internet. The ESL teacher also communicates with the parents using native language materials where available.

- a. At P.S. 40 we have a Freestanding ESL Program with a total of 20 students receiving mandated services. The ultimate goal of this program is that students achieve cognitive academic language proficiency skills in order to benefit fully from academic English instruction without support.

- b. On some days the ESL teacher will pull out a group of students all on the same grade level, but heterogeneous in their levels of English proficiency, to work in small groups on specific skills. On other occasions, the ESL teacher will push into content area classes to see how students are progressing in other content areas. This is also an excellent way for the ESL teacher and classroom teachers to collaborate and use some ESL methodologies and instruction strategies in the content area classroom. Our school ESL teacher works collaboratively with the content area teachers to support ESL students. ESL teacher and classroom teachers meet regularly to plan and to discuss student's academic strengths and weaknesses or to discuss progress they have made. Teachers also share effective strategies that they can implement with their students.

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)?

The ESL teacher provides the mandated 360 minutes for Beginner and Intermediate students and 180 minutes for Advanced students during push-in or pull-out periods of the school day. The ESL teacher prepares students for the NYSESLAT using sample tests, teacher generated examples, and incorporating NYSESLAT specific strategies within each lesson. Students are supported throughout the day with a variety of activities and lessons enhancing the use of written and oral language. Students receive opportunities to work with other English proficient students and are exposed to vocabulary rich content. Students are transitioned from one differentiated group to another. For example: once a student masters a language skill, a teacher may move the child to the next level group to scaffold the child's knowledge and mastery.

- a. ESL and ELA instructional time at P.S. 40 consists double block periods of 50 minutes. All of our students, ELLs and non ELLs, receive 8 periods of ELA instruction weekly. NLA instruction is not provided at this time in our school because we currently do not have TBE or Dual Language. The ESL teacher provides native language support as needed. We also have bilingual staff members who can provide native language support if the student is in need.

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 foster language development and meet the demands of the Common Core Learning Standards.

At P.S. 40 we have Free Standing ESL model. All content area instruction is delivered in English using ESL methodology. In content areas the students use Ready-Gen in ELA, Go-Math in mathematics, New York City Science by Harcourt School Publishers and New York City Social Studies by Houghton Mifflin Harcourt.

Content areas instruction is delivered in English using ESL methodology and instructional strategies aligned with the Common Core State Standard. The ESL teacher also works in the Push-In model with the classes.

At P.S. 40 we use the workshop model for instruction. Teachers are given professional development on how to develop lesson plans that include ELLs; language objective is an important component of every lesson plan. Teacher use many ESL supplemental materials in addition to ESL strategies to facilitate learning such as using manipulatives, expressive language, and total body response when delivering vocabulary instruction and/ or complex concepts to ELL students. Classroom instruction is

also enhanced by visual, picture dictionary, implementing the arts, and constant verbal communication to ensure full understanding and grasp of the lesson. Instruction consists of a preview/review of vocabulary words, activating prior knowledge, mini-lesson, modeling, active engagement, guided practice, independent work, differentiated small groups work, and a share. Classrooms are print-rich and classroom libraries have leveled books and genres such as: fiction, nonfiction, theme, multicultural, poetry, art, science, math, social studies. Students are encouraged to incorporate think-pair-share to promote speaking and listening skills, cooperative learning, and partner work throughout the day. ELLs are encouraged to respond in English or their native language. ESL teacher utilize native language support to make content comprehensible as needed.

4. How do you ensure that ELLs are appropriately evaluated in their native languages throughout the year?

At this point, our ELL students are not assessed in their native language in content areas. Initially, if a new admit receives the LAB exam and they become entitled, they take the Spanish LAB if they are a Spanish speaker. Our school presently has a free standing ESL program per parent choice which uses strategies for English Language development with native language support to help students develop language and content knowledge in English.

5. How do you ensure that ELLs are appropriately evaluated in all four modalities of English acquisition throughout the year?

ELLs are appropriately evaluated routinely in all four modalities in a variety of ways. They interact with teachers to assist learning, peer interacting through class discussion related to literature and topic, think-pair-share, cooperative learning, asking questions for clarification, problem solving and completing task.

6. How do you differentiate instruction for ELL subgroups?

- a. Describe your instructional plan for SIFE.
- b. Describe your plan for ELLs who have been in US schools less than three years (newcomers)..
- c. Describe your plan for ELLs receiving service 4 to 6 years.
- d. Describe your plan for long-term ELLs (completed 6+ years).
- e. Describe your plan for former ELLs (in years 1 and 2 after testing proficient).

Teachers at P.S.40 have received professional development on differentiating instruction and what differentiated instruction looks like. Teachers differentiate instruction not for only ELL's but for all students because of the mixability levels in just one classroom. Scaffolding and differentiation of instruction are necessary to assure success of all students. This requires a great deal of planning and often the ability of the teacher to provide a variety of materials at different levels to address the needs of all learners in the classroom.

6a. Our SIFE students are recommended for Academic Intervention Services. Our instructional program for SIFE students includes materials and curricula to strengthen literacy, mathematics, and technology skills. instructional plan would consist of context-embedded material and manipulatives and accelerated one-on-one instruction in English language development.

6b. At P.S. 40 newcomers are provided with accelerated learning focused on literacy, English language development, and intensive ESL instruction and content area learning. We have a very dedicated staff that helps newcomers build on prior knowledge and to have a smooth transition into their new culture. We support newcomers through the use of translated materials, materials in native language and translations when needed. Newcomers in our ESL programs are taught the basic literacy skills. They are instructed in phonics, decoding, vocabulary and targeted reading and writing skills. The ESL teacher collaborates with staff members to analyze and strengthen instructional strategies for scaffolding, utilizing appropriate materials, and to connect to prior knowledge.

6c. Our ELLs who have received services for a period of 4 to 6 years are identified as our target group. Our school provides interventions to develop academic language and vocabulary development, scaffolded instruction that integrate technology to enhance reading and writing skills. Technology in the classroom also provides motivation as well as access point to content.

6d. P.S. does not have Long Term ELLs.

6e. Former ELLs who achieve proficiency on the NYSESLAT continue to receive support in the form of native language literature in the classroom as well as consistent communication between the ESL teacher and the classroom teachers to ensure that the students maintain all necessary supports. They are also eligible to be seen by the ESL service provider at risk for 2 years following their proficiency status. These students would continue to receive testing modifications for the 2 years following their proficiency status. They are also encouraged to attend extended day or other academic intervention programs provided by the school. The ESL teacher will also monitor progress reports and reports card of these students to make sure they are successful in their transition.

7. 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?

Instructional materials are aligned with the Common Core State Standards and are age and grade level appropriate. We implement the workshop model and we receive professional development on various instructional strategies that can be utilized across content area classrooms. Scaffolding and differentiated instruction is one of the most useful ways to help students access difficult content. Our staff also utilizes the ELL website (OELL) for tools, resources, and professional development opportunities that can assist them in serving the specific needs of their ESL students. We make sure that the goals on the IEP are being met across the day

through the use of collaborative planning between the ESL teacher and the IEP teachers. The ESL teachers have access to the IEP through SESIS as well as identification of goals through the use of entering their attendance through Encounter attendance. SWDs and ELLs are in the forefront of our planning. Through co-planning we are able to share our differentiations to benefit all students.

8. How does your school use curricular, instructional, and scheduling flexibility to enable diverse ELL-SWDs to achieve their IEP goals and attain English proficiency within the least restrictive environment?

Teachers are reminded to consider giving ELL's and SWD's extra time to complete tasks or to give short responses. Teachers keep themselves fully informed of their students' reading levels and interests so that they may guide their instruction to compliment their students' needs and strengths. ESL and ELA instruction use the balanced literacy model as well as Inquiry to provide the necessary language development to meet the needs of the individual students. We mainstream students as often as possible during the day to the Least Restrictive Environment. We first try to move students from Self Contained to ICT. We then collaborate to work on moving students from ICT to General Education as needed.

**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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

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

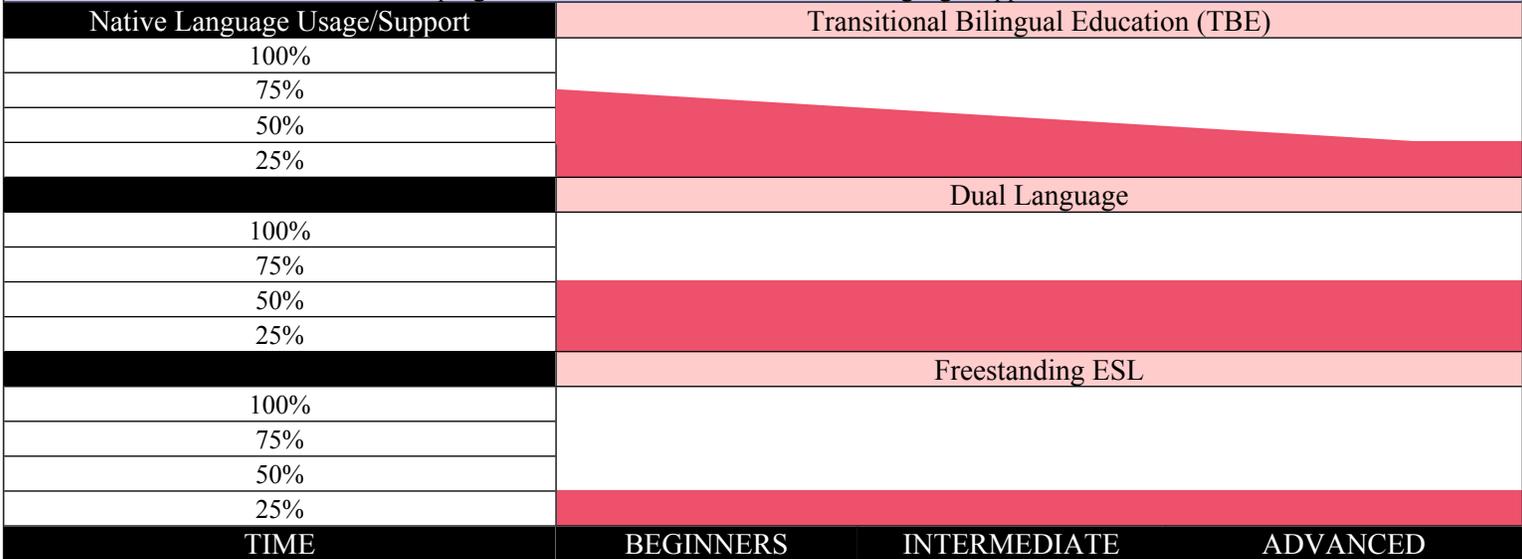
	Beginning	Intermediate	Advanced
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**NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades 9-12**

	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
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
<b>FOR TBE /DL PROGRAMS:</b> Native Language Arts	45 minutes per day	45 minutes per day	45 minutes per day

**Native Language Usage and Supports**

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



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

## B. Programming and Scheduling Information--Continued

9. 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.
- Targeted interventions for ELLs in ELA, math, science and social studies are planned in close consultation with all teachers, including Academic Intervention providers and SETSS teacher involved in teaching ESL students. Content area picture dictionaries are used during small group instruction to address specific needs of each ELL to help them understand the concepts. The scaffolds applied to assist students are appropriate to their level of proficiency in the specific content area. In order to provide maximum possible support to ELLs, the ESL teacher pushes-into classes when ELA strategies math, social studies and/or science are being taught. Based on the observation and the performance of ELL in the classwork and periodic in-class assessment results, the students are provided extra help in the areas where they are lagging behind whether it's lack of understanding of academic language or their limited understanding of particular concepts in content areas.
10. Describe the effectiveness of your current program and how it is meeting the needs of your ELLs in both content and language development.
- The effectiveness of our current program is learner-centered. At P.S. 40 we have implemented Universal Design for Learning (UDL) to tailor instruction and activities to meet the needs of our students with an added attention being paid to ELL population. Generally such effective practices include direct and explicit instruction in English language development. Additional instructional support and home language is used to promote academic development.
11. What new programs or improvements will be considered for the upcoming school year?
- Would like to celebrate ELLs writing through publishing celebration and exhibit/present our students work to parents throughout the school year.
12. What programs/services for ELLs will be discontinued and why?
- None. No program will be discontinued.
13. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
- All ELLs are afforded equal access to all curricular and extracurricular programs. ELLs are invited to participate and encouraged to perform at academic and enrichment activities before and after school. All students including ELLs overwhelmingly sign up for a wide variety of activities where they get the opportunity to learn, share and acquire new skills, exhibit their talents and hone their skills in various areas. ESL students join all the educational trips and are among active members in various activities such as arts, music and after-school programs.
14. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
- Instructional materials and technology used to support ELLs include: computer aided instruction in ELA and math, visual and reading aids on the computer, decoding/ reading comprehension skills for new comers, new immigrants, and struggling readers, sight words, the letters of the alphabet, magnetic letter boards for practicing sight words; picture and photo cards to help understand words and concepts in science, math and social studies.
15. How is native language support delivered in each program model (TBE, Dual Language, and ESL)?
- Native language support is available in all classroom through native language literature as well as content materials. In some cases students have the support of having a bilingual teacher or staff member if needed. P.S. 40 also facilitates the use of technology by the presence of laptops in the classroom. The ESL teacher is bilingual in French and conversant in Spanish and provides support to classroom teachers in the student's native language as needed. ELL are afforded easy access to dictionaries/thesaurus/picture and bilingual dictionaries.
16. Explain how the required services support, and resources correspond to ELLs' ages and grade levels.
- The materials include learning aids, technological tools used and texts which correspond to ELLs' age and grade levels. The students are grouped heterogeneously appropriate to their age and grade level so that they benefit from mutual interactions with their peers and feel comfortable to participate in all activities to promote language development. Picture dictionaries, bilingual vocabulary cards and picture cards are used to help beginner ELLs and new immigrants to grasp concepts in content areas.
17. Describe activities in your school that assist newly enrolled ELL students before the beginning of the school year. Please include activities for new ELLs who enroll throughout the school year.
- In order to assist newly enrolled ELL students at P.S. 40 in the beginning of the school year, we make every effort to make them feel welcome to the ESL program. These steps include: A. For those students who are in the school system for the first time, we help them make a smooth transition from home and/or daycare situation to the full day school by teaching them survival English

essential for their day-to-day activities using TPR and similar easy-to-follow activities. B. In order to help them feel comfortable, the ESL teacher pushes-into their classroom, introduces herself, and works side by side either individually or in small groups with new ELLs. Before the first day of the school for students, we prepare our classrooms and the ESL room by labeling objects and making the classroom inviting. Administrators, teachers and ESL teacher collaborate and share some strategies and tips for welcoming ELLs at our school.

18. What language electives are offered to ELLs?

At P.S. 40 we do not offer language electives.

19. For schools with dual language programs:

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

We do not offer a Dual Language Program at PS 40.

### **C. 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 professional development is offered to teachers of ELLs (including ESL and bilingual teachers) in supporting ELLs as they engage in the Common Core Learning Standards?
3. What support do you provide staff to assist ELLs as they transition from elementary to middle and/or middle to high school?
4. Describe the minimum 7.5 hours of ELL training (10 hours for special education teachers) for all staff (including non-ELL teachers) as per Jose P.

1. All teachers including common branch, special education, subject area, ESL and paraprofessional, at PS 40 participate in in-house and out of school professional development sessions. Teachers participate in professional development in the area of supporting ELLs by the: a) Network ESL instructional specialist, b) Network and Cluster PD offerings, c) Citywide PD Offerings.

2. In addition to monthly professional development, our weekly Thursday professional development specifically address how to integrate the Common Core State Standards and their related literacy tasks into our ELA curriculum and how to support ELLs as well as SWDs through differentiation of instruction.

3. Grade 5 teachers visit middle schools with their students and our Guidance Counselor assists in the transition to middle school through workshops and one to one counseling for both parents and students. Our school offers a middle school information night for parents to help guide them through the application process and answer any questions or concerns they may have. The ESL teacher is there during the information night to provide parents with any assistance or to answer any questions they may have about ESL programs in the middle school of their choice. Parent Coordinator Mr. Hazel assist parents filling out HS applications and answers any questions they may have.

4. Jose P. professional development is offered by CFN to all staff including our parent coordinator in need of the hours. At this time, we are planning on sending our teachers to said workshop in order to fulfill this requirement.

All records are maintained in the ESL Binder and in the principal's office.

## D. Parental Involvement

1. Describe ELL parent involvement in your school. Include specific activities that foster parental involvement for 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?
  1. Our administrators provide workshops to inform parents on the Common Core State Standards, Test Prep, and how to access ARIS. In addition, parents are invited to Parent Orientation, Curriculum Night and Parent-Teacher Conference. The ESL teacher and the parent coordinator hold meetings with parents of newly admitted ELLs to describe services, distribute the program preference surveys and introduce themselves to the parents with whom they maintain frequent contact. During Parent-Teacher conferences, the ESL teacher invites parents of ELLs to meet with them as well as classroom teachers to discuss ways to improve language development for newcomers and how to help ELLs acquire academic language in content areas. Guidance Counselor, ESL teacher and the parent coordinator are regularly available to consult and support with the parents of ELLs for middle school transition. We offer parent workshops, middle school visitations and assistance in filling out the choice forms to facilitate smooth transitioning for our graduating fifth graders.  
All communication to parents are sent in English and native languages of parents. Notifications and booklets are translated via the Translation/Interpretation Unit.
  2. P.S. 40 is currently working on combining parents from various school in order to conduct workshops similar to those given by Learning Leaders.
  3. Parents feel comfortable with our parent coordinator as well as other school personnel. If they feel they have a need or concern, they immediately seek our assistance. We then try to recommend the services that can best suit their needs. We provide orientations to all families of our incoming students as well as host a back to school curriculum night. During that time we inform our parents the different resources that are available to them. We also encourage parents to participate and attend our monthly PTA meetings. This is a great opportunity for parents to voice their interests and concerns. Parents are also invited and encouraged to become members of our school leadership team.
  4. Our parental involvement activities address the needs of the parents in many ways. First of all, many of the activities such as ARIS training provided by our administrators, middle school information night, ELL Parent Orientation, Open School Night, all help create consistency of information and it facilitates communication. Parents are better able to support their children at home if they understand the curriculum and know what is happening in the school. It helps them feel part of our school community and helps us use our parents as a resource. At P.S. 40 we make sure that families see how their input and support in the school and at home facilitates their children's academic progress. We try to establish a relationship that makes us partners in educating their children.

## E. Additional Information

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

Paste response to question here:

## Part VI: LAP Assurances

**School Name: Public School 40**

**School DBN: 16K40**

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Leonie Hibbert	Principal		1/1/01
Martha Smith	Assistant Principal		1/1/01
A. Hazel	Parent Coordinator		1/1/01
Brigitte Buissereth	ESL Teacher		1/1/01
	Parent		1/1/01
A. Parente/UFT	Teacher/Subject Area		1/1/01
L. Kamelhar/Special Education	Teacher/Subject Area		1/1/01
	Coach		1/1/01
	Coach		1/1/01
S. Wadesworth	Guidance Counselor		1/1/01
Ann Anesta	Network Leader		1/1/01
Ms. Rimma	Other <u>Speech Provider</u>		1/1/01
	Other		1/1/01
	Other		1/1/01
	Other		1/1/01

## LANGUAGE TRANSLATION AND INTERPRETATION 2013-2014 TO 2014-2015

*Requirement under Chancellor's Regulations – for all schools*

DBN: 16k40 School Name: George Washington Carver

Cluster: 2 Network: 205

**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**

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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.

At P.S. 40 we use the following data: the Home Language Identification Survey, ATS reports, and ELPC to assess all parent translation and interpretation needs. We download, draft and customize letters being sent home in the parents' native language, such as "Entitlement", "Continued Entitlement" letters, letters and program choice survey. We also use parent surveys to assess the needs of parents and how they can better support their children in school are made available in English and the native language to allow all parents participation in school wide assessment during open school nights.

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.

At P.S. 40, 53 of our students are IEP Special Education, 178 are male, 156 are female and we are currently servicing 24 English Language Learners, 10 of them indicate Spanish as the home language, 4 of them indicate French as the home language, 5 of them indicate Bengali as the home language, 2 of them indicate Arabic as the home language, 2 of them indicate Fulani as the home language and 1 of them indicates Mandarin as the home language. The ESL teacher has entered home language as per HLIS and checked the data to ensure its accuracy in order to complete ELPC screen to comply with Chancellor's regulations per Part 154 requirement. In a newsletter we report our subgroup to the community.

## Part B: Strategies and Activities

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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.

At P.S. 40 all communication to parents, including notification such as placement letters, testing date for ELLs are downloaded from the Office of English Language Learners on the DOE site; and sent home in English and native language of parents. In addition the ESL teacher is French bilingual, our parent coordinator Mr. Hazel and one of our pedagogue Ms. Gonzales are Spanish bilingual. They can assist with EPC's, annuals review, tri-annuals and parent-teacher conferences relating to Ells.

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.

During our parent orientation, the parent coordinator Mr. Hazel and the ESL teacher provide oral interpretation services to parents and guardians. In addition, during general meetings and parent-teacher conference in house oral interpretation will be available to assist teachers and parents.

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>.

Chancellor's Regulation A-663 establishes the procedures of ensuring that Limited English Speaking parents are provided with a meaningful opportunity to participate in and have access to programs and services critical to their child's education. At P.S. 40 we have the resources available in house, to provide language translation and interpretation for fulfilling the Chancellor's requirement under A-663 regarding parental notification and interpretation services. Parents Bill of Rights, interpretation notice signs and safety plans are translated in parents native language and posted in the school lobby. The welcome poster is also displayed in the school lobby.

