



P.S. 140 MANHATTAN

2010-2011

SCHOOL COMPREHENSIVE EDUCATIONAL PLAN

(CEP)

SCHOOL: 01M140
ADDRESS: 123 RIDGE STREET
TELEPHONE: (212) 677-4680
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SECTION I: SCHOOL INFORMATION PAGE

SCHOOL NUMBER: P.S. 140 **SCHOOL NAME:** The Nathan Straus Prep. School

SCHOOL ADDRESS: 123 Ridge Street, New York, New York 10002

SCHOOL TELEPHONE: (212)677-4680 **FAX:** (212) 677-3907

SCHOOL CONTACT PERSON: Esteban J. Barrientos **EMAIL ADDRESS:** ebarrie@schools.nyc.gov

POSITION/TITLE

PRINT/TYPE NAME

SCHOOL LEADERSHIP TEAM CHAIRPERSON: Stefi Preiss

PRINCIPAL: Esteban J. Barrientos

UFT CHAPTER LEADER: Stefi Preiss

PARENTS' ASSOCIATION PRESIDENT: Cynthia Cartagena

STUDENT REPRESENTATIVE:
(Required for high schools) _____

DISTRICT AND SCHOOL SUPPORT ORGANIZATION (SSO) INFORMATION

DISTRICT: 1 **SSO NAME:** CFN 406

SSO NETWORK LEADER: Sandra Litrico

SUPERINTENDENT: Daniella Phillips

SECTION II: SCHOOL LEADERSHIP TEAM SIGNATURE PAGE

Directions: Each school is required to form a School Leadership Team (SLT) as per State Education Law Section 2590. SLT membership must include an equal number of parents and staff (students and CBO members are not counted when assessing this balance requirement), and ensure representation of all school constituencies. Chancellor’s Regulation A-655 requires a minimum of ten members on each team. Each SLT members should be listed separately in the left hand column on the chart below. Please specify any position held by a member on the team (e.g., SLT Chairperson, SLT Secretary) and the constituent group represented (e.g., parent, staff, student, or CBO). The signatures of SLT members on this page indicates their participation in the development of the Comprehensive Educational Plan and confirmation that required consultation has occurred in the aligning of funds to support educational programs (Refer to revised Chancellor’s Regulations A-655; available on the NYCDOE website at <http://schools.nyc.gov/Administration/ChancellorsRegulations/default.htm>). *Note: If for any reason an SLT member does not wish to sign this plan, he/she may attach a written explanation in lieu of his/her signature.*

Name	Position and Constituent Group Represented	Signature
Esteban J. Barrientos	*Principal or Designee	
Stefi Preiss	*UFT Chapter Chairperson or Designee	
Cynthia Cartagena	*PA/PTA President or Designated Co-President	
Cynthia Cartagena	Title I Parent Representative <i>(suggested, for Title I schools)</i>	
	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	
Leah Freemon	Member/ Middle School Teacher	
Ming Liang	Member/ EC Teacher / ELL	
Carmen Fulford	Member/ Admin. AP	
Nancy Rodriguez	Member/ Parent	
Brenda Couret	Member/ Parent	
Michel Laguer	Member/ Parent	
Evelyn Ortega	Member/ Parent	

(Add rows, as needed, to ensure all SLT members are listed.)

* Core (mandatory) SLT members.

SECTION III: SCHOOL PROFILE

Part A. Narrative Description

Directions: In no more than 500 words, provide contextual information about your school's community and its unique/important characteristics. Think of this as the kind of narrative description you would use in an admissions directory or an introductory letter to new parents. You may wish to include your school's vision/mission statement and a description of strategic collaborations/partnerships and/or special initiatives being implemented. You may copy and paste your narrative description from other current resources where this information is already available for your school (e.g., grant applications, High School Directory, etc.). Note: Demographic and accountability data for your school will be addressed in Part B of this section.

The Nathan Straus Preparatory School of Humanities – P.S. 140M is located in Community School District 1 in the Lower East Side of Manhattan. The school is a pre-kindergarten to grade 8 organization and provides service to general education, special needs and ELL students. The school is recognized as a “Community of Learners focused on success. The integration of good teaching practices, professional staff development and the active participation of students and parents are integral to the school’s vision. Special emphasis is placed on literacy, mathematics, science and social studies. There is an integration of the core subjects and thematic units are developed throughout all the grade levels. Students are expected to develop special projects for class discussion and display in the school building.

Over the years P.S. 140M has established collaborations with community-based and citywide affiliations with organizations that wish to establish partnerships with the school. American Century Investments, Inc. has been a partner of the school for several school years and has been able to provide grants for the purchase of school materials for the school library, science laboratory and classrooms. The school is now in its second round of a five year grant for its middle school program. The 21st Century Program is a federally funded initiative that provides funding to implement after school programs, purchase of classroom materials, and provision for contracting enrichment programs in the arts. The school also has partnerships with artists in residence programs: Artists Space, Smart Works, City Lights and Theatre Works. These programs augment the importance of the arts in the school curriculum and the expansion of students’ appreciation of arts in their daily lives. Students are also programmed to receive enrichment in music and dance/theater as part of the school’s cluster program. The school is also partnered to receive special programs from the Young Sailors Program, New York Cares, Junior Achievement and Reach the World. The students are encouraged to attend the after school programs held five days per week in literacy, mathematics and Specialized High School preparation sessions. P.S. 140M is also noted for the fine quality of its team sports programs in basketball, volleyball, flag football, and baseball. The boys and girls basketball team, Blue Knights, have been successful in winning the District Championship in basketball for the past two years.

The school has been able to establish collaboration with the Educational Alliance Program. The program, which is federally funded, provides for counseling, after school activities for the entire school year, including a summer session. Student in grades kindergarten through grade 6 can register for the program, since it is housed in P.S. 140M.

The Nathan Straus Preparatory School of Humanities – P.S. 140M is school community that emphasizes the importance of quality education for all of its students. The school

administration, staff and parents work diligently and endeavor to make the dreams and aspirations of students a reality.

SECTION III – Cont’d

Part B. School Demographics and Accountability Snapshot

Directions: A pre-populated version of the School Demographics and Accountability Snapshot provided in template format below (Pages 6-8 of this section) is available for download on each school’s NYCDOE webpage under “Statistics.” Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT				
School Name:				
District:		DBN #:		School BEDS Code #:

DEMOGRAPHICS									
Grades Served in 2008-09:	Pre-K	K	1	2	3	4	5	6	7
	8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
Enrollment:					Attendance: % of days students attended				
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08*	2008-09		
Pre-K									
Kindergarten									
Grade 1				Student Stability: % of Enrollment					
Grade 2				(As of June 30)	2006-07	2007-08	2008-09		
Grade 3									
Grade 4				Poverty Rate: % of Enrollment					
Grade 5				(As of October 31)	2006-07	2007-08	2008-09		
Grade 6									
Grade 7				Students in Temporary Housing: Total Number					
Grade 8				(As of June 30)	2006-07	2007-08	2008-09		
Grade 9									
Grade 10				Recent Immigrants: Total Number					
Grade 11				(As of October 31)	2006-07	2007-08	2008-09		
Grade 12									
Ungraded				Suspensions: (OSYD Reporting) – Total Number					
Total				(As of June 30)	2006-07	2007-08	2008-09		
Special Education Enrollment:				Suspensions: (OSYD Reporting) – Total Number					
(As of October 31)	2006-07	2007-08	2008-09	(As of June 30)	2006-07	2007-08	2008-09		
Number in Self-Contained Classes				Principal Suspensions					
No. in Collaborative Team Teaching (CTT) Classes				Superintendent Suspensions					
Number all others									
<i>These students are included in the enrollment information above.</i>									

DEMOGRAPHICS								
English Language Learners (ELL) Enrollment: (BESIS Survey)				Special High School Programs: Total Number				
(As of October 31)				(As of October 31)	2006-07	2007-08	2008-09	
2006-07	2007-08	2008-09		CTE Program Participants				
# in Trans. Bilingual Classes				Early College HS Participants				
# in Dual Lang. Programs								
# receiving ESL services only				Number of Staff: Includes all full-time staff				
# ELLs with IEPs				(As of October 31)	2006-07	2007-08	2008-09	
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Teachers				
				Number of Administrators and Other Professionals				
Overage Students: # entering students overage for grade				Number of Educational Paraprofessionals				
(As of October 31)	2006-07	2007-08	2008-09					
				Teacher Qualifications:				
Ethnicity and Gender: % of Enrollment				(As of October 31)	2006-07	2007-08	2008-09	
(As of October 31)	2006-07	2007-08	2008-09	% fully licensed & permanently assigned to this school				
American Indian or Alaska Native				Percent more than two years teaching in this school				
Black or African American				Percent more than five years teaching anywhere				
Hispanic or Latino				Percent Masters Degree or higher				
Asian or Native Hawaiian/Other Pacific Isl.				Percent core classes taught by "highly qualified" teachers (NCLB/SED definition)				
White								
Multi-racial								
Male								
Female								

2008-09 TITLE I STATUS				
<input type="checkbox"/> Title I Schoolwide Program (SWP)	<input type="checkbox"/> Title I Targeted Assistance	<input type="checkbox"/> Non-Title I		
Years the School Received Title I Part A Funding:	<input type="checkbox"/> 2006-07	<input type="checkbox"/> 2007-08	<input type="checkbox"/> 2008-09	<input type="checkbox"/> 2009-10

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY			
SURR School: Yes <input type="checkbox"/> No <input type="checkbox"/>		If yes, area(s) of SURR identification:	
Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):			
<input type="checkbox"/> In Good Standing	<input type="checkbox"/> Improvement – Year 1	<input type="checkbox"/> Improvement – Year 2	
<input type="checkbox"/> Corrective Action – Year 1	<input type="checkbox"/> Corrective Action – Year 2	<input type="checkbox"/> Restructured – Year ____	
* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.			
Individual	Elementary/Middle Level	Secondary Level	

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

Subject/Area Ratings	ELA:		ELA:			
	Math:		Math:			
	Science:		Grad. Rate:			
This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:						
	Elementary/Middle Level			Secondary Level		
Student Groups	ELA	Math	Science	ELA	Math	Grad. Rate
All Students						
Ethnicity						
American Indian or Alaska Native						
Black or African American						
Hispanic or Latino						
Asian or Native Hawaiian/Other Pacific Islander						
White						
Multiracial						
Other Groups						
Students with Disabilities						
Limited English Proficient						
Economically Disadvantaged						
Student groups making AYP in each subject						
Key: AYP Status						
√	Made AYP	X	Did Not Make AYP	X*	Did Not Make AYP Due to Participation Rate Only	
√ ^{SH}	Made AYP Using Safe Harbor Target	-	Insufficient Number of Students to Determine AYP Status			
<i>Note: NCLB/SED accountability reports are not available for District 75 schools.</i>						

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2008-09		Quality Review Results – 2008-09	
Overall Letter Grade		Overall Evaluation:	
Overall Score		Quality Statement Scores:	
Category Scores:		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)		Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 30% of the Overall Score)		Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 55% of the Overall Score)		Quality Statement 4: Align Capacity Building to Goals	
Additional Credit		Quality Statement 5: Monitor and Revise	
<i>Note: Progress Report grades are not yet available for District 75 schools.</i>			

SECTION IV: NEEDS ASSESSMENT

Directions: Conduct a comprehensive review of your school's educational program informed by the most current quantitative and qualitative data available regarding student performance trends and other indicators of progress. Include in your needs assessment an analysis of information available from New York State Education Department and New York City Department of Education accountability and assessment resources, i.e., School Report Cards, Progress Reports, Quality Review and Quality Review Self-Assessment documents, periodic assessments, ARIS, as well as results of Inquiry Team action research, surveys, and school-based assessments. (Refer to your school's Demographics and Accountability Snapshot in Part B of Section III, and feel free to use any additional measures used by your school to determine the effectiveness of educational programs) It may also be useful to review the schools use of resources: last year's school budget, schedule, facility use, class size, etc.

After conducting your review, **summarize** in this section the major findings and implications of your school's strengths, accomplishments, and challenges. Consider the following questions:

- What student performance trends can you identify?
 - What have been the greatest accomplishments over the last couple of years?
 - What are the most significant aids or barriers to the school's continuous improvement?
-

P.S. 140M is located in a poverty area in the Lower East Side of Manhattan. It is a pre-kindergarten to grade 8 school servicing a student population which is 75.5% Hispanic, nearly twice the number of Hispanics in similar schools; 16.1% African-American students; 1.4% White students; 0.2% American Indian or Alaska Native and 5.0% Asian or Native Hawaiian/Other Pacific Island. There are approximately 59 English Language Learners (ELL) and 93 students with Individual Education Plans (IEP), which comprise approximately 27% of the school population – 412 students. Student attendance in SY 2008-2009 was 91.7%, which was 0.7% higher than SY 2007/2008. Since the school was "Proficient" in its Quality Review in SY 2007/2008, it did not undergo a review SY 2008/2009. The school received a grade level of "A" in the NYC DOE Report Card in SY 2008/2009 and a grade level of "B" in 2009-2010.

The student population is heterogeneously grouped on all grade levels. There are 39 teachers assigned to the school and 100% are fully certified by the New York State Education Department. The school organization consists of two general education classes on each grade level, with the exception of grades 2, 3 and 4 where one class per grade exists due to student enrollment decline. There are 3 self-contained MIS I: 2 (4/5 and 7/8) 12:1 and 1 (Kindergarten) 12:1:1 and 3 CTT classes – grades 2, 4 and 6. The school also has a free-standing ELL Program that services 46 students on a pull-out / push-in model. The school provides cluster programs in science, Early Childhood reading, theater / dance, library and physical education.

P.S. 140M is a Title I school and 92.1% of the students are entitled to free breakfast and lunch. In SY 2008-2009, the school was identified as SINI Year 2 (holding pattern), since in the previous year the African-American cohort of students did not meet the Annual Yearly Progress (AYP) indicator in literacy, as per the New York State

Education. Therefore, the school has emphasized the importance of professional development and training in literacy. Literacy initiatives in Early Childhood include reading and language development programs that focus on literacy skills. Students in grades 4 through 8 receive literacy intervention and enrichment by participating in the *Language Learning Initiative Program*, as part of the school's professional development and training goals. Students in grades kindergarten through 3 are programmed to receive intensive language development and literacy enrichment by participating in the school's Early Childhood Literacy Cluster Program – *Foundations Reading Program*. Both the upper grade and lower grade literacy initiatives service students (African-American and Special Education who were identified in the 2006-2007 New York State Department of Education Progress Report as not meeting the Annual Yearly Progress (AYP) in literacy. P.S. 140M employs the Columbia University Teacher's College balanced literacy program, as the core of literacy instruction. The school also utilizes the literacy programs mandated by the New York City Department of Education: *Day to Day Phonics* and literacy materials ordered through the *CORE CURRICULUM* Program. The school is programmed use *Everyday Mathematics* in grades pre-kindergarten to 5 and *Impact Mathematics* in grades 6 through 8. Teachers are encouraged to attend professional staff development and training offered at the Integrated Service Center (ISC), district and intra-district schools, and colleges and universities in the areas of literacy, mathematics, science, social studies, classroom management, and using data to drive instruction in the classroom. The school is programmed to use *Everyday Mathematics* in grades pre-kindergarten to 5 and *Impact Mathematics* in grades 6 to 8. The classroom and support staff are also encouraged to attend workshops and professional development and training in literacy, mathematics, science and social studies offered in the Integrated Service Center (ISC), intra-district schools and colleges and universities.

P.S. 140 also employs the service of a literacy coach in grades pre-kindergarten to 5. The coach provides on-going staff development and training to the staff and facilitates site visits, provides demonstration lessons, and on-site training during and after school hours. The coach is a member of the Principal's Cabinet and Inquiry Team. She is charged with ascertaining that the methodologies and practices employed in the classroom are in consonance with exemplary practices needed to implement a successful literacy program, e.g. read alouds, independent reading, guided reading, conferring of students and writing workshop. A key component literacy enrichment initiative in the school includes an intensive Extended School Day Program in literacy, which is offered 5 days per week for from 8:00 am to 8:45 am. The program services students identified in need of enrichment and assistance in reading and writing. The school also provides for 2 after school programs to address the needs of all student constituencies – general education, special needs, and ELL students. The programs include: 1 SES Programs – Learn It, Inc. and a Title III ELL Program. The school's Academic Intervention Service (AIS) plan further enhances the efforts made by the school administration to provide students with remediation interventions in literacy and mathematics during the school day. Classroom and support provide one-on-one assistance to students in need of literacy or mathematics support during the AIS periods.

The school's major focus is the improvement of reading and mathematics school wide. In SY 2008-2009, 56.9% of students in grades 3 to 8 scored on or above grade level (Level 3 and Level 4) in the spring 2009 NYS ELA Test in contrast to 47.8% in spring 2008. There was an increase of 9.9% overall in the spring 2009 NYS ELA Test. Special Education students increased their reading ability by 3.3% and ELL students increased their reading ability by 23.5%. It should be noted that students in the 2 identified cohort groups (African-American and Special Needs students) who did not meet the AYP in ELA, as indicated in the NYSED Progress Report in 2006-2007, made the AYP cutoff in spring 2009. In SY 2009-2010, there was a decrease in achievement level on the NYS ELA Assessment, as experienced citywide in the NYC DOE. Only 29% of students in grades 3 through 8 scored on or above grade level on the NYS ELA Assessment. Since the results of SY 2009-2010 NYS ELA Assessment indicated that the school's ELL and Special Education student cohorts did not meet the designated AYP established by the New York State Education Department, we have been designated as a Corrective Action School – Year 1.

In SY 2008-2009, 75.2% of students in grades 3 to 8 scored on or above mathematics level (Level 3 and Level 4) in the spring 2009 NYS Mathematics Test in contrast to 68.6% in spring 2008. There was an increase of 6.5% overall in the spring 2009 NYS Mathematics Test. Special Needs students had an increase of 1.4% and ELL students had an increase of 12.8% in mathematics achievement. In SY 2009-2010, the results of the NYS Mathematics Assessment indicated that only 41% of students in grades 3 through 8 scored on or above grade level in mathematics. It should be noted that there was a decrease citywide in mathematics achievement in SY 2009-2010 in the NYC DOE.

The results of the literacy and mathematics scores reinforce the school's efforts in providing professional development and training during the school year. At the present time, a full-time literacy coach is employed to provide training to the staff in grades pre-kindergarten to 5. The coach works closely to with the school administration in planning literacy training throughout the school year. Classroom and support staff plan together and are assisted in their efforts by the literacy coach. Upper grade staff – grades 6 to 8 are also provided professional development and training by a per diem literacy coach who is scheduled to visit the school 2 days per week. The staff also participates in professional development and training in mathematics, science and social studies. The school provides for teachers to attend workshops, seminars and college and university workshops by designating funding for this purpose. The school is also a participant of the *America's Choice Professional Staff Development Program* and will have teachers attend CTT, literacy and mathematics workshops during the school year.

The results of the school's needs assessment have resulted in focusing on 2 major areas of improvement in SY 2010-2011:

. There will be an effort to improve literacy and mathematics achievement, with an emphasis to move students from Level 2 to Level 3. The school will closely monitor the gains made by the identified cohort groups found in the NYSED Progress Report who did not make the AYP cutoff. Students will be monitored by employing test data: NYS ELA, NYS Mathematics, ACUITY data, teacher-made tests and quizzes and record keeping of student progress during the school year.

. An effort will be made to provide literacy enrichment to the identified cohort groups found in the NYSED Progress Report – (ELL and Special Education students). The school will endeavor to utilize sound pedagogical practices that will address the needs of the targeted students. Inquiry Team, Principal Cabinet and Grade Level meetings will be held to discuss and monitor student progress.

The work and effort placed on professional development, higher standards for student achievement and use of data to drive instruction have all contributed to the increased reading and mathematics scores in the past three years and the meeting of all AYP targets set by the New York State Education Department in literacy, mathematics and science in SY 2010/2011. The staff and school administration at P.S. 140 continue to strive for a higher goal in ascertaining that all students achieve on and above levels of proficiency in literacy, mathematics and science. The school's goals will focus on improving student achievement and success as learners.

SECTION V: ANNUAL SCHOOL GOALS

Directions: Based on the findings and implications from the comprehensive needs assessment (Section IV), determine your school's instructional goals for 2010-11 and list them in this section along with a few phrases of description. The resulting list should include a limited number of goals (5 is a good guideline), and the list as a whole should be a clear reflection of your priorities for the year. Good goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.

Notes: (1) In Section VI of this template, you will need to complete an “action plan” for each annual goal listed in this section. (2) Schools designated for improvement (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification. (3) When developed, Principal's Performance Review (PPR) goals should presumably be aligned to the school's annual goals described in this section.

Goal 1: By June 2011, 10% of students in grades 3 to 8 will improve from Level 2 to Level 3 in the spring 2011 NYS ELA Assessment.

(It is expected that 10% of students who are presently Level 2 ELA will make sufficient literacy gains to move to Level 3 on the NYS ELA Assessment administered in spring 2011 by receiving additional enrichment in ELA during the school year.)

Goal 2: By June 2011, 10% of students in grades 3 to 8 will improve from Level 2 to Level 3 in mathematics in the spring 2011 NYS Mathematics Assessment.

(It is expected that 5% of students who are presently Level 2 mathematics will make sufficient progress to move to Level 3 on the NYS Mathematics Assessment by receiving additional enrichment in mathematics during the school year.)

Goal 3: By June 2011, 100% of ELL and Special Needs students identified as not meeting the Annual Yearly Progress (AYP) in ELA will meet the AYP cutoff set by the NYSED.

(It is expected that 100% of ELL and Special Needs students identified will meet the target cutoff set by the NYSED by receiving AIS and additional enrichment in ELA)

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): English Language Arts - ELA

<p>Annual Goal Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p>By June 2011, 10% of students in grades 3 to 8 will improve from Level 2 to Level 3 in ELA as indicated on the spring 2010 NYS ELA Assessment.</p>
<p>Action Plan Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p>Students in grades 3 to 8 will be programmed to receive 10 periods of balanced literacy as part of their weekly schedule. The Columbia University Teacher’s College Literacy Model will be used in P.S. 140M. Academic Intervention Service (AIS) will be provided to all identified students in need of ELA enrichment 2 times per week. Specific ELA strategies focusing on reading comprehension, inference and writing skills will be supported in the AIS Program. An Extended Day Morning and After School Program will be implemented to augment literacy skills and service identified students in grades 3 to 8. All of the programs will be implemented from September 2010 to June 2011. Classroom and support staff will be responsible for implementing the aforementioned programs to improve student performance. The school administration will supervise all of the educational activities that take place before, during and after school hours.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</p>	<p>The Contracts for Excellence, Title I ARRAS and Title I School Wide Budgets provide for funding a reading teacher and professional development consultants to provide professional development and training to the school staff, with a focus on demonstration lessons, review of exemplary strategies and methodologies and guidance in the use of the balanced literacy program.</p>
<p>Indicators of Interim Progress and/or Accomplishment Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p>Students in grades 3 to 8 will be provided with on-going assessment in SY 2010-2011. 3 Periodic reading assessments will be administered in September, November, April and June (QRI, WRAP, Columbia University Teacher’s College Assessment); NYC DOE ACUITY testing will be used to monitor students in literacy; classroom staff will log reading progress during conferring meetings and retain running records on file; all students in grades 3 to 8 will take the NYS ELA Assessment and ELL students will also take the NYSESLAT in spring 2010. It is expected that all students will improve by 10% from the previous school on the ACUITY testing. It is expected that there will be a 10% increase in literacy proficiency as evidenced in the New York State ELA Test administered in April 2011.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): Mathematics

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 10% of students in grades 3 to 8 will improve mathematics gains from Level 2 to Level 3 on the spring 2010 NYS Mathematics Assessment.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>Students in grades 3 to 8 will be programmed to receive a minimum of 9 periods of mathematics weekly. Students in grades 3 to 5 will use Everyday Mathematics; students in grades 6 to 8 will use Impact Mathematics as their regularly scheduled mathematics program. Students in need of additional intervention will receive AIS a minimum of two periods per week. An Extended Day and after school program will also be offered from September 2010 to June 2011 to assist students who are experiencing difficulty in mathematics. Classroom teachers and support staff will meet periodically to discuss student progress and to plan for effective interventions to improve mathematics achievement. Classroom and support staff will be responsible for implementing the aforementioned educational activities during the school year. The school’s administration will supervise all of the educational activities that take place before, during and after school hours.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Classroom and support staff will engage in professional development and training during the school year. The staff will be assigned and encouraged to attend workshops, seminars, and courses that will assist in the improvement of instruction. Contract with Excellence, Title I, Title I ARRAS and SINI funds will be used to provide the ability to attend the yearly professional development training.</p>
<p>Indicators of Interim Progress and/or Accomplishment <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p>The NYC DOE ACUITY periodic testing and review materials will be used to assist in the improvement of mathematics achievement in the school. It is expected that students improve by 3% from the previous school year on all ACUITY testing. Teachers will maintain anecdotal records of mathematics achievement for each student in his/her classroom to provide for on-going evaluation student progress. Students in grades 3 to 8 will take the NYS Mathematics Assessment in spring 2011. It is expected that 10% of Level 2 students will move up to Level 3 as a goal of achievement.</p>

SECTION VI: ACTION PLAN

Directions: The action plan should be used as a tool to support effective implementation and to evaluate progress toward meeting goals. Use the action plan template provided below to indicate key strategies and activities to be implemented for the 2010-2011 school year to support accomplishment of each annual goal identified in Section V. The action plan template should be duplicated as necessary. **Reminder:** Schools designated for (Improvement, Corrective Action, Restructuring, SURR or schools that received a C for two consecutive years, D, or F on the Progress Report) must identify a goal and complete an action plan related to improving student outcomes in the area(s) of improvement identification.

Subject/Area (where relevant): ELA AYP – ELL and Special Needs Students

<p>Annual Goal <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p>By June 2011, 100% of ELL students identified as not meeting the AYP in ELA will meet the cutoff target established by the NYSED.</p>
<p>Action Plan <i>Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</i></p>	<p>ELL and Special Needs students were identified in the 2009 - 2010 NYSED Progress Report as not meeting the literacy AYP. The identified cohort of students will receive AIS, Extended Day, and after school support during the school year. Interim student evaluations will be set to take place in October, December and February of the school year. The staff will retain data to monitor the progress of the students and augment instructional strategies to ascertain that the students succeed. Classroom and support staff will be responsible to implement the needed interventions to improve ELA proficiency by June 2011. It is expected that 100% of African American Students and Special Needs Students meet the AYP target set by the NYS Education Department.</p>
<p>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule <i>Include reference to the use of Contracts for Excellence (C4E) allocations, where applicable.</i></p>	<p>Contracts of Excellence, Title I ARRAS and Title I School Wide funds will be used to provide support for the classroom staff: professional staff development in exemplary practices and the purchase of literacy materials (classroom library books, testing practice materials and after school programs) will help in addressing the literacy needs of the identified students.</p>

Indicators of Interim Progress and/or Accomplishment

Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains

ELL and Special Needs students who have been identified as the cohort students will take the reading assessment tests (WRAP, QRI and Columbia University Teacher's College Literacy Assessment). Students will also take the NYS ELA Assessment in spring 2011. Results of the assessments will be used to record data findings to ascertain the strategies needed to address the needs of the students. It is expected that the professional development and training will augment instruction in the classroom and translate in providing quality education to the students. It is expected that 100% of the ELL and Special Needs students will meet the literacy cutoff established the NYSED and P.S. 140 will be off the SINI list in spring 2011.

APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM

New York State Education Department (SED) requirement for all schools

Part A. Directions: On the chart below, indicate the total number of students receiving Academic Intervention Services (AIS) in each area listed, for each applicable grade. AIS grade and subject requirements are as follows: K-3: reading and math; 4-12: reading, math, science, and social studies. Academic Intervention Services include **2 components:** additional instruction that supplements the general curriculum (regular classroom instruction); and/or student support services needed to address barriers to improved academic performance such as services provided by a guidance counselor or social worker. Note: Refer to the District Comprehensive Educational Plan (DCEP) for a description of district procedures for providing AIS.

Grade	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS				
K	7	5	N/A	N/A	2			
1	8	8	N/A	N/A				
2	6	7	N/A	N/A				
3	7	5	N/A	N/A				
4	5	4	4	3	1	2	2	
5	8	7	7	8	2	3	2	1
6	6	8	3	5	1	1	3	
7	7	8	6	6	2	1	1	
8	5	6	7	6	3	2	2	
9								
10								
11								
12								

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

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

Part B. Description of Academic Intervention Services

Name of Academic Intervention Services (AIS)	Description: Provide a brief description of each of the Academic Intervention Services (AIS) indicated in column one, including the type of program or strategy (e.g., Wilson, Great Leaps, etc.), method for delivery of service (e.g., small group, one-to-one, tutoring, etc.), and when the service is provided (i.e., during the school day, before or after school, Saturday, etc.).
ELA:	ELA AIS will be provided before school on Monday through Friday from 8:00 am to 8:37 am and during the school day by classroom and support staff. The staff will use Foundations, Reading Recovery and Great leaps for students in K-4. The Columbia Teacher’s College literacy model will be implemented in grades 5-8 to small groups of students in order to accommodate individualization of instruction and closely monitor the African-American and Special Education sub-groups identified as underachieving in the NYSED Progress Report 2006 – 2007 and who did not make the Annual Yearly Progress (AYP) in ELA.
Mathematics:	Mathematics AIS will be provided on Monday through Friday from 8:00 am to 8:37 am and during the school day by classroom and support staff. The staff will use support materials from Everyday Mathematics and Impact Mathematics. Additional support materials from Barron’s and Globe will also be used to augment individualized mathematics instruction.
Science:	Science AIS will be provided during the school day and in an after school program focused on providing enrichment in science to students who are in need of individualized small group instruction. Students in grades 4-8 will be provided with simulated test practice to augment test-taking skills for success in the NYSED Science Test in grades 4 and 8.
Social Studies:	Social Studies AIS will be provided during the school day and after school program by reinforcing reading skills, analysis of material and acquiring the needed strategies to in responding to document-based questions (DBQ) on the standardized NYSED Social Studies Test in grades 5 and 8.
At-risk Services Provided by the Guidance Counselor:	At-Risk Services will be provided by the school’s guidance counselors and will focus in addressing the social and emotional needs of students in the AIS groups during the school day and after school guidance program. The guidance team will provide at-risk counseling to all of the students who have been identified for AIS counseling during the school year.
At-risk Services Provided by the School Psychologist:	N/A
At-risk Services Provided by the Social Worker:	N/A
At-risk Health-related Services:	N/A

APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLs)

NCLB/SED requirement for all schools

Part A: Language Allocation Policy (LAP) – Attach a copy of your school’s current year (2010-2011) LAP narrative to this CEP **(ATTACHED)**

Part B: Title III: Language Instruction for Limited English Proficient and Immigrant Students – School Year 2010-2011

Form TIII – A (1)(a)

**THERE ARE NO REVISIONS IN THE TITLE III PLAN FOR SY 2010/2011
THE SAME PLAN USED IN 2009/2010 WILL BE USED IN 2010/2011**

Grade Level(s) _____ Number of Students to be Served: _____ LEP _____ Non-LEP

Number of Teachers _____ Other Staff (Specify) _____

School Building Instructional Program/Professional Development Overview

Title III, Part A LEP Program

Language Instruction Program – Language instruction education programs funded under Title III, Part A, of NCLB, must help LEP students attain English proficiency while meeting State academic achievement standards. They may use both English and the student's native language and may include the participation of English proficient students (i.e., Two Way Bilingual Education/Dual Language program.) Programs implemented under Title III, Part A, may not supplant programs required under CR Part 154. In the space provided below, describe the school’s language instruction program for limited English proficient (LEP) students. The description must include: type of program/activities; number of students to be served; grade level(s); language(s) of instruction; rationale for the selection of program/activities; times per day/week; program duration; and service provider and qualifications.

Professional Development Program – Describe the school’s professional development program for teachers and other staff responsible for the delivery of instruction and services to limited English proficient students.

Form TIII – A (1)(b)

School: _____ BEDS Code: _____

Title III LEP Program

School Building Budget Summary

Allocation Amount:		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) - Per session - Per diem		(Example: 200 hours of per session for ESL and General Ed teacher to support ELL Students: 200 hours x \$49.89 (current teacher per session rate with fringe) = \$9,978.00)
Purchased services - High quality staff and curriculum development contracts.		(Example: Consultant, Dr. John Doe, working with teachers and administrators 2 days a week on development of curriculum enhancements)
Supplies and materials - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.		(Example: 1 Books on Tape, Cassette Recorders, Headphones, Book Bins, Leveled Books)
Educational Software (Object Code 199)		(Example: 2 Rosetta Stone language development software packages for after school program)
Travel		
Other		
TOTAL		

APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION

Requirement under Chancellor's Regulations – for all schools

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

Part A: Needs Assessment Findings

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

A review of the ethnic data provided by the NYC DOE and Bilingual Education Information Survey (BESIS) generated the needed information to survey the written and oral interpretation needs of students and parents in P.S. 140M. An effort has been made to provide translation and interpretation services to parents. Bilingual staff members have been assigned to translate letters, notices and programmatic information deemed necessary for parental edification.

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.

The major findings of the school's written and oral interpretation needs have indicated that some parents are in need of translation and interpretation services. The school has made an effort to provide bilingual translators in Spanish, Chinese and Bengali. Letters and notices are also provided in the native language of parents. The findings related to the school's translation and interpretation needs have been reported to the SLT, PTA and at Back to School Night meetings.

Part B: Strategies and Activities

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

P.S. 140M will provide written translation of all letters forwarded to parents during the school year. The letters will focus on student achievement, parental workshops, important notices, and special events. The translation of letters will be provided by bilingual pedagogues in the school.

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.

P.S. 140M will be responsible for providing interpretation services to parents who require language assistance in their native language. The services will include information related to parental rights, curriculum, testing, and student progress and welfare. Signs and posters will be placed in strategic areas in the school building providing the names of the translators.

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>.

Signs and posters in various languages (Spanish, Chinese and Bengali) will be conspicuously posted throughout the school building indicating the translation and interpretation services offered in the school. These steps will fulfill the mandated stipulations set forth in Section VI Chancellor's Regulations

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

All Title I schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I	Title I ARRA	Total
1. Enter the anticipated Title I Allocation for 2010-11:	328,600		328,600
2. Enter the anticipated 1% set-aside for Parent Involvement:	3,286		3,286
3. Enter the anticipated 1% set-aside to Improve Parent Involvement (ARRA Language):		1,247	1,247
4. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	11,430		11,430
5. Enter the anticipated 5% set-aside for Improved Teacher Quality & Effect – HQ PD (ARRA Language):		6,000	6,000
6. Enter the anticipated 10% set-aside for Professional Development:	5,000		5,000
7. Enter the anticipated 10% set-aside for Improved Teacher Quality & Effect (Professional Development) (ARRA Language):		12,000	12,000

8. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2010-2011 school year: 100%
9. If the percentage of high quality teachers during 2010-2011 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

1. School Parental Involvement Policy – Attach a copy of the school’s Parent Involvement Policy. **COPY ATTACHED**

Explanation: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school’s expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is **strongly recommended** that schools, in consultation with parents, use a sample template as a framework for the information to be included in their parental involvement policy. The template is available in the eight major languages on the NYCDOE website. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

2. School-Parent Compact - Attach a copy of the school’s School-Parent Compact. **COPY ATTACHED**

Explanation: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school’s written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State’s high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the eight major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school. For additional information, please refer to the 2008-09 Title I Parent Involvement Guidelines available on the NYCDOE website.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB. **Note:** If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

REFER TO PAGES 10 - 13

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.
 - o Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
 - o Are consistent with and are designed to implement State and local improvement, if any.

REFER TO PAGES 10 – 13 and PAGES 15 - 17

3. Instruction by highly qualified staff.

Instruction is provided by 100% of Highly Qualified Staff at P.S. 140 M

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.
On-going professional development is offered to all of the staff focusing on literacy, mathematics, social studies, science and ELL. Staff personnel attend workshops and seminars offered at the Integrated Service Center (ISC) Manhattan and local colleges and universities
5. Strategies to attract high-quality highly qualified teachers to high-need schools.
Open House sessions will be held for prospective teachers to visit and observe the learning environment in the school. Emphasis will be placed on the importance of the school's structured program, high expectations and the commitment needed to assume a teaching position in the school.
6. Strategies to increase parental involvement through means such as family literacy services.
The school administration is committed to offer parents an opportunity to become partners in the education of their children. Meetings will be held with the PTA and School Leadership Team (SLT) to discuss ways the school can better address the needs of the parents. Parent workshops, meetings and Coffee with the Principal meetings will be held during the school year to attract parents to the school and to improve the parent / school connection needed to establish solid foundation of mutual respect and cooperation.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.
P.S. 140 has a Universal Pre-kindergarten Program funded with NYS funds (Universal Pre-k). The program has a registration of 16 students who are exposed to the Columbia Teacher's College – Balanced Literacy Program and NYC DOE Everyday Mathematics Program. The teacher and paraprofessional are highly qualified personnel who implement the mandated Pre-k ELA and MATH Core Curriculum. The school also houses a Head Start Program (De Witt Head Start) that prepares students for future enrollment in the P.S. 140 Pre-k Program.
8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.
The school administration, literacy coach and the Network 19 achievement coach provide teachers with professional development and training in the use of assessment data. Since student assessment data drives instruction, it is imperative that the staff become knowledgeable in the use and interpretation of data to plan and implement successful academic programs. Teachers are provided with a comprehensive review of all assessments used in the school, e.g. NYS ELA and MATH, QRI, WRAP, ECLAS, E-PAL, Columbia University Teacher's College literacy assessment and the use of ARIS to review individual and group assessment results.
9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.
At the end of the school year, students are identified for intervention services that will focus on academic achievement. An Academic Intervention Service Program (AIS) has been developed and identifies all students in need of intervention in grades K to 8. Identified students are encouraged to attend the school's Extended Day Program offered Monday through Friday from 8:00 am to 8:37 am from September 2010 to June 2011. The school also provides for after school programs: SES Supreme Evaluation-grades 3-8; Learn It, Inc – grades K-2. ELL students also participate in an after school program: Title III ELL Program.
10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.
Title I School Wide, Title I ARRA, Title I Correct 91 and Title III funds are used to implement professional development and training initiatives during the school year. Network CFN 406 also provides periodic training for staff in related service areas, e.g. counseling and support services for students. The school presently has a Nutrition Committee that includes parents, students and the staff provide the school dietician with input and feedback in the planning of breakfast and lunch program in the school.

Part D: TITLE I TARGETED ASSISTANCE SCHOOLS

N/A

Directions: Describe how the school will implement the following components of a Title I Targeted Assistance Program as required under NCLB. Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. Use program resources to help participating children meet the State standards.
2. Ensure that planning for students served under this program is incorporated into existing school planning.
3. Use effective methods and instructional strategies that are based on scientifically based research that strengthens the core academic program of the school and that:
 - a. Give primary consideration to providing extended learning time, such as, extended school year, before/after school, and summer programs and opportunities;
 - b. Help provide an accelerated, high –quality curriculum, including applied learning; and
 - c. Minimize removing children from the regular classroom during regular school hours;
4. Coordinate with and support the regular educational program;
5. Provide instruction by highly qualified teachers;
6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

7. Provide strategies to increase parental involvement; and
8. Coordinate and integrate Federal, State and local services and programs.

APPENDIX 5: NCLB/SED REQUIREMENTS FOR SCHOOLS IDENTIFIED FOR IMPROVEMENT

This appendix must be completed by all Title I and Non-Title schools designated for NCLB/SED improvement, including Improvement – Year 1 and Year 2 schools, Corrective Action (CA) – Year 1 and Year 2 schools, Restructured schools, and SURR schools. Additional information on the revised school improvement categories under the State’s new Differentiated Accountability System will be released in late spring 2009.

NCLB/SED Status: SINI YEAR 3 (Holding Pattern) **SURR¹ Phase/Group (If applicable):** N/A

Part A: For All Schools Identified for Improvement

1. For each area of school improvement identification (indicated on your pre-populated School Demographics and Accountability Snapshot, downloadable from your school’s NYCDOE webpage under “Statistics”), describe the school’s findings of the specific academic issues that caused the school to be identified.

African-American and Special Education students were found to below the required AYP in ELA as set by the NYSED in the 2006-2007 Progress Report.

2. Describe the focused intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified. Be sure to include strategies to address the needs of all disaggregated groups that failed to meet the AMO, Safe Harbor, and/or 95% participation rate requirement. Note: If this question was already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

Refer to the AIS Description of Academic Intervention Service Plan on Pages 20-21

Part B: For Title I Schools Identified for Improvement

1. As required by NCLB legislation, a school identified for school improvement must spend not less than 10 percent of its Title I funds for each fiscal year that the school is in school improvement status for professional development. The professional development must be high quality and address the academic area(s) identified. Describe how the 10 percent of the Title I funds for professional development (amounts specified in Part A of Appendix 4) will be used to remove the school from school improvement.

Professional development and training will be provided by the school’s literacy coach, America’s Choice Training Program , Columbia University Teacher’s College, Network CFN 406 and workshops and seminars attended by the school staff during the school year.

2. Describe the teacher-mentoring program that will be incorporated as part of the school’s strategy for providing high-quality professional development.

Although there are no new staff personnel to mentor in SY 2010 - 2011, a plan has been developed to incorporate the service of lead teachers, literacy coach and the school administration to provide mentoring to any new staff member newly hired in the school.

School Under Registration Review (SURR)

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.
Parents will be provided with letter notification and meetings throughout the school year to keep them apprised about the school's SINI status and interventions taken to improve academically. The first SINI meeting with parents is being held on September 22 and November 2010 and March 2011. The principal will also meet with parents during PTA and School Leadership Team meetings each month (September 2010 through June 2011).

APPENDIX 6: SED REQUIREMENTS FOR SCHOOLS UNDER REGISTRATION REVIEW (SURR)

All SURR schools must complete this appendix.

DOES NOT APPLY TO P.S. 140 M

SURR Area(s) of Identification: _____

SURR Group/Phase: _____ **Year of Identification:** _____ **Deadline Year:** _____

Part A: SURR Review Team Recommendations – On the chart below, indicate the categorized recommendations for improvement resulting from the SED Registration Review Visit/Report and all external review and monitoring visits since the school was first identified as a SURR. Indicate the specific actions the school has taken, or will take, to address each of the recommendations.

Type of Review or Monitoring Visit (Include agency & dates of visits)	Review Team Categorized Recommendations (e.g., Administrative Leadership, Professional Development, Special Education, etc.)	Actions the school has taken, or plans to take, to address review team recommendations

APPENDIX 7: TITLE I, PART A – SUPPORT FOR STUDENTS IN TEMPORARY HOUSING (STH)

All schools must complete this appendix.

Directions:

- All Title I schools must complete Part A of this appendix.
- All Non-Title I schools must complete Part B of this appendix.

Supporting Students in Temporary Housing (STH)

As included in your Office of School and Youth Development Consolidated Plan STH Section and in accordance with the federal McKinney-Vento Homeless Assistance Act and Chancellor's Regulation A-780, schools must identify, serve, and report on students living in temporary housing (STH). For more information on using Title I set-aside funds to support your STH population, please refer to the Frequently Asked Questions document on DOE's website: <http://schools.nyc.gov/NR/rdonlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

Part A: FOR TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school. (Please note that your current STH population may not be the same as officially reported in DOE systems and may change over the course of the year.)
At the present time, P.S. 140 services 16 STH students.
2. Please describe the services you are planning to provide to the STH population.
The STH students receive the same service offered to General Education, Special Education and ELL students. The STH students are involved in all of the school's enrichment programs (before and after school), sports and recreational activities, and counseling programs.

Part B: FOR NON-TITLE I SCHOOLS

1. Please identify the number of Students in Temporary Housing who are currently attending your school (please note that your STH population may change over the course of the year).
2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.
3. Some Non-Title I schools receive a specific allocation based on the reported number of students living in temporary housing. If your school received an allocation (please refer to the current Title I Funds Summary of School Allocation Memorandum), include the amount your school received in this question. If your school did not receive an allocation and needs assistance in identifying resources to assist STH students, please contact an STH liaison in the borough Integrated Service Center (ISC) or Children First Network.

APPENDIX 8: CONTRACTS FOR EXCELLENCE (C4E) SCHOOL-BASED EXPENDITURES FOR 2010-2011

This appendix will not be required for 2010 - 2011.

Please Note: Since the system-wide expectation is that schools will maintain effort for 2010 - 2011 programs funded with Contract for Excellence 09 (HS) dollars in 201- 2011, schools will not be required to complete a new version of CEP Appendix 8 this year. Please see the FY11 SAM #6 "Contracts for Excellence Discretionary Allocations" for details about other documentation that schools may be required to complete in conjunction with the spending of their C4E dollars.

(THIS SECTION WAS INTENTIONALLY LEFT BLANK FOR 2010 - 2011)

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT

School Name:	P.S. 140 Nathan Straus					
District:	1	DBN:	01M140	School		310100010140

DEMOGRAPHICS

Grades Served:	Pre-K	v	3	v	7	v	11		
	K	v	4	v	8	v	12		
	1	v	5	v	9		Ungraded	v	
	2	v	6	v	10				

Enrollment				Attendance - % of days students attended:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Pre-K	19	17	12		91.0	91.7	91.5
Kindergarten	35	42	35				
Grade 1	32	31	39	Student Stability - % of Enrollment:			
Grade 2	35	28	33	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	39	27	24		93.3	90.5	94.9
Grade 4	41	37	27				
Grade 5	27	47	37	Poverty Rate - % of Enrollment:			
Grade 6	61	56	71	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	65	63	54		79.9	92.9	92.9
Grade 8	71	67	62				
Grade 9	0	0	0	Students in Temporary Housing - Total Number:			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		17	27	42
Grade 12	0	0	0				
Ungraded	1	1	3	Recent Immigrants - Total Number:			
Total	426	416	397	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					6	3	8

Special Education				Suspensions (OSYD Reporting) - Total Number:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
# in Self-Contained Classes	33	27	29	Principal Suspensions	18	21	14
# in Collaborative Team Teaching (CTT) Classes	18	25	25	Superintendent Suspensions	12	3	7
Number all others	42	43	32				

These students are included in the enrollment information above.

Special High School Programs - Total Number:			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
CTE Program Participants	0	0	0
Early College HS Program Participants	0	0	0

English Language Learners (ELL) Enrollment: (BESIS Survey)				Number of Staff - Includes all full-time staff:			
<i>(As of October 31)</i>	2008-09	2009-10	2010-11	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# in Transitional Bilingual Classes	0	0	TBD	Number of Teachers	39	39	41
# in Dual Lang. Programs	0	0	TBD	Number of Administrators and Other Professionals	10	10	7
# receiving ESL services only	59	46	TBD				
# ELLs with IEPs	7	17	TBD	Number of Educational Paraprofessionals	2	1	3

These students are included in the General and Special Education enrollment information above.

Overage Students (# entering students overage for				Teacher Qualifications:			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	3	3	10	% fully licensed & permanently assigned to this school	100.0	97.4	97.3
				% more than 2 years teaching in this school	69.2	76.9	87.8
				% more than 5 years teaching anywhere	51.3	53.8	63.4
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	97.0	97.0	95.1
American Indian or Alaska Native	0.2	0.2	0.5	% core classes taught by "highly qualified" teachers	94.9	94.4	90.8
Black or African American	16.9	16.1	14.1				
Hispanic or Latino	74.4	75.5	80.1				
Asian or Native Hawaiian/Other Pacific	5.9	5.0	3.5				
White	1.4	1.4	1.8				
Male	54.7	53.8	51.1				
Female	45.3	46.2	48.9				

2009-10 TITLE I STATUS

v	Title I						
	Title I						
	Non-Title						
Years the School				2007-08	2008-09	2009-10	2010-11
				v	v	v	v

NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY

SURR School (Yes/No)		If yes,					
-----------------------------	--	---------	--	--	--	--	--

Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:

	Phase			Category		
	In Good			Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2			v		
	Corrective Action (CA) – Year					
	Corrective Action (CA) – Year					
	Restructuring Year 1					
	Restructuring Year 2					
	Restructuring Advanced					

Individual Subject/Area AYP Outcomes:

<u>Elementary/Middle Level</u>		<u>Secondary Level</u>
ELA:	v	ELA:
Math:	v	Math:
Science:	v	Graduation Rate:

This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:

	<u>Elementary/Middle Level</u>			<u>Secondary Level</u>			
Student Groups	ELA	Math	Science	ELA	Math	Grad Rate**	Progress Target
All Students	v	v	v				
Ethnicity							

American Indian or Alaska Native							
Black or African American	v	v	-				
Hispanic or Latino	v	v					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White	-	-	-				
Multiracial	-	-					
Students with Disabilities	vsh	v	-				
Limited English Proficient	v	v	-				
Economically Disadvantaged	v	v					
Student groups making	6	6	1				

CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results – 2009-10		Quality Review Results – 2009-10					
Overall Letter Grade:	B	Overall Evaluation:				NR	
Overall Score:	43	Quality Statement Scores:					
Category Scores:		Quality Statement 1: Gather Data					
School Environment:	8.5	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	7.2	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	26.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	0.8						

KEY: AYP STATUS		KEY: QUALITY REVIEW SCORE					
v = Made AYP		U = Underdeveloped					
vSH = Made AYP Using Safe Harbor Target		UPF = Underdeveloped with Proficient Features					
X = Did Not Make AYP		P = Proficient					
– = Insufficient Number of Students to Determine AYP		WD = Well Developed					
		NR = Not Reviewed					

* = For Progress Report Attendance Rate(s) - If more than one attendance rate given, it is displayed as K-8/9-12.
Note: Progress Report grades are not yet available for District 75 schools; NCLB/SED accountability reports are not available for District 75 schools.

**http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf

Part B: Title I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL and PARENT COMPACT

NCLB requirement for all Title I schools

1: School Parental Involvement Policy

In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities. It is strongly recommended that schools, in consultation with parents, use the sample template below as a framework for the information to be included in their parental involvement policy. (Note: This template is also available in the eight major languages on the DOE websites at <http://www.nycene.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided and disseminated in the major languages spoken by the majority of parents in the school.

I General Expectations

a. P.S. 140 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 118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and operated with meaningful consultation with parents of participating children.
- The school will ensure that the required school-level parental involvement policy meets the requirements of section 118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with 118(d) of the ESEA.
- The school will incorporate this parental involvement policy into its school improvement plan.
- In carrying out the Title I, 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, including providing information and school reports required under section 1111 of the ESEA in an understandable and uniform format and including alternative formats upon request, and to the extent practicable, in a language parents understand.
- The school will involve the parents of children served in Title I, Part A programs in decisions about how the 1 percent of Title I, Part A funds reserved for parental involvement is spend.
- The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:
 - Parental involvement means the participation of parents in regular, two-way, and meaningful communication involving student academic learning and other school activities, including ensuring-----

- that parents play an integral role in assisting their child’s learning;
 - that parents are encouraged to be actively involved in their child’s education at school;
 - i. the State’s academic content standards
 - ii. the State’s student academic achievement standards
 - iii. the State and local academic assessments including alternate assessments, the requirements of Part A, how to monitor their child’s progress, and how to work with educators:(List activities: Parents will be exposed to school to school and regional workshops that will address the importance of strong parental involvement focusing on the NYS DOE Performance and Academic Standards; the school’s vision, goals and objectives; the importance of assessment as a means of determining the academic needs of students; and ways parents can become active school community members and advocates of school initiatives.
- b. The school 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: (List activities.): The technology curriculum specialist and technology specialist in the school will review on-line literacy and mathematics results with parents and explain how the reports are read.
 - c. The school will, with the assistance of its parents, educate its teachers, pupil services personnel, principal and other staff, in how to reach out to, communicate with, and work with parents as equal partners, in the value and utility of contributions of parents, and in how to implement and coordinate parent programs and build ties between parents and schools, by (List activities.): The parent coordinator and school administration will invite community and parents advocate groups to speak to parent regarding the importance of parental involvement in the school, e.g. Grand Street Settlement, Henry Street Settlement, Puerto Rican Alliance, Action for Progress and Partnership for Children.
 - d. The school will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Reading First, Early Reading First, Even Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public preschool and other programs, and conduct other activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children, by: (List Activities:) Outreach will be made to community groups (Educational Alliance) to provide in-school workshops for parents focusing on parental involvement.
 - e. The school will take the following actions to ensure that information related to the school and parent-programs, meetings, and other activities, is sent to the parents of participating children in an understandable and uniform format, including alternative formats upon request, and, to the extent practicable, in a language the parents can understand: (List actions.) The school administration will ascertain that communication with parents is made by letter, flyer, electronic bulletin board, and at parent meetings throughout the school year.
 - f. The school’s Ell teacher and other supportive staff will translate letters to parents in Spanish, Chinese, Russian, and Bengali.

The School Parental Involvement Policy may include additional paragraphs listing and describing other discretionary activities that the school, in consultation with its parents, chooses to undertake to build parents’ capacity for involvement in the school and school system to support their children’s academic achievement, such as the following discretionary activities listed under section 118(e) of the ESEA:

- involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;

- providing necessary literacy training for parents from Title I, Part A funds, if the school district has exhausted all other reasonably available sources of funding for that training;
- paying reasonable and necessary expenses associated with parental involvement activities, including transportation and child care costs, to enable parents to participate in school-related meetings and training sessions;
- training parents to enhance the involvement of other parents;
- in order to maximize parental involvement and participation in their children's education, arranging school meetings at a variety of times, or conducting in-home conferences between teachers or other educators, who work directly with participating children, with parents who are unable to attend those conferences at school;
- adopting and implementing model approaches to improving parental involvement;
- developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- providing other reasonable support for parental involvement activities under section 1118 as parents may request.

III. Adoption

This School Parental Involvement Policy has been developed jointly with, and agreed on with, parents of children participating in Title I, Part A programs, as evidenced by the school P.T.A. and SLT. This policy was adopted by the P.S.140 on 6/1/10 and will be in effect for the period of SY 2010/2011. The school will distribute this policy to all parents of participating Title I, Part A children on or before September 8, 2010.

2: School-Parent Compact

Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school and parents under section 1118(b) of the ESEA. The compact must be outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is strongly recommended that schools and parents use the sample template below as a framework for the information to be included in their school-parent compact. (Note: This template is also available in the eight major languages on the DOE website at <http://www.nycenet.edu/Parents/NewsInformation/TitleIPIG.htm>.) Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided and disseminated in the major languages spoken by the majority of parents in the school.

P.S.140, and the parents of the students participating in activities, services, and programs funded by Title I, Part A of the Elementary and Secondary Education Act (ESEA) (participating children), agree that this compact outlines how the parents, the entire school staff, and the students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership that will help children achieve the State's high standards. This school-parent compact is in effect during school year 2010 – 2011.

Required School-Parent Compact Provisions

School Responsibilities

P.S.140 will:

1. Provide high-quality curriculum and instruction in a supportive and effective learning environment that enables the participating children to meet the State's student academic achievement standards as follows: (Describe how the school will provide high-quality curriculum and instruction, and do so in a supportive and effective learning environment.) The school's comprehensive Education Plan(CEP) for SY 2010 – 2011 delineates the vision, goals and objectives for the academic program being implemented across the grades – kindergarten through grade 8. The school administration has made an effort to assign fully certified teachers on every grade level and provide on – going professional development and training to all the staff.
2. Hold parent-teacher conferences (at least annually in elementary schools) during which this compact will be discussed as it relates to the individual child's achievement. Specifically, those conferences will be held: The mandated Parent – Teacher Conferences will be held in November 2010 and March 2011. However, parents have the flexibility to meet with classroom teachers during preparation periods during the school year.
3. Provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows: (Describe when and how the school will provide reports to parents.) Parents will receive report cards a minimum of three times per year and interim reports a minimum of three times per year. The interim reports will be distributed prior to the distribution of the report cards to alert parents about student progress and areas in need of improvement. In addition, parents will receive form letters which request parental meetings with staff, when necessary from the principal's office.
4. Provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows: (Describe when, where, and how staff will be available for consultation with parents.) The staff will be available to meet with parents during their preparation periods during the school week. The school administration will arrange for special parental meetings with the school staff, when the preparation period.
5. Provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities, as follows: (Describe when and how parents may volunteer, participate, and observe classroom activities.) Please refer to Item 3.
6. Involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

7. Involve parents in the joint development of any School wide Program plan (for SWP schools), in an organized, ongoing, and timely way.
8. Hold an annual meeting to inform parents of the school's participation in Title I, Part A programs, and to explain the Title I, Part A requirements, and the right of parents to be involved in Title I, Part A programs. The school will convene the meeting at a convenient time to parents, and will offer a flexible number of additional parental involvement meetings, such as in the morning or evening, so that as many parents as possible are able to attend. The school will invite to this meeting all parents of children participating in Title I, Part A Programs (participating students), and will encourage them to attend.
9. Provide information to parents of participating students in an understandable and uniform format, including alternative formats upon the request of parents with disabilities, and, to the extent practicable, in a language that parents can understand.
10. Provide to parents for participating children information in a timely manner about Title I, Part A programs that includes a description and explanation of the school's curriculum, the forms of academic assessment used to measure children's progress, and the proficiency levels students are expected to meet.
11. On the request of parents, provide opportunities for regular meetings for parents to formula suggestions, and to participate, as appropriate, in decisions about the education of their children. The school will respond to any such suggestions as soon as practicably possible.
12. Provide to each parent an individual student report about the performance of their child on the State assessment in at least math, languages arts and reading.
13. Provide each parent timely notice when their child has been assigned or has been taught for four (4) or more consecutive weeks by a teacher who is not highly qualified within the meaning of the term in section 200.56 of the Title I.

Parent Responsibilities

- We, as parents, will support our children's learning in the following ways:
- Monitoring attendance.
- Making sure that homework is completed.
- Monitoring amount of television their children watch.
- Volunteering in my child's classroom.
- Participating, as appropriate, in decisions relating to children's education.
- Promoting positive use of my child's extracurricular time.
- Staying informed about my child's education and communicating with the school by promptly reading all notices from the school or the school district either received by my child or by mail and responding, as appropriate.
- Serving, to the extend possible, on policy advisory groups, such as being the Title I, Part A parent representative on the school's School Improvement Team, the Title I Policy Advisory Committee, the District wide Policy Advisory Council, the State's Committee of Practitioners, the School Support Team or other school Advisory or policy groups.

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

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

Part I: School ELL Profile

A. Language Allocation Policy Team Composition

Network Cluster Network 406	District 01	School Number 140	School Name Nathan Straus Prep
Principal Esteban Barrientos		Assistant Principal Carmen Fulford	
Coach Jill Markowitz		Coach type here	
Teacher/Subject Area Ming Liang/ELL		Guidance Counselor Megan Krno	
Teacher/Subject Area Lina Norena		Parent Cynthia Cartegena	
Teacher/Subject Area Katrina Sapeg		Parent Coordinator Gondolfa Santos	
Related Service Provider Jenely Thompson		Other type here	
Network Leader Sandy Latrico		Other type here	

B. Teacher Qualifications

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

Number of Certified ESL Teachers	1	Number of Certified Bilingual Teachers	0	Number of Certified NLA/Foreign Language Teachers	0
Number of Content Area Teachers with Bilingual Extensions	1	Number of Special Ed. Teachers with Bilingual Extensions	0	Number of Teachers of ELLs without ESL/Bilingual Certification	0

C. School Demographics

Total Number of Students in School	401	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	15.71%
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Part II: ELL Identification Process

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

1. Describe the steps followed for the initial identification of those students who may possibly be ELLs. These steps must include administering the Home Language Identification Survey (HLIS) which includes the informal oral interview in English and in the native language, and the formal initial assessment. Identify the person(s) responsible, including their qualifications, for conducting the initial screening, administering the HLIS, the LAB-R (if necessary), and the formal initial assessment. Also describe the steps taken to annually evaluate ELLs using the New York State English as a Second Language Achievement Test (NYSESLAT).
2. What structures are in place at your school to ensure that parents understand all three program choices (Transitional Bilingual, Dual Language, Freestanding ESL)? Please describe the process, outreach plan, and timelines.
3. Describe how your school ensures that entitlement letters are distributed and Parent Survey and Program Selection forms are returned? (If a form is not returned, the default program for ELLs is Transitional Bilingual Education as per CR Part 154 [\[see tool kit\]](#).)
4. Describe the criteria used and the procedures followed to place identified ELL students in bilingual or ESL instructional programs;

description must also include any consultation/communication activities with parents in their native language.

5. After reviewing the Parent Survey and Program Selection forms for the past few years, what is the trend in program choices that parents have requested? (Please provide numbers.)
6. Are the program models offered at your school aligned with parent requests? If no, why not? How will you build alignment between parent choice and program offerings? Describe specific steps underway.

The parent orientation for incoming students first entering the NYC school system takes place within ten days of enrollment and is conducted by the licensed ELL teacher who also administers the HLIS and LAB-R. The structure we have in PS 140 is the license ELL teacher review the HLIS as they are filling out the forms, after reviewing the form, parents are being inform whether or not their child will be selected for testing, after testing, a letter in their native language and an English version of the letter will be sent to their home to inform them of the result. A letter for newcomer orientation will be sent, also in their native languages. We also make phone call in their native languages to accommodate parents who can't read or write in their native languages. The ELL teacher will conduct the parent orientation with translators available and the parents will watch the DVD from the LAP kit. Parents will have the opportunity to ask questions before choosing the placement of their choice. Parents will be given the choices to place their children in ESL, Bilingual or dual program. All materials use in the parent orientation will be in English, Chinese, Spanish, Bengali, and Indonesian. The translators will inform and explain to the parents of the different programs they can choose from when their choices of program is not available within the attending school. Then, the parents will have the opportunity to either fill out the form at the orientation or take it with them and fill it out at home. If parents choose to place their children in the bilingual program, the school will provide them a list of schools where they can transfer their children to. At the end of the school year, the school sends home letters in English and in students' native languages to inform parents of the upcoming NYSESLAT Examine. The ELL teacher and the Parent Coordinator also work in partnership to reach parents by phone calls, and face to face meeting.

At the beginning of the school year, letters in the parents' native languages will be sent home to notify parents of the different sessions of parent's orientations, phone calls were also placed in their native language to home. The first session will be offered in September, before school, during lunchtime, and after school with translators available. The second meeting to inform parents of their students' progress will be held in November, third meeting will be held in March, and the last meeting will be held at the end of June to inform parents of the students' progress and needs. At the beginning of the school year we will conduct orientation sessions with parents in the P.T.A room and auditorium, which focus on explaining our ESL program and the possibility of parents enrolling children in bilingual, ESL, or dual program in our district. Chinese, Bengali and Spanish translators were available during the different sessions of the orientation. Orientations were held during different dates and time. Parents were encouraged to call the P.T.A. president, P.T.A. coordinator and the ESL teacher for more information regards their children's services. Parents were informed of the program offered at P.S. 140. Parents who wish to place their children in other program structures will be provided with transfer options. Letters will be sent and phone calls will be made to inform parents of the meetings, student progress in their native languages throughout the school year. Parents will be invited to come and celebrate their children's reading and writing celebration, publishing party.

After reviewing the parent survey and program selection forms for the past two years, the school noticed the trend in program selection for the English Language Learners is E.S.L. model only. The parents have been requesting to immerse their children in an English only environment. All letters are on file.

The program at P.S. 140 is completely aligned with the parents' choice of the ESL model, which focuses on the need of the children which involves more conversational practice in English, reading and writing, and critical thinking as part of their daily learning. E.S.L. program at P.S. 140 incorporates all of these requirements into its program. The school is focusing on fostering academic achievement, as well as social achievement of all English language learners. The ESL program also utilizes the balance literacy program and uses mini- lessons to differentiate instruction to reach all learners of Ells. Parent orientation sessions will be held in September 2010, October 2010, December 2010, and February 2011 to welcome new students and to inform the parents of their children's academic progress. One to One orientation for new admits were held with translators available throughout the year to provide assistant to parents. Other meetings will take place throughout the year to reach parents and to share the accomplishments of their children.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs)

Check all that apply

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

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.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	Newcomers (ELLs receiving service 0-3 years)	44	Special Education	22
SIFE	8	ELLs receiving service 4-6 years	14	Long-Term (completed 6 years)	5

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

	ELLs by Subgroups									Total
	ELLs (0-3 years)			ELLs (4-6 years)			Long-Term ELLs (completed 6 years)			
	All	SIFE	Special Education	All	SIFE	Special Education	All	SIFE	Special Education	
TBE										0
Dual Language										0
ESL	44	8	11	14	1	9	5	3	2	63
Total	44	8	11	14	1	9	5	3	2	63

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

C. Home Language Breakdown and ELL Programs

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

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
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Yiddish														0
Other														0
TOTAL	0													

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

Number of ELLs by Grade in Each Language Group

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

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

Number of ELLs by Grade in Each Language Group

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

This Section for Dual Language Programs Only

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

Freestanding English as a Second Language

Number of ELLs by Grade in Each Language Group

	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	6	6	4	4	5	4	15	6	5					55
Chinese		1					2		1					4
Russian														0
Bengali		1						1						2
Urdu														0
Arabic														0
Haitian														0
French								1	1					2
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other														0
TOTAL	6	8	4	4	5	4	17	8	7	0	0	0	0	63

Part IV: ELL Programming

A. Programming and Scheduling Information

1. How is instruction delivered?
 - a. What are the organizational models (e.g., Departmentalized, Push-In [Co-Teaching], Pull-Out, Collaborative, Self-Contained)?
 - b. What are the program models (e.g., Block [Class travels together as a group]; Ungraded [all students regardless of grade are in one class]; Heterogeneous [mixed proficiency levels]; Homogeneous [proficiency level is the same in one class])?
2. How does the organization of your staff ensure that the mandated number of instructional minutes is provided according to proficiency levels in each program model (TBE, Dual Language, ESL)?
 - a. How are explicit ESL, ELA, and NLA instructional minutes delivered in each program model as per CR Part 154 (see table below)?
3. Describe how the content areas are delivered in each program model. Please specify language, and the instructional approaches and methods used to make content comprehensible to enrich language development.
4. How do you differentiate instruction for ELL subgroups?
 - a. Describe your instructional plan for SIFE.
 - b. Describe your plan for ELLs in US schools less than three years (newcomers). Additionally, because NCLB now requires ELA testing for ELLs after one year, specify your instructional plan for these ELLs.
 - c. Describe your plan for ELLs receiving service 4 to 6 years.
 - d. Describe your plan for Long-Term ELLs (completed 6 years).
 - e. Describe your plan for ELLs identified as having special needs.

The program offered at P.S. 140 is a freestanding pull-out program. There are 63 students ranging from grades k -8 currently in attendances. 8 of these students are SIFE students in grades 4 - 8, 5 long - term Ells, and 22 Ells with special needs. The ESL teacher groups the students by their proficiency levels to meet the need of the students. The Ells attend all science and other programs with their classes during the day. The beginning and intermediate level students in the pull-out program receive 360 minutes of ESL per week while the advance students receive 180 minutes of ESL service per week. The program is organized by the student's proficiency level such as beginner/intermediate for 360 minutes of service, and advance level for 180 minutes of service. The kindergarteners are group into one group. The students are group by proficiency levels and mixed grades with no more than three cross grade levels. The school reviews the result of the LAB-R and NYSESLAT, ELA, Math along with the ESL schedule to assure that the mandated number of minutes is provided in

explicit ESL, explicit ELA, and content area instruction. Administrative staff creates student schedules following Part 100 SED requirements are met.

The E.S.L. teacher works collaboratively with the ELA teachers at the Middle School level as well as the classroom teachers. The teachers meet during lunch and after school to plan and discuss the need of the students to maximize English language acquisition for ELLs. The classroom teachers articulate with the ELL teachers and Plan interventions that will augment the literacy instruction provided in the classroom. The ELL teacher and the general and/or special needs teachers meet periodically to review ELL student progress and discuss instructional strategies that can be used to improve the ELL students' acquisition of language arts skills. Classroom teachers meet with the ELL teacher to discuss teaching strategies to improve ELL student success in literacy. E.S.L strategies are infused into content instruction to bridge the gap between the students' background knowledge and the content areas. Students are grouped into smaller groups in the classroom for strategy lessons, guided reading, shared reading, and individualized teaching. The groups are grouped by proficiency levels for instructional purposes, such as beginner level and low intermediate level, intermediate level, and advanced level. Instructions are differentiated for ELL subgroups, including SIFE, newcomers, former ELLs, special needs ELLs, and long-term ELLs through visual support and live video through theme. The former ELLs also get support through the 21st century grant and art/music program. Monthly meetings are held to review students progress with the ELL teacher. Teachers also attend professional workshops offered by the Integrated Service Center and American's Choice program.

English language development is strengthened through participation in English through active participation and interactive learning, and scaffolding instructional strategies. To enhance listening and speaking skills, the teacher uses total physical responses, poetry, chants, role plays, debate, and verbal story telling with puppets in the classrooms. To promote reading and critical thinking, semantic map, guided reading, shared reading, and reading workshop are included in the weekly instructional approaches. Listening centers are also available in each classroom to accommodate each reader's reading ability. To promote writing, writing workshop, shared writing, story writing, book publishing, and book review written by students are also part of their daily learning. To enhance content area learning, the teachers also utilize different forms of graphic organizers like the Venn diagram, compare/contrast chart, KWL chart, hypothesizing chart, to activate the students' prior knowledge, to bridge the gap of learning to make content and language instruction more comprehensible. In addition, trade books and picture books, visual aids are used to address each theme. The content areas are being taught through mini-lessons, teacher modeling, interactive learning, shared learning, cooperative learning, and student presentation. The teachers also include cooperative group by group students of different abilities to promote interpersonal and intrapersonal development. Students also have the opportunity to conduct experiments and group projects, oral presentation to present their understanding of the content through their level of abilities. Literacy is taught through a balance literacy program; read aloud, independent reading, reading workshop, guided reading, and shared reading, and the TC workshop model. For newcomers, books written in the students' native languages are available in the ESL classroom. Trade books, poetry book, folktales in the students' native language in different content areas are also available within the school to help bridge the learning gap for SIFE, and newcomers. Books in Chinese, and Spanish are available in the library. Resources that are used to support specific ELL needs, to promote oral language, listening, reading and writing are, Let's Talk about It, National Geography, I opener trade books, Grade 3 science libraries, Ladybugs magazine, Highlight magazine, computer software for different content areas. English/Spanish and English/Chinese dictionaries are also available for open access to students. The ESL program also uses the program Making Meaning to differentiate instruction, foundations/CDs, books on tape of different genres, Exploring sidewalk science program, Sunburst software such as: Sunburst reading program, Reading for meaning program, Text clues, match and make, Reading, Thinking adventures, Sidewalk Science, Exploring Science across the content areas, and Read and Infer reading program on CD. Teacher differentiate instruction by teaching struggling readers reading comprehension strategies, concentrate on their personal skill gap.

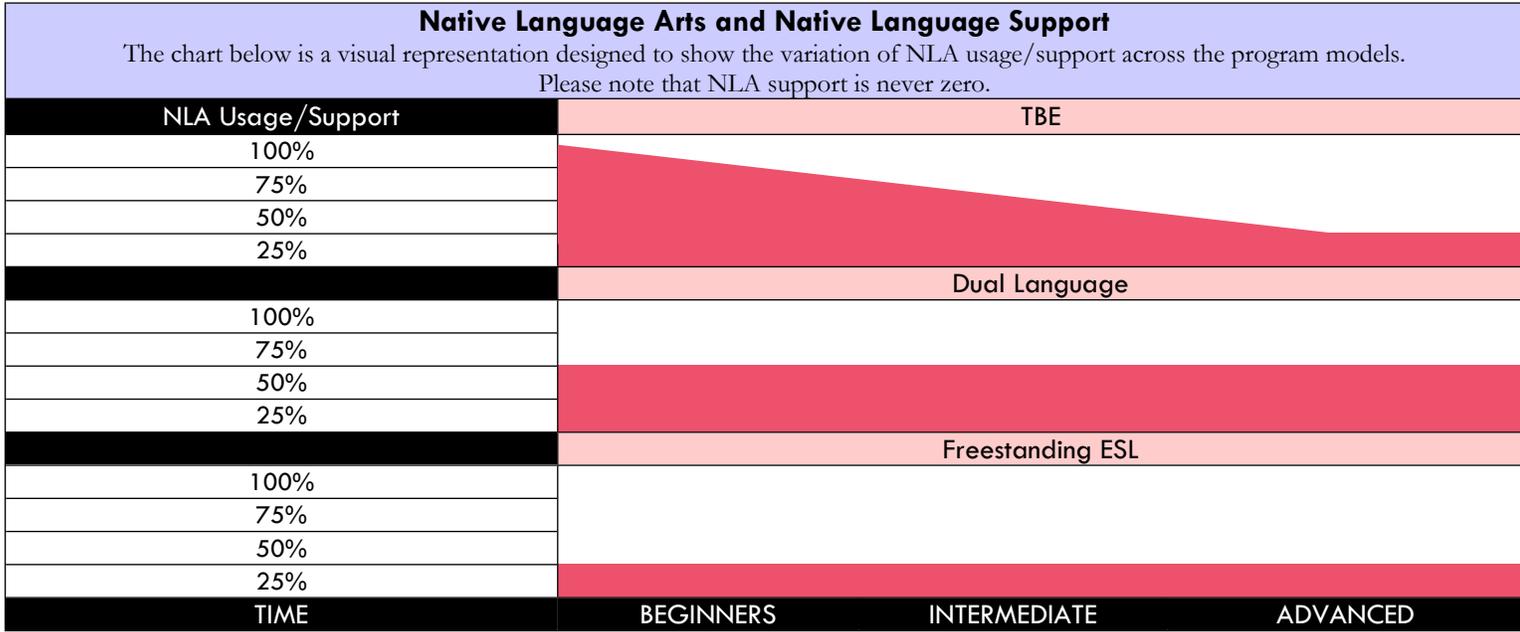
NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8

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

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

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



B. Programming and Scheduling Information--Continued

5. 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.
6. Describe your plan for continuing transitional support (2 years) for ELLs reaching proficiency on the NYSESLAT.
7. What new programs or improvements will be considered for the upcoming school year?
8. What programs/services for ELLs will be discontinued and why?
9. How are ELLs afforded equal access to all school programs? Describe after school and supplemental services offered to ELLs in your building.
10. What instructional materials, including technology, are used to support ELLs (include content area as well as language materials; list ELL subgroups if necessary)?
11. How is native language support delivered in each program model? (TBE, Dual Language, and ESL)
12. Do required services support, and resources correspond to ELLs' ages and grade levels?
13. Include a description of activities in your school to assist newly enrolled ELL students before the beginning of the school year.
14. What language electives are offered to ELLs?

The staff at P.S. 140 celebrates the students' personal experiences and culture. We include the students' background knowledge and personal experiences in our daily teaching. We accept writing in their native languages to assess the students learning progress. The staffs use graphic organizers to scaffold instruction to bridge the gap of learning. Native languages materials are available in the classroom and school library. The library also has a listening center to accommodate the newcomers, and lower level readers. There are also software programs available to enhance listening, speaking, reading and writing in the school library. The teachers provide a fun, positive learning environment that engages students to become active learners. For the newly arrive students, works in their native language will be accepted as a form of measurement for the new students. The new students will be included and involve in all classroom activities. The school leadership and teachers are reviewing ELL interim assessments to identify the skills areas to address in the general education setting, with the ELL population. In conjunction with the ESL teacher, decisions are made to help augment the effectiveness of literacy lessons presented to ELL students in P.S. 140. The teachers also work with the SIFE students after lunch/preps, lunch and learn to provide additional instruction for SIFE, extended school day at 8:00am with classroom teachers for differentiated instruction, and Title III after school program for literacy and math instruction support. The targeted intervention programs for Ells in ELA, mathematics, and other content-area subjects receive AIS during administrative prep with specialist and classroom teachers, 21st century academic program, and after school for literacy and math intensive instruction.

The standard-based teaching, high expectations and accountability have helped bring focus and attention to key elements necessary for improving student achievement. A common curriculum for each grade, helps boost students' learning, and greatly strengthens their basic foundational skills. Strong professional development gives the teachers the knowledge and skills they needed to successfully teach challenging and needy students. Improved instructional practice enhances student achievement as well. For all newcomers, writing in their native language is accepted for assessment purpose. Additional enrichment will be provided during the ELL teacher's and the classroom teachers' weekly administrative periods and in an Extended School Day Program, which is funded through Title III.

The plan to support SIFE students who are in the school system for less than three years, and for long-term Ells is to provide enrichment and support across content areas during daily lessons as well as placing students in extended program. Students with interrupted formal education have been serviced by the E.S.L. teacher. The students are placed in Extended Day Program and Title III for extra services. The paraprofessionals also provide Ells with smaller group teaching using the Look, Listen, Read, and Write Program. The students also receive enrichment from teacher during administration period, receive service from the reading teacher, reading intervention teacher, and the ESL teacher. As students who have been identified as having special needs, they will receive services from SETSS teacher as well as services from the reading specialist, reading teacher, extended day school, AIS, and ESL teacher. The plan to support students reaching proficiency is to place them in enrichment program, Saturday academy, Extended Day program, and pair them up with higher level readers in the classrooms. For struggling long-term Ells, parent conferences have been conducted by the intervention team. Evaluation will be conducted by the AIS team to assess their needs for proper placement. The school also has support in place for students who had reached NYSESLAT proficiency; these students have been selected for the extended day in a group of six for literacy and math support. They also attend the Title III program with the ELL teacher for support in math and literacy twice a week. Also, we will have two additional academic intervention programs available to support the students of P.S. 140: the Supreme Evaluation Program, Learn It, Inc. The Supreme Evaluation supports students in grades 3 to 8 in math, and the Learn It, Inc. Program supports students in grades K - 2.

C. Schools with Dual Language Programs

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

No applicable for PS 140.

D. Professional Development and Support for School Staff

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

Professional opportunities are offered to all teachers through the school as well as E.S.L. workshops offered by the E.S.L. specialist from the Department of Education. The background knowledge is sustained through professional development at meeting for planning and discussing student's needs and issues. The math, literacy coaches, and ESL teacher plan workshops during lunch, after school, topics include grouping, assessment, units of study with differentiated instruction strategies. The school also ensuring every staff member has received 7.5 hours of ESL training or 10 hours for special education teacher in strategies in teaching Ells. New teachers will attend whole day workshops offer by BETAC and the special education department.

The school staffs get together in May/June, and plan lessons in supporting Ells as they make their transition from elementary level to the middle school level and from middle school level to high school level. The middle school students also receive advisory with the counselor and middle school teachers in preparation for high school.

The appendix 2 and the LAP worksheet have been reviewed by staff and sign by the staff. A sign copy is on file at PS 140.

E. Parental Involvement

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

Parents of LEP students will be notified at the beginning of the school year regarding related information, and materials will be distributed to parents in English, Spanish, Chinese, Bengali and Russian, or whatever language they understand. Orientation for the parents of ELL students will be held in September of 2010 and February of 2011 with translator available in Chinese, Bengali, and Spanish. For newly enrolled LEP students, parents will be notified by letters before and after assessments. The ESL teacher will set up orientation sessions to involve parents in the education of the English language learners to enable them to reach a higher goal. The orientations will provide parents an overview of the State standards, assessments, school expectations, and general requirements for the free standing ESL program. The orientation will be scheduled for different dates and time to accommodate the working parents. Translators will be available during the orientation sessions. It will take place at P.S. 140. Parental orientations will be held on September 22, session 1 (9:00 A.M) and session 2 will be on September 22, 2008 at 1:00, session 3 will be on September 27 at 5:30P.M. During these sessions, parents will have an opportunity to ask questions and view a video of an actual ESL class in action. Ongoing parent orientation sessions will be held for parents of newly enrolled students. These meeting will be held once every two months. The principal meets with the PTA and the parents regularly to emphasis the importance of their participation in school's SLT, PTA meeting, Parental Workshops and general school events. The principal hosts monthly "Breakfast with the Principal", first Tuesday of each month, meetings with the parents to discuss curriculum, budget, and planning. The Ell teacher/ coordinator makes an effort of attending a minimum of five meetings per year to discuss Ell student progress and steps being taken to improve the ELA skills of students.

The Parent Coordinator has partnered with the Hospital for Special Surgery, Lower East Side Family Clinic, Puerto Rican Alliance, Educational Alliance and Grand Street Settlement to provide workshops to the parents during the school year. The PTA also provide workshop, Learning Leaders, to train parents who want to volunteer in their child's school.

During the school year, the PTA meets with the principal and discusses the concerns and needs of parents in the school. The PTA meeting acts as a forum to discuss issues and explain steps taken by the school administration to clear up the concerns of the parents. The

monthly School Leadership Team meetings also address the goal, objectives and concerns brought to the table for discussion and follow-up. The parents are encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M.

At the beginning of the school year (SY 2010-2011), parental orientation sessions will be held in the school's auditorium and PTA room, which focused on explaining the ELL Program at P.S. 140. Parents will also be informed about the various ESL, Bilingual and Dual Language Programs in the region. Parents will be informed that they have the option of placing their children in other programs, which best serves their needs. However, none of the parents who were given options elected to remove their children from the ESL program in P.S. 140. Parent Orientation sessions will be offered in September, October, December 2010 and February, March and April, May 2011. In addition to providing parents with program orientation, the sessions will provide insight into the importance of parental involvement in the school, student assessment, and academic achievement of ELL students. Parent workshops will focus on how parents can assist students in attending better language skills at home and in the community through classroom activities which both the parents and students will participate together. Translators were provided during parental orientation sessions.

The parents of the ELL students will also be invited to visit the classroom and participate in students' writing publishing celebration, to share the students' learning progress.

The teachers have open door policy to welcome the newcomers and parents into their classrooms and take a tour around the school with the counselor and the ELL teacher. The ELL teacher provides the parents and students the opportunity to review some of the work by ELLs at PS 140 to provide them a better understanding of the structure and learning process of the ELL students. The ELL teacher and parents also explore the different ways parents can help their children at home.

Most newcomers enter the school system after school begins. For those students who arrived after school begin, the school provide extra services during extended school day and during after with the Title III teacher.

Part V: Assessment Analysis

A. Assessment Breakdown

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Beginner(B)	3	5	1	0	0	0	6	1	1					17
Intermediate(I)	2	2	2	1	2	2	6	3	3					23
Advanced (A)	1	1	1	3	3	2	5	4	3					23
Total	6	8	4	4	5	4	17	8	7	0	0	0	0	63

NYSESLAT Modality Analysis														
Modality Aggregate	Proficiency Level	K	1	2	3	4	5	6	7	8	9	10	11	12
LISTENING/ SPEAKING	B	0	0	0	0	0	0	2	0	0				
	I	0	1	0	0	0	0	2	0	1				
	A	0	4	1	0	1	1	2	4	0				
	P	0	1	2	4	4	3	9	2	4				
READING/ WRITING	B	0	4	1	0	0	0	5	1	1				
	I	0	2	2	1	2	2	5	1	1				
	A	0	0	1	3	3	1	5	3	3				
	P	0	0	0	0	0	1	0	1	0				

NYS ELA					
Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	0	0	0	0
4	1	4	0	0	5
5	2	1	1	0	4
6	7	4	0	0	11
7	2	3	0	0	5
8	0	4	0	0	4
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	0		0		0		0		0
4	2		1		2		0		5
5	2		2		0		0		4
6	4		7		2		1		14
7	2		2		2		0		6
8	2		3		0		0		5
NYSAA Bilingual Spe Ed									0

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

NYS Social Studies									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
5	8		3		4		0		15
8									0
NYSAA Bilingual Spe Ed									0

New York State Regents Exam	
Number of ELLs Taking Test	Number of ELLs Passing Test

	English	Native Language	English	Native Language
Comprehensive English				
Math				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

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

September 2009, the patterns in the four modalities in proficiency and grades exhibit improvement in Literacy and Language. As indicated by the test results of the ELA, and NYSESLAT, and Math test, the results showed that the students receiving ELL instruction need more interactive learning skills, critical thinking, and independent practice in grades K – 8. The Math test indicated that newly arrived and SIFE students performed better with the translated version of the test. Thorough planning will focus on the need of students specifically in the area of listening, speaking, reading and writing. The Ells have taken their first state exam this year. Results will be collected later on to plan for next year teaching. No state exam result is available for this year at this moment. As indicated by the NYSESLAT and LAB-R scores, the combined reading and writing is weakest aggregate for PS 140 students. The team members use periodic assessments to group students for differentiated instructions in smaller grouping. The students will be regrouped throughout the school year according to their assessments. The multiple assessments the school will use to assess the students are ECLAS, ELA interim assessment, Math interim assessment, Formal reading record, and informal running record. Also, the data teachers collected during reading and writing conferences will be used to plan mini-lessons to address the needs of the students. The result will be use for differentiating instruction according to the students' strength and weakness.

The school leadership and teachers are reviewing ELL interim assessments to identify the skills areas to address in the general education setting, with the ELL population. After reviewing the data, the school discovered that the SIFE, Ells with less than two years of Ell services and Ells with disabilities require more times to master the English Language. The make great improvement in listening and speaking, but require more practice in reading and writing. For the newly arrive students, works in their native language will be accepted as a form of measurement for the new students. The new students will be included and involve in all classroom activities. The success of the program will be evaluated through the progress students make in formal and informal assessments, class project, class work, and the NYSESLAT results.

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.

te additional information here

Part VI: LAP Assurances

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

Name (PRINT)	Title	Signature	Date (mm/dd/yy)
--------------	-------	-----------	-----------------

	Principal		
	Assistant Principal		
	Parent Coordinator		
	ESL Teacher		
	Parent		
	Teacher/Subject Area		
	Teacher/Subject Area		
	Coach		
	Coach		
	Guidance Counselor		
	Network Leader		
	Other		

APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS

School DBN: 01m140

All Title I SWP schools must complete this appendix.

Directions:

- All Title I schools must address requirements in Part A and Part B of this appendix.
- Title I Schoolwide Program (SWP) schools must complete Part C of this appendix.
- Title I Targeted Assistance (TAS) schools must complete Part D of this appendix.

Part A: TITLE I ALLOCATIONS AND SET-ASIDES

	Title I Basic	Title I ARRA	Total
1. Enter the anticipated Title I, Part A allocation for 2010-11:	\$328,600	\$124,650	\$453,250
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$3286	\$1247	\$4533
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$16,430	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$32,860	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:
100%

6. If the percentage of high quality teachers during 2008-2009 is less than 100% describe activities and strategies the school is implementing in order to insure that the school will have 100% high quality teachers by the end of the coming school year.

* Federal waiver granted; additional set-asides for Title I ARRA are not required for these areas.

Part B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY & SCHOOL-PARENT COMPACT

Directions: Attach a copy of the school's **Parent Involvement Policy (PIP)**, which includes the **School-Parent Compact**.

Explanation – School Parental Involvement Policy: In support of strengthening student academic achievement, each school that receives Title I, Part A funds must develop jointly with, agree on with, and distribute to, parents of participating children a written parental involvement policy that contains information required by section 1118(a)(2) of the Elementary and Secondary Education Act (ESEA). The policy establishes the school's expectations for parental involvement and describes how the school will implement a number of specific parental involvement activities, including the required **Title I Annual Parent meeting**. A sample template was created by the Office of School Improvement in collaboration with the New York State Education Department and Office for Family Engagement and Advocacy and is available in the nine major languages on the NYCDOE website. It is **strongly recommended** that schools, in consultation with parents, use the sample template as a framework for the information to be included in their parental involvement policy. Schools, in consultation with parents, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school parent involvement policy must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Explanation – School-Parent Compact: Each school receiving funds under Title I, Part A of the Elementary and Secondary Education Act (ESEA) must develop a written school-parent compact jointly with parents for all children participating in Title I, Part A activities, services, and programs. That compact is part of the school's written parental involvement policy developed by the school

and parents under section 1118(b) of the ESEA. The compact must outline how parents, the entire school staff, and students will share the responsibility for improved student academic achievement and the means by which the school and parents will build and develop a partnership to help children achieve the State's high standards. It is **strongly recommended** that schools and parents use the sample template which is available in the nine major languages on the NYCDOE website as a framework for the information to be included in the compact. Schools and parents, in consultation with students, are encouraged to include other relevant and agreed upon activities and actions as well that will support effective parental involvement and strengthen student academic achievement. The school-parent compact must be provided to all parents and disseminated in the major languages spoken by the majority of parents in the school.

Part C: TITLE I SCHOOLWIDE PROGRAM SCHOOLS

Section I: Schoolwide Program (SWP) Required Components

Directions: Describe how the school will implement the following components of a Schoolwide Program as required under NCLB.

Note: If a required component is already addressed elsewhere in this plan, you may refer to the page numbers where the response can be found.

1. A comprehensive needs assessment of the entire school that is based on information on the performance of children in relation to the State academic content and student academic achievement standards.

2. Schoolwide reform strategies that:
 - a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.
 - b) Use effective methods and instructional strategies that are based on scientifically-based research that:
 - o Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.
 - o Help provide an enriched and accelerated curriculum.
 - o Meet the educational needs of historically underserved populations.

- Address the needs of all children in the school, but particularly the needs of low academic achieving children and those at risk of not meeting the State academic content standards and are members of the target population of any program that is included in the Schoolwide Program. These programs may include counseling, pupil services, mentoring services, college and career awareness/preparation, and the integration of vocational and technical education programs.
- Are consistent with and are designed to implement State and local improvement, if any.

3. Instruction by highly qualified staff.

4. High-quality and ongoing professional development for teachers, principals, and paraprofessionals (and, where appropriate, pupil services personnel, parents, and other staff) to enable all children in the Schoolwide Program to meet the State's student academic standards.

5. Strategies to attract high-quality highly qualified teachers to high-need schools.

6. Strategies to increase parental involvement through means such as family literacy services.

7. Plans for assisting preschool children in the transition from early childhood programs, such as Head Start, Even Start, Early Reading First, or a State-run preschool program, to local elementary school programs.

8. Measures to include teachers in the decisions regarding the use of academic assessments in order to provide information on, and to improve, the achievement of individual students and the overall instructional program.

9. Activities to ensure that students who experience difficulty mastering the proficient or advanced levels of the academic achievement standards are provided with effective, timely additional assistance. The additional assistance must include measures to ensure that students' difficulties are identified on a timely basis and to provide sufficient information on which to base effective assistance.

10. Coordination and integration of Federal, State, and local services and programs, including programs supported under NCLB, i.e., violence prevention programs, nutrition programs, housing programs, Head Start, adult education, vocational and technical education, and job training.

Section II: "Conceptual" Consolidation of Funds in a Title I Schoolwide Program (SWP)

Explanation/Background:

Title I Schoolwide Program schools are expected to use the flexibility available to them to integrate services and programs with the aim of upgrading the entire educational program and helping all students reach proficient and advanced levels of achievement. In addition to coordinating and integrating services, Schoolwide Program schools may combine most Federal, State and local funds to provide those services. By consolidating funds from Federal, State, and local sources, a Schoolwide Program school can address its needs using *all* of the resources available to it. This gives a school more flexibility in how it uses available resources to meet the identified needs of its students.

Consolidating funds in a Schoolwide Program means that a school treats the funds it is consolidating like they are a single "pool" of funds. In other words, the funds from the contributing programs in the school lose their individual identity and the school has one flexible pool of funds. The school uses funds from this consolidated Schoolwide pool to support any activity of the Schoolwide Program without regard to which program contributed the specific funds used for a particular activity. To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting

code. Rather, the word “pool” is used **conceptually** to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds.

Consolidating Federal funds in a Schoolwide Program has the following additional advantages:

- Consolidating Federal funds eases the requirements for accounting for funds from each specific program separately, because a Schoolwide school is not required to distinguish among funds received from different sources when accounting for their use.
- A school that consolidates Federal funds in its Schoolwide Program is not required to meet most of the statutory and regulatory requirements of the specific Federal programs included in the consolidation (e.g., semi-annual time and effort reporting for Title I). However, the school must ensure that it meets the intent and purposes of the Federal programs included in the consolidation so that the needs of the intended beneficiaries are met.

Most, if not all, Schoolwide Program (SWP) schools in NYC are already conceptually consolidating their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

To be eligible for the flexibility consolidation of Federal funds enables, a Schoolwide Program school must identify in its Schoolwide plan (CEP) which programs are included in its consolidation and the amount each program contributes to the consolidated Schoolwide pool. Additionally, the school plan must document that it has met the intent and purposes of each program whose funds are consolidated. For example, IDEA, Part B allows SWP schools to consolidate a portion of the funds received under Part B of IDEA, so long as students with disabilities included in such Schoolwide Programs receive special education and related services in accordance with a properly developed Individualized Education Program (IEP), and are afforded all of the rights and services guaranteed to children with disabilities under IDEA. The intent and purpose of the IDEA is to ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs. A Schoolwide Program may demonstrate that it meets the intent and purpose of this program by ensuring that, except as to certain use of funds requirements, all the requirements of the IDEA are met, and that children with disabilities are included in school-wide activities. High-quality professional development required for all staff and designed to result in improved learning outcomes for all children, including children with disabilities, is one example of a schoolwide activity that meets the intent and purposes of the IDEA.

Directions: In this section, please indicate which Federal, State, and/or local Tax Levy program funds are consolidated in your school's Schoolwide Program, the amount each program contributes to the consolidated Schoolwide pool, and verification that the school has met the intent and purposes of each program whose funds are consolidated.

Program Name	Fund Source <i>(i.e., Federal, State, or Local)</i>	Program Funds Are "Conceptually" ¹ Consolidated in the Schoolwide Program (✓)			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	Check (✓) in the left column below to verify that the school has met the intent and purposes ² of each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.	
		Yes	No	N/A		Check (✓)	Page #(s)
Title I, Part A (Basic)	Federal	✓			\$276,024	✓	11, 12,16,18,25,28
Title I, Part A (ARRA)	Federal	✓			\$123,403	✓	13,16,18
Title II, Part A	Federal	✓			\$11,146	✓	17

¹ **Reminder:** To consolidate funding in a Schoolwide Program, the school does not literally need to combine funds in a single account or pool with its own accounting code. Rather, the word "pool" is used conceptually to convey that a Schoolwide Program school has the use of all consolidated funds available to it for the dedicated function of operating a Schoolwide Program without regard to the identity of those funds. Most Schoolwide Program (SWP) schools in NYC are conceptually consolidating all of their Federal, State, and Local funds, even though the Galaxy system reports the allocations in separate accounting codes.

² **Note:** The **intent and purposes** of the Federal programs indicated on the above chart are as follows:

- **Title I, Part A – Schoolwide Programs:** To upgrade the entire educational program in the school in order to improve the academic achievement of all students, particularly the lowest-achieving students.
- **Title II, Part A:** Supplementary funding to improve student academic achievement by reducing class size in grades K, 1, 2, and 3, with an emphasis on grades with average register greater than 20. If space is not available to form additional classes, funds may support push-in teacher(s) to supplement the instructional program.
- **Title III, Part A:** To help ensure that children with limited English proficiency become proficient in English, develop high academic attainment in English, and meet the same challenging State academic content and achievement standards in the core academic subjects that all other children are expected to meet. Another purpose of this program is to increase the capacity of schools to establish, implement and sustain high-quality language instruction programs and English language development programs that assist schools in effectively teaching students with limited English proficiency. Title III, Part A is also designed to promote the participation of parents and communities of limited English proficient children in English language instruction programs.
- **Title IV:** To support programs that prevent violence in and around schools; prevent the illegal use of alcohol, tobacco and drugs; and involve parents and communities in efforts to foster a safe and drug-free learning environment that supports student achievement.
- **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.

Title III, Part A	Federal	✓			\$7639	✓	18,22,23,28
Title IV	Federal			✓			n/a
IDEA	Federal	✓			\$36,738	✓	21
Tax Levy	Local	✓			\$2,147,686	✓	5,11,27