



**P.S. X140 THE EAGLE SCHOOL**

**2010-11**

**SCHOOL COMPREHENSIVE EDUCATIONAL PLAN**

**(CEP)**

**SCHOOL: P.S. X140 THE EAGLE SCHOOL**  
**ADDRESS: 916 EAGLE AVENUE**  
**TELEPHONE: 718-585-1205**  
**FAX: 718-292-1349**

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**SECTION I: SCHOOL INFORMATION PAGE**

**SCHOOL NUMBER:** 320800010140      **SCHOOL NAME:** P.S. X140 The Eagle School

**SCHOOL ADDRESS:** 916 EAGLE AVENUE, BRONX, NY, 10456

**SCHOOL TELEPHONE:** 718-585-1205      **FAX:** 718-292-1349

**SCHOOL CONTACT PERSON:** PAUL CANNON      **EMAIL ADDRESS** PCannon@schools.nyc.gov

**POSITION / TITLE**      **PRINT/TYPE NAME**

**SCHOOL LEADERSHIP TEAM CHAIRPERSON:** Nilsa Cruz

**PRINCIPAL:** PAUL CANNON

**UFT CHAPTER LEADER:** James Walsh

**PARENTS' ASSOCIATION PRESIDENT:** Luz Matos

**STUDENT REPRESENTATIVE:**  
*(Required for high schools)* n/a

**DISTRICT AND NETWORK INFORMATION**

**DISTRICT:** 8      **CHILDREN FIRST NETWORK (CFN):** CFN: Maverick Education Partnership/CFN 407

**NETWORK LEADER:** Marie Rousseau

**SUPERINTENDENT:** TIM BEHR

**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 member 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/NR/ronlyres/381F4607-7841-4D28-B7D5-0F30DDB77DFA/82007/A655FINAL1.pdf>). *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.*

<b>Name</b>	<b>Position and Constituent Group Represented</b>	<b>Signature</b>
Paul Cannon	Principal	
Paul Cannon	Principal	

\* 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.

Student population is comprised of: Hispanic (56.66), African-American (42.21), Native American (0.38), Caucasian (0.38) and Asian/Other (0.38).

Approximately 16% of the students have Individualized Education Plans (IEPs) and receive the full continuum of services including Special Education Teacher Support Services (SETSS), integrated inclusion classes (CTT), instruction in self-contained classes, and related services such as speech and language, counseling and occupational therapy. Additionally, 9.37% of the students are English Language Learners (ELLs), primarily Spanish speakers. Roughly 95% of our students qualify for free lunch.

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." Pre-populated SDAS data is updated twice yearly. Schools are encouraged to download the pre-populated version for insertion here in place of the blank format provided.**

SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT										
<b>School Name:</b>		P.S. X140 The Eagle School								
<b>District:</b>		8	<b>DBN #:</b>		08X140	<b>School BEDS Code:</b>				
DEMOGRAPHICS										
<b>Grades Served:</b>		<input checked="" type="checkbox"/> Pre-K	<input checked="" type="checkbox"/> K	<input checked="" type="checkbox"/> 1	<input checked="" type="checkbox"/> 2	<input checked="" type="checkbox"/> 3	<input checked="" type="checkbox"/> 4	<input checked="" type="checkbox"/> 5	<input type="checkbox"/> 6	<input type="checkbox"/> 7
		<input type="checkbox"/> 8	<input type="checkbox"/> 9	<input type="checkbox"/> 10	<input type="checkbox"/> 11	<input type="checkbox"/> 12	<input type="checkbox"/> Ungraded			
<b>Enrollment:</b>				<b>Attendance: - % of days students attended*:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Pre-K		53	54	51			90.8	90.9	TBD	
Kindergarten		61	93	93						
Grade 1		90	91	101	<b>Student Stability - % of Enrollment:</b>					
Grade 2		82	82	90	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 3		84	87	80			88.3	92.04	TBD	
Grade 4		79	90	87	<b>Poverty Rate - % of Enrollment:</b>					
Grade 5		71	84	97	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 6		0	0	0			87.2	89.8	83.3	
Grade 7		0	0	0	<b>Students in Temporary Housing - Total Number:</b>					
Grade 8		0	0	0	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
Grade 9		0	0	0			12	47	TBD	
Grade 10		0	0	0	<b>Recent Immigrants - Total Number:</b>					
Grade 11		0	0	0	<i>(As of October 31)</i>		2007-08	2008-09	2009-10	
Grade 12		0	0	0			0	1	0	
Ungraded		2	0	0	<b>Special Education Enrollment:</b>					
Total		522	581	599	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
<b>Special Education Enrollment:</b>				<b>Suspensions: (OSYD Reporting) - Total Number:</b>						
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<i>(As of June 30)</i>		2007-08	2008-09	2009-10	
# in Self-Contained Classes		34	46	44	Principal Suspensions		0	1	TBD	
# in Collaborative Team Teaching (CTT) Classes		19	19	18	Superintendent Suspensions		1	1	TBD	
Number all others		30	21	21	<b>Special High School Programs - Total Number:</b>					
<i>These students are included in the enrollment information above.</i>				<i>(As of October 31)</i>		2007-08	2008-09	2009-10		
<b>English Language Learners (ELL) Enrollment:</b>				CTE Program Participants		0	0	0		
<i>(BESIS Survey)</i>				Early College HS Participants		0	0	0		
<i>(As of October 31)</i>		2007-08	2008-09	2009-10	<b># in Transitional Bilingual Classes</b>					
		0	0	0						

# in Dual Lang. Programs	0	0	0	<b>Number of Staff - Includes all full-time staff.</b>			
# receiving ESL services only	49	46	38	(As of October 31)	2007-08	2008-09	2009-10
# ELLs with IEPs	4	3	11	Number of Teachers	46	45	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>				Number of Administrators and Other Professionals	13	15	TBD
				Number of Educational Paraprofessionals	7	4	TBD
<b>Overage Students (# entering students overage for grade)</b>				<b>Teacher Qualifications:</b>			
(As of October 31)	2007-08	2008-09	2009-10	(As of October 31)	2007-08	2008-09	2009-10
	0	0	TBD	% fully licensed & permanently assigned to this school	100	100	TBD
				% more than 2 years teaching in this school	69.6	84.4	TBD
<b>Ethnicity and Gender - % of Enrollment:</b>				% more than 5 years teaching anywhere	76.1	80	TBD
(As of October 31)	2007-08	2008-09	2009-10	% Masters Degree or higher	85	89	TBD
American Indian or Alaska Native	0.4	0.3	0.3	% core classes taught by "highly qualified" teachers (NCLB/SED definition)	93.4	96.8	TBD
Black or African American	42	42	38.1				
Hispanic or Latino	57.1	55.6	58.1				
Asian or Native Hawaiian/Other Pacific Isl.	0.4	0.5	0.3				
White	0.2	0.5	0.7				
Multi-racial							
<b>Male</b>	55.6	54	54.9				
<b>Female</b>	44.4	46	45.1				
<b>2009-10 TITLE I STATUS</b>							
<input checked="" 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 checked="" type="checkbox"/> 2006-07	<input checked="" type="checkbox"/> 2007-08		<input checked="" type="checkbox"/> 2008-09	<input checked="" type="checkbox"/> 2009-10		
<b>NCLB/SED SCHOOL-LEVEL ACCOUNTABILITY SUMMARY</b>							
<b>SURR School:</b> Yes <input type="checkbox"/> No <input checked="" type="checkbox"/>		<b>If yes, area(s) of SURR identification:</b>					
<b>Overall NCLB/SED Accountability Status (2009-10 Based on 2008-09 Performance):</b>							
In Good Standing (IGS)		<input checked="" type="checkbox"/>					
Improvement Year 1		<input type="checkbox"/>					
Improvement Year 2		<input type="checkbox"/>					
Corrective Action (CA) - Year 1		<input type="checkbox"/>					
Corrective Action (CA) - Year 2		<input type="checkbox"/>					
Restructuring Year 1		<input type="checkbox"/>					
Restructuring Year 2		<input type="checkbox"/>					
Restructuring Advanced		<input type="checkbox"/>					
<b>Individual Subject/Area AYP Outcomes:</b>							
<b>Elementary/Middle Level</b>				<b>Secondary Level</b>			
ELA:	Y			ELA:			
Math:	Y			Math:			
Science:	Y			Graduation Rate:			
<b>This school's Adequate Yearly Progress (AYP) determinations for each accountability measure:</b>							

Student Groups	Elementary/Middle Level			Secondary Level			Progress Target
	ELA	Math	Science	ELA	Math	Grad. Rate	
<b>All Students</b>	√	√	√				
<b>Ethnicity</b>							
American Indian or Alaska Native	-	-	-				
Black or African American	√	√					
Hispanic or Latino	√	√					
Asian or Native Hawaiian/Other Pacific Islander	-	-	-				
White							
Multiracial							
Students with Disabilities	Ysh	√	-				
Limited English Proficient	-	-	-				
Economically Disadvantaged	√	√					
<b>Student groups making AYP in each subject</b>	<b>5</b>	<b>5</b>	<b>1</b>				

#### CHILDREN FIRST ACCOUNTABILITY SUMMARY

Progress Report Results - 2008-09		Quality Review Results - 2008-09	
<b>Overall Letter Grade</b>	A	<b>Overall Evaluation:</b>	
<b>Overall Score</b>	86.2	<b>Quality Statement Scores:</b>	
<b>Category Scores:</b>		Quality Statement 1: Gather Data	
School Environment (Comprises 15% of the Overall Score)	9.6	Quality Statement 2: Plan and Set Goals	
School Performance (Comprises 25% of the Overall Score)	19.3	Quality Statement 3: Align Instructional Strategy to Goals	
Student Progress (Comprises 60% of the Overall Score)	47.5	Quality Statement 4: Align Capacity Building to Goals	
Additional Credit	9.8	Quality Statement 5: Monitor and Revise	

Key: AYP Status	Key: Quality Review Score
√ = Made AYP	Δ = Underdeveloped
√ <sup>SH</sup> = Made AYP Using Safe Harbor Target	► = Underdeveloped with Proficient Features
X = Did Not Make AYP	√ = Proficient
- = Insufficient Number of Students to Determine AYP Status	W = Well Developed
X* = Did Not Make AYP Due to Participation Rate Only	◇ = Outstanding

\* = 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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

## 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/Teacher 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 your 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?

-Student performance trends that exist at our school show a pattern of annual increase from 2007-2009 in each content area for NYS Assessments. Students consistently do better in Math in comparison to ELA. See table below.

### 3<sup>rd</sup> Grade

Year	ELA	MATH
2007	46%	78%
2008	50%	85%
2009	63%	92%
2010	37%	43%

### 4th Grade

Year	ELA	MATH	SCIENCE
2007	42%	52%	44%
2008	49%	74%	61%
2009	58%	79%	68%
2010	26%	41%	70%

### 5th Grade

Year	ELA	MATH	SOCIAL STUDIES
2007	37%	55%	-
2008	52%	54%	46%
2009	67%	85%	74%
2010	25%	48%	80%

When we further disaggregated the data on our Students with Disabilities, we noticed that our Special Needs have met AYP from the 2007-2009 in all academic areas however they did not make the AYP or Safe Harbor for 2009-2010.

-Student progress declined to 10.5 out of a possible 60 on the School Report Card.

-Our Hispanic sub-group has continued to make AYP in all academic areas as indicated on the NYS 2007-2009 assessments. AYP Targets Met: 2007 (182), 2008 (168), 2009 (154).

-Our African-American sub-group has continued to make AYP in all academic areas as indicated on the NYS 2007-2009 assessments. AYP Targets Met: 2007 (187), 2008 (169), 2009 (145-met exact AYP).

-We have noticed significant progress in the ELL performance on the NYSESLAT. A majority of ELL students moved from "Beginning" to "Intermediate" and a small amount jumped from Beginning straight to "Advanced." A handful of students with inconsistency in progress account for our transient population of ELLs; some students have transferred schools several times while others have returned to their homeland for a period of time and then came back to 140.

-As measured by minimal attendance at Parent Workshops and Parent Association Meetings our level of parental involvement needs improvement. The low number of School Learning Environment Survey responses also indicate the need for increased parental involvement initiatives. In our efforts to address the root of the problem, we conducted a US Census Analysis of our specific community, the Morrisania Section of the Bronx and determined that education may be a barrier in helping parents negotiate the School Learning Environment Survey as 21% of the Highbridge and Morrisania population have schooling up to the 8th Grade, 28% have some high school without a diploma, 21% have some college and a mere 7% of the population have achieved a college diploma. With the low levels of education, we realize we must offer parents educational workshops and support in navigating the School Learning Environment Survey.

## 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, Persistently Lowest-Achieving (PLA), 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 be aligned to the school’s annual goals described in this section.

Annual Goal	Short Description
<input type="checkbox"/> (1) To increase school-wide attendance to 93%.	<input type="checkbox"/> School-wide attendance will have 93% as a daily average rate, an improvement from last year's 89.4%.
<input type="checkbox"/> (2) <input type="checkbox"/> Increase the number of students scoring at proficient on the NYS ELA Exam; move percentages from 28.8% to 46%	<input type="checkbox"/> RTI and other instructional support strategies will assist in increasing student performance on the NYS ELA Exam.
<input type="checkbox"/> (3) <input type="checkbox"/> To increase the overall number of students (in testing grades) scoring at the proficient level in the area of Mathematics; move from current proficiency level of 43.7% to 57%.	<input type="checkbox"/> Use of RTI, Inquiry Work and Achieve 3000 (ELA), differential instruction and other unique instructional strategy employment will aid in increasing student performance on the 2011 NYS Mathematics exam.
<input type="checkbox"/> (4) To increase overall School Environment Score.	<input type="checkbox"/> Objective is to improve our score from 5.4 (2009-2010 score) to a 10 on the 2010-2011 School Learning Environment Survey.
<input type="checkbox"/> (5) Special Needs students will meet the	<input type="checkbox"/> Special Needs Students receive additional RTI tutoring sessions (5:1 Student/Teacher Ratio) twice a week for 45 minutes to support student achievement in the area of ELA. Through parent/teacher collaboration,

<p>AYP Safe Harbor Goal in the area of ELA.</p>	<p>struggling SN students have been identified and selected to receive Early Morning Start tutoring sessions on Tuesday, Wednesday and Thursday in hour-long sessions featuring a 10:1 student teacher ratio. Special Needs students are the primary target population for our school-wide Inquiry Project II; a program geared toward developing test-taking strategies, vocabulary and reading endurance. Additionally, SN Students have daily access to the the traveling laptop cart and one of our technology labs for individual practice on the above mentioned strategies.</p>
<p><input type="checkbox"/> (6) <input type="checkbox"/> to increase parental involvement by 15%.</p>	<p><input type="checkbox"/> Sign-in sheets from parent workshops, Parent Association Meetings and Learning Environment Survey Totals will each reflect a 15% increase in attendance/responses.</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 2010-11 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, PLA, 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**

**School-wide Attendance**

(where relevant) :

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> (1) To increase school-wide attendance to 93%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p>In order to increase school-wide attendance, the school will employ the following strategies: on-site flu and swine flu shot administration, year-end incentive for perfect or near perfect attendance, parent workshop on the importance of school attendance, later dissemination of year-end promotion status.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> -parent coordinator and CBO Volunteer to facilitate workshop.</p> <p>-Mr. Hattar, new Attendance Teacher.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/> Monthly ATS Reports</p>

**Subject Area**  
(where relevant) :

**ELA**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> (2) <input type="checkbox"/> Increase the number of students scoring at proficient on the NYS ELA Exam; move percentages from 28.8% to 46%</p>
<p><b>Action Plan</b> <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><input type="checkbox"/> Aligned with the new Common Core ELA Standards and previous NYS ELA Tests 3 tests will be administered. October (baseline assessment) and two additional tests in December 2010 and March 2011. Online programs, Achieve 3000 (Grades 2-5) and Uptown Education (Grades K-3) will aid in our efforts.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Literacy Specialist, A.P., RTI Team, Inquiry Team.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/> Acuity Results, Achieve 3000 Assessments, Formal and Informal observations and Reflection/Feedback responses from Professional Development Sessions.</p>

**Subject Area**  
(where relevant) :

**Mathematics**

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<p><b>Annual Goal</b> <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> (3) <input type="checkbox"/> To increase the overall number of students (in testing grades) scoring at the proficient level in the area of Mathematics; move from current proficiency level of 43.7% to 57%.</p>
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<p><b>Action Plan</b>  <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><input type="checkbox"/></p> <p>-As one of 5 schools w/in the network selected to participate in the new Common Core Standards Grant, additional professional development will be rendered to the Common Core Standards team who will turnkey to colleagues.</p> <p>-Administration of baseline Math Assessment aligned to EDM Program (1-5). New Math Assessment standards to be issued by September 17, 2010.</p> <p>-Grade Level Math Assessments during the months of December 2010 and March 2011.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/> Mathematics Coach, Assistant Principal, RTI Team.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>Acuity Periodic Assessments, Study Island, Achieve 3000 and Uptown Education Online Computer Program, Formal and Informal Observations, Focus Walks, Classroom Intervisitations, Grade Meetings and Data Cafe Conversations.</p>

**Subject Area**  
 (where relevant) :

**School Learning Environment**  
 Survey \_\_\_\_\_

<p><b>Annual Goal</b>  <i>Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</i></p>	<p><input type="checkbox"/> (4) To increase overall School Environment Score.</p>
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<p><b>Action Plan</b>  <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><input type="checkbox"/></p> <p>-Dissiminate and review data survey from our recent "School Climate" professional development session with Dr. Brian Perkins, Director, Columbia University Leadership Program (June 2010).</p> <p>-Weekly grade meeting agendas will include school environment topics like academic expectations, communications, engagement and safety.</p> <p>-Pamela Jennings, CEO, Realize Organization conducted a "School Culture and Sensitivity" training session at our September 7, 2010 Opening Day Conference.</p> <p>-Yvette Donald, a member of the Office of Accountability and Maverick Educational Partnership, will conduct monthly sessions for the Administration, RTI Team and Parent Association in effort to interpret this year's progress report.</p>
<p><b>Aligning Resources:Implications for Budget, Staffing/Training, and Schedule</b>  <i>Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</i></p>	<p><input type="checkbox"/>Parent Coordinator, Inquiry Team, School Administration, Parent Association.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b>  <i>Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</i></p>	<p><input type="checkbox"/></p> <p>-Monitoring of staff and parent reflection sheets by Administration and Parent Coordinator.</p> <p>-Collaboration via the Elementary/Middle School "Think Tank" with a specific focus in the areas of Communications, Safety and Respect, Academic Expectations and Engagement.</p> <p>-Feedback from teachers, school community and periodic Learning Environment Surveys.</p>

**Subject Area  
(where relevant) :**

**ELA**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> (5) Special Needs students will meet the AYP Safe Harbor Goal in the area of ELA.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p> <p><input type="checkbox"/> Special Needs Students receive additional RTI tutoring sessions (5:1 Student/Teacher Ratio) twice a week for 45 minutes to support student achievement in the area of ELA. Through parent/teacher collaboration, struggling SN students have been identified and selected to receive Early Morning Start tutoring sessions on Tuesday, Wednesday and Thursday in hour-long sessions featuring a 10:1 student teacher ratio. Special Needs students are the primary target population for our school-wide Inquiry Project II; a program geared toward developing test-taking strategies, vocabulary and reading endurance. Additionally, SN Students have daily access to the the traveling laptop cart and one of our technology labs for individual practice on the above mentioned strategies.</p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/> Literacy Specialist, Math Coach, Writing Specialist, ELL Specialist, Testing Grade Special Education Teachers, Library Media Specialist, Technology Specialist.</p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	<p><input type="checkbox"/></p> <p>Acuity Periodic Assessments, Study Island, Achieve 3000 and Uptown Education Online Computer Program, Formal and Informal Observations, Focus Walks, Classroom Intervisitations, Grade Meetings and Data Cafe Conversations.</p> <p><input type="checkbox"/></p>

**Subject Area  
(where relevant) :**

**Parental Involvement**

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<p><b>Annual Goal</b> Goals should be SMART – Specific, Measurable, Achievable, Realistic, and Time-bound.</p>	<p><input type="checkbox"/> (6) <input type="checkbox"/> to increase parental involvement by 15%.</p>
<p><b>Action Plan</b> Include: actions/strategies/activities the school will implement to accomplish the goal; target population(s); responsible staff members; and implementation timelines.</p>	<p><input type="checkbox"/></p>
<p><b>Aligning Resources: Implications for Budget, Staffing/Training, and Schedule</b> Include specific reference to scheduled FY'11 PS and/or OTPS budget categories that will support the actions/strategies/activities described in this action plan.</p>	<p><input type="checkbox"/></p>
<p><b>Indicators of Interim Progress and/or Accomplishment</b> Include: interval (frequency) of periodic review; instrument(s) of measure; projected gains</p>	

## **REQUIRED APPENDICES TO THE CEP FOR 2010-2011**

**Directions:** All schools must complete Appendices 1, 2, 3, & 7. All Title I schools must complete Appendix 4. All schools identified under NCLB or SED for School Improvement, including Improvement – Year 1 and Year 2, Corrective Action (CA) – Year 1 and Year 2, and Restructuring - Year 1, Year 2, and Advanced, must complete Appendix 5. All Schools Under Registration Review (SURR) must complete Appendix 6. **Please refer to the accompanying CEP guidance for specific CEP submission instructions and timelines.** (Important Notes: Last year's Appendix 7 - School-level Reflection and Response to System-wide Curriculum Audit Findings - has sunset as a requirement. Last Year's Appendix 9 has been moved to Appendix 7 for 2010-2011. Appendix 8 will not be required for this year.)

**APPENDIX 1: ACADEMIC INTERVENTION SERVICES (AIS) SUMMARY FORM**

**APPENDIX 2: PROGRAM DELIVERY FOR ENGLISH LANGUAGE LEARNERS (ELLS)**

**APPENDIX 3: LANGUAGE TRANSLATION AND INTERPRETATION**

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

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

**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	20		N/A	N/A	10		4	
1	30		N/A	N/A	20		4	7
2	25		N/A	N/A	20		2	2
3	28	29	N/A	N/A	20		4	5
4	24	4	43		20		2	3
5	19	6		35	10		6	2
6								
7								
8								
9								
10								
11								
12								

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

- o 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.
- o 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.
- o Students in Grade 9 who performed at Level 1 or Level 2 on NYS Grade 8 ELA, mathematics, science, and social studies assessments.
- o 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. Part B - Description of Academic Intervention Services**

<p>Name of Academic Intervention Services (AIS)</p>	<p><b>Description:</b> Provide a brief description of <b>each</b> 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.).</p>
<p><b>ELA:</b></p>	<p><input type="checkbox"/> Academic Intervention Services in ELA are provided to our "at risk" students during the school day, before school and on Saturdays. Our staff provides individual and/small group intervention using a variety of resources such as Lessons in Literacy, Early Success, Great Leaps and technology based programs such as Study Island, Achieve 3000 and ACUITY.</p>
<p><b>Mathematics:</b></p>	<p><input type="checkbox"/> Mathematics Intervention Services is provided to our at risk population using a variety of resources such as Kaplan Advantage for Math, Summer Success, manipulatives and computer based programs (Study Island, ACUITY) to reach all modes of learners. This service is provided with small groups, one-to one, during the school day, before school and on Saturday.</p>
<p><b>Science:</b></p>	<p><input type="checkbox"/> Science AIS is provided to our "at risk" fourth grade students during the school day, before school and on Saturday. Lessons are given to small groups of students using the following resources FOSS Kit, Kaplan Advantage for Science, NYS Elementary Coach, and Study Island.</p>
<p><b>Social Studies:</b></p>	<p><input type="checkbox"/> Based on the new Common Core standard's focus on informational text, students in grades 3-5 will receive additional support in this area using the content area of social studies as one source of information. The integration of Social Studies and ELA will be provided through such resources as our History Alive social studies curriculum and computer-based programs such as Acuity, Study Island, and Achieve 3000.</p>
<p><b>At-risk Services Provided by the Guidance Counselor:</b></p>	<p><input type="checkbox"/> Our school guidance counselor provides individual and/or group counseling services. School counselor conducts parent conferences in order to support every student's academic, personal, social and career development. In addition to these services, Great Leaps, a new initiative this year, will be spearheaded by our academic intervention specialist and facilitated by both our school guidance counselor and school social worker.</p>

<b>At-risk Services Provided by the School Psychologist:</b>	<input type="checkbox"/> The School Psychologist provides assessment: Psycho-educational evaluation of students referred to the CSE to determine eligibility of special education services.
<b>At-risk Services Provided by the Social Worker:</b>	<input type="checkbox"/> School Social Worker provides "at risk" counseling for individual and/small groups of students throughout the school day to assist in helping students to improve their social and emotional functioning in the classroom and school environment.
<b>At-risk Health-related Services:</b>	<input type="checkbox"/> Physical therapist provides theraputic exercises including mobility/gait training. stair negotiation, conditioning excersise, strengthening exercise, play skills training, balance training and etc. This service is provided during the school day several times a week on a one-to-one basis. Occupational therapist works at improving fine motor skills, dexterity, eye-hand coordination, visual, and perceptual field, involving problem solving. Our OT Specialist also works on building attention span. This service is provided during the school day several times a week on a one-to-one basis.

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

*NCLB/SED requirement for all schools*

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

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

**Directions:** In anticipation of the allocation of Title III funding to your school for 2010-11 at the same funding level as 2009-10, indicate below whether there will be any revisions for 2010-11 to your school's approved 2009-10 Title III program narrative and budget. Note: Only revised Title III plans will be reviewed this year for DOE and SED approval

- There will be no revisions to our school's approved 2009-10 Title III program narrative and budget (described in this section) for implementation in 2010-11 (pending allocation of Title III funding).
- We have made minor revisions to our school's approved 2009-10 Title III program narrative for 2010-11 (pending allocation of Title III funding). The revised Title III program narrative is described in Section II below.
- We have made minor revisions to our school's approved 2009-10 Title III budget for 2010-11 (pending allocation of Title III funding). The revised Title III budget is described in Section III below.
- Our school's 2009-10 Title III program narrative and budget have been revised for 2010-11 (pending allocation of Title III funding). The new Title III plan is described in Sections' II and III below.

### **Section I. Student and School Information.**

**Grade Level(s)**

1-5

**Number of Students to be Served:**

LEP 37

Non-LEP 0

**Number of Teachers** 1

**Other Staff (Specify)** Ms. Reed, Ms. Gallardo

**School Building Instructional Program/Professional Development Overview**

### **Section II. Title III, Part A LEP Program Narrative**

**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.

The comprehensive LEP Program at P.S. 140 includes: Early Morning Start, Afterschool programs in ELA and Mathematics and NYSESLAT. The Early Morning Start Program will be on Tuesdays through Thursdays from 7:30am-8:30pm. The Afterschool Program runs from 3:30pm-5:30pm Tuesdays through Thursdays. Each program offers 45 hours of supplemental instruction by a certified ESL teacher and a certified Bilingual Education teacher.

These programs provide extra support in the following areas:

ELA:

- Vocabulary Development
- Reading Comprehension
- Writing
- Test-Taking Skills

Mathematics:

- Extra support in mathematical language and concepts that ELL's require for proficiency in mathematics.
- Supplement and improve NYSESLAT performance.
- Provide extra support for ELL's who struggle with proficiency in the speaking listening, reading, and writing modalities of the test.

### **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.

The professional development program for teachers responsible for delivering instruction to LEP students consists of: A pedagogue participating in a five day institute on the latest research on academic writing for ELL's. The participants will learn strategies, techniques, and skills to better prepare the ELL's for the ELA exam. The teacher will then turnkey with the classroom teachers who have ELL's in their regular program.

Parents of ELLs will be provided the opportunity to learn about the ELA, Mathematics and NYSESLAT assessments. The school will hold workshops on how parents can better understand what their children do and learn in school, what assessments they have to take, and how they can support their children at home in their learning and developing good study habits.

### **Section III. Title III Budget**

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**School: P.S 140**

**BEDS Code: 320800010140**

<b>Allocation Amount:</b>		
<b>Budget Category</b>	<b>Budgeted Amount</b>	<b>Explanation of expenditures in this category as it relates to the program narrative for this title.</b>
<b>Professional salaries (schools must account for fringe benefits)</b> - Per session - Per diem	15,000	<input type="checkbox"/> Allocated funds will go toward: Instructional Materials and Supplies, Field Trips for Parents and ELL Students, Travel and Per Session for assisting in-house ELL Specialists.
<b>Purchased services</b> - High quality staff and curriculum development contracts	8056.40	<input type="checkbox"/> Professional Staff, per session, per diem
<b>Supplies and materials</b> - Must be supplemental. - Additional curricula, instructional materials. - Must be clearly listed.	3,000	<input type="checkbox"/> Books, charts, posters, LeapPad books, cartridges, Mimio Interactive Board.
<b>Educational Software (Object Code 199)</b>	0	<input type="checkbox"/> n/a

<b>Travel</b>	1950	<input type="checkbox"/> Field Trips for ELL Students and parents to Museo del Barrio, East Harlem, Bronx Library Center and Off-Broadway Play.
<b>Other</b>	2,000	<input type="checkbox"/> Professional Development Sessions for Parents including: ELA, Math, NYSESLAT, Parent Coordinator, French Interpreter.
<b>TOTAL</b>	<b>10006.4</b>	

## **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.  In order to communicate with non-English speaking parents in a language they are able to understand, the school has developed a translation and interpretation team. This team works to cater to 20% of Spanish speaking parents and 5% of parents who speak various African dialects. This team gets the information and translates either by in-house language proficient team members or via an internet translation site. The information is then reviewed by the team for correct translation and then disseminated to parents.
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.  Data from our Learning Environment Surveys, an independent survey conducted by Columbia Professor, Dr. Perkins and feedback from the Parent Coordinator reveals that the school has done much to meet the needs of non-English speaking parents. Parents feel that they are well-informed about student progress and school initiatives. Survey results were reported via an informational chart displayed in high traffic areas within the school, namely the lobby area for all to view upon entry into the building. Results were communicated to staff via grade conferences, school faculty conferences and most recently via a day-long professional development session titled "School Climate".

### **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.

Written translation for the near 25% of parents who speak languages other than English is provided at the same time other information is disseminated to parents. The procedure for translation includes: obtaining the information, having translation done by our in-house language specialist and/or parent volunteers and then final editing is done by the translation team. After the final approval, information is copied to the same page as the English page so parents have a preference of language.

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.

Oral interpretation is provided at all school meetings (Assistant Principal, Ernest Wilson provides oral translation as appropriate), parent-teacher conferences, parent workshops and any other time when translation is appropriate. More than 20% of the school faculty and staff are bilingual; at times teachers can conduct meetings in another language and when appropriate for monolingual teachers, other staff pitches in for oral translations.

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

The school will continue to fulfill Section VII of the Chancellor's Regulations A-663 regarding parental notification requirements with the use of the translation team, parent coordinator and bilingual professionals who are on staff. These individuals will ensure that information pertinent to engaging parents in student education is communicated in a timely fashion. The school will continue to provide on-site oral translation services, written translation and workshop/seminar training in languages in which our parents communicate.

## 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:	\$47,701.00	0	0
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$6,229.00		
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$9,158.00	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$31,314.00	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year:  
98%

6. If the percentage of high quality teachers during 2009-2010 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.

The activities and strategies that PS 140 is implementing in order to insure that the school will have 100% of high quality teachers by the end of the coming school year is the following:

- Intervistations

- peer mentoring
- collaborative lesson planning
- professional development sessions
- model lessons

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

## **PART B: TITLE I SCHOOL PARENTAL INVOLVEMENT POLICY AND SCHOOL-PARENT COMPACT**

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

**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.

### **Title I Parent Involvement Policy 2010-2011**

#### **I. General Expectations**

**PS 140X** agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and 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 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(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 spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in 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;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

## II. Description of How School Will Implement Required Parental Involvement Policy Components

1. **PS 140X** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:

- a. Parental Involvement Policy will be presented to the School Leadership Team and the Parent's Association in May for comment and suggestions.
- b. There will be a two-week review period, after which all comments/suggestions received will be discussed at the June Parent Association and School Leadership Team meetings.
- c. The final school Parental Involvement Policy will be distributed to all parents in September.

2. **PS 140X** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:

- a. A committee including parents will revise the school improvement plan each spring to reflect school improvement efforts.
- b. The draft school improvement plan will be presented to the School Leadership Team (SLT) in September for review and comment.
- c. The final school improvement plan will be distributed to all parents in the fall.

3. **PS 140X** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. A committee including parents will plan parent workshops, activities, etc., for the upcoming school year.
  - b. PS 140 along with a committee including parents will implement the planned workshops, activities, etc. throughout the school year.
  - c. PS 140 along with a committee including parents will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of this Title I school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). PS 140 will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
4. **PS 140X** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Title II, LEP, Title IIA, IDEA, Universal Pre-K, as well as our Wilson Intervention Program, Early Success Program, and Good Habits/Great Readers Literacy Program, by:
  - a. Conducting parent workshops in order to introduce and describe each individual program.
  - b. Providing a Parent Coordinator as well as other members of the PS 140 staff with knowledge of all of our programs
5. **PS 140X** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. **PS 140X** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - 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:
    - 1. "Is my student reading/writing on his/her grade level" Parent Workshop
    - 2. Monthly Progress Reports for each student
    - 3. Very Important Parent (VIP) night where parents will be given the opportunity to meet and discuss any concerns with their child's teacher and any other PS 140 staff member including After-School Program(s).
- b. **PS 140X** 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:
- i. Providing Learning Leaders Trainings/Workshops for Parents who may be interested in volunteering;
  - ii. Conducting Parent Association Elections/Meetings in order for parents to voice their opinions/concerns or to become a part of our Parent Association or School Leadership Team;
  - iii. Conducting informational Parent workshops;
  - iv. Parent Coordinator and Pre-K Family Worker available on a daily basis;
  - v. Parent Complaint/Concern box located in main lobby and monitored on a daily basis; and
  - vi. Providing computer/internet accessibility, and any other equipment or materials that may be necessary in order to ensure success of the students and parents of PS 140.
- c. **PS 140X** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
- i. Encouraging Parent Volunteers;
  - ii. Updating parent contact information regularly; and
  - iii. Distributing surveys to both teachers and parents in order to compare feedback from both surveys and schedule parent workshops regarding any information collected from parent/teacher surveys.
- d. **PS 140X** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
- i. incorporating Pre-Kindergarten Parent Workshops with our Pre-Kindergarten Family Worker, Pre-Kindergarten Social Worker, as well as our Pre-Kindergarten Teacher and Paraprofessionals.
- e. **PS 140X** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:

- i. PS 140 will distribute Parent Information Flyers frequently and in a timely fashion;
- ii. Parent Workshops will be held regularly where parent feedback sheets and open discussions (public or private) will take place at the conclusion of each workshop; and
- iii. PS 140 will conduct conference calls if necessary for parents who are unable to attend any meetings.

### III. Discretionary School Parental Involvement Policy Components

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 1118(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.

### IV. 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 \_\_\_\_\_. This policy was adopted by the **PS 140X** on \_\_mm/dd/yy\_\_\_\_\_ and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children each Fall.

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

Date \_\_\_\_\_

## 2. School-Parent Compact - Attach a copy of the school's School-Parent Compact.

**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.

### School Parent Compact

**PS 140X**, 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

**PS 140X** will:

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:

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:

Tuesday, November 9, 2010-Afternoon Session: 1:00 PM-3:00 PM  
Evening Session: 5:30 PM-8:00 PM

Tuesday, March 15, 2011-Afternoon Session: 1:00 PM-3:00 PM  
Evening Session: 5:30 PM-8:00 PM

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Monthly progress reports will be sent home via backpacks and USPS mail

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The Parent Coordinator will be available on a daily basis  
Outreach will be made to the particular individual the parent would like to consult with.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents will meet with the parent coordinator in order to provide a volunteer schedule  
Parents in conjunction with the Parent Association, will discuss any ideas, concerns, or comments they may have for our school environment and additional resources

involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.  
involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.  
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.  
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.  
provide to parents of 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.  
on the request of parents, provide opportunities for regular meetings for parents to formulate 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.  
provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.  
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 (i.e. as per NCLB.)

#### Parent Responsibilities

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

supporting my child's learning by making education a priority in our home by:  
making sure my child is on time and prepared everyday for school;  
make sure my child arrives to school on time  
make sure my child is picked up on time  
promoting positive use of my child's extracurricular time.

serving, to the extent 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.

- reading together with my child every day;
- providing my child with a library card;
- communicating positive values and character traits, such as respect, hard work and responsibility;
- respecting the cultural differences of others;
- helping my child accept consequences for negative behavior;
- being aware of and following the rules and regulations of the school and district;
- supporting the school's discipline policy;
- express high expectation and offer praise and encouragement for achievement.

Optional Additional Provisions

Student Responsibilities (revise as appropriate to grade level)

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

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.
- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow school/classroom rules
- Arrive to school on time
- Wear uniform daily
- Be prepared to learn
- Respect ourselves, our peers, and all adults

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)

## **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.

The school data center, a centrally located area, houses academic performance data sorted by grade and content area. Within each classroom Monitoring for Success Folders include class progress across the content areas including but not limited to: running records, ACUITY, individual and classroom reports and New York Test scores from previous year as available

2. Schoolwide reform strategies that:

a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

-Early Morning Start Program (s)

-Small Group Tutoring Sessions

-Academic Intervention Services

-Gifted and Talented Education Program

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.

The School has increased the amount and quality of academic learning time by offering the following to students: Early Morning Start (the school's early morning test preparatory sessions, 3 days a week), Saturday Academy (Saturday test preparatory and cultural exploration sessions). The following cultural activities have also helped to increase quality learning for

our students: Partnership with City Parks (science), Partnership with NYC Ballet (Performing Arts) and instruction from Truth Unlimited (Character Development and Etiquette).

o Help provide an enriched and accelerated curriculum.

-Gifted and Talented Program

o Meet the educational needs of historically underserved populations.

The School has increased the amount and quality of academic learning time by offering the following to students: Early Morning Start (the school's early morning test preparatory sessions, 3 days a week), Saturday Academy (Saturday test preparatory and cultural exploration sessions). The following cultural activities have also helped to increase quality learning for our students: Partnership with City Parks (science), Partnership with NYC Ballet (Performing Arts) and instruction from Truth Unlimited (Character Development and Etiquette).

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.

3. Instruction by highly qualified staff.

All in house professional developers have achieved at least a masters level of education with elementary education. the ELA Team and Mathematics Coach receive professional development to aid in turn keying new information to teachers for classroom instruction. All consultants are selected based on education and their track record in delivering quality professional development sessions.

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.

The school provides mandated in house professional development and off site seminars for all classroom teachers. The ELA Team, Mathematics Coach and Parent Coordinator provide monthly opportunities for parents to participate in workshops. These workshops foster teacher professional development as well as parental involvement in the academic process to aid parents at home.

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

The school reputation helps to attract highly qualified teachers. Daily News and New York Times feature articles, community based organization involvement and educational partnerships help us to attract and retain highly qualified teachers.

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

The school has implemented several strategies to increase parental involvement. Those efforts include but are not limited to:

- Monthly parent workshops,
- in class and school volunteer opportunities
- Parent Association Events/Seminars (various Healthcare Issues, City Parks Herbal Supplements for Alternative Medicine, Housing and Employment Workshops, Combating Childhood Obesity, Fire Safety, Mental Health Awareness, Domestic Violence etc)

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.

State run pre-school program, to local elementary school programs. The school has a full-time Pre-Kindergarten 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.

In order to provide information on, and to improve, the achievement of individual students overall instructional program, teachers are included in various facets of the decision making process for determining assessment tools for students. In addition, teachers pilot various content area programs and provide feedback before administration orders a 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.

Activities 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. Students are provided with differentiated instruction to master proficiency levels across all content areas. Each of the content area programs have lesson plan differentiation strategies for assisting populations such as ELL and Special Needs Students in negotiating academic proficiencies.

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.

The school partnership with City Parks, Community Based Organizations support such programs as violence prevention programs, child and adult nutrition programs, housing acquisition programs, adult education and resume creation. English classes and job skill 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 specifically 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" <sup>1</sup> Consolidated in the Schoolwide Program			Amount Contributed to Schoolwide Pool <i>(Refer to Galaxy for school allocation amounts)</i>	Check (X) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of each program whose funds are consolidated. Indicate goal number references where a related program activity has been described in this plan.
		Yes	No	N/A		

<sup>1</sup>**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.

<sup>2</sup>**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.

**PART D: TITLE I TARGETED ASSISTANCE SCHOOLS**

**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.  
 N/A
2. Ensure that planning for students served under this program is incorporated into existing school planning.  
 N/A
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;  
 N/A
  - b. Help provide an accelerated, high –quality curriculum, including applied learning; and  
 N/A
  - c. Minimize removing children from the regular classroom during regular school hours;  
 N/A
4. Coordinate with and support the regular educational program;  
 N/A
5. Provide instruction by highly qualified teachers;  
 N/A

6. Provide professional development opportunities for teachers, principals and paraprofessionals, including, if appropriate, pupil services personnel, parents, and other staff;

N/A

7. Provide strategies to increase parental involvement; and

N/A

8. Coordinate and integrate Federal, State and local services and programs.

N/A

## **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/ronlyres/9831364D-E542-4763-BC2F-7D424EBD5C83/58877/TitleIPartASetAsideforStudentsinTemporaryHousing.pdf>

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### **Part A:**

#### **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.)  
40
2. Please describe the services you are planning to provide to the STH population.
  - The school works in conjunction with local shelters in order to provide a smooth home/school transition for students who reside in temporary housing. The following outreach initiatives have been employed:
    - a) GED/ESL Workshops facilitated by the South East Bronx Neighborhood Center are available to shelter parents free of charge.
    - b) The Wellness in Schools Program in conjunction with City Harvest and Whole Foods conduct "Side by Side" nutrition courses; a series of workshops facilitated by our in-house chef where parents and their children work together learning to make nutritious meals for their families. All food and "to-go" groceries are donated by City Harvest, Whole Foods and other generous sponsors who support Wellness in the Schools.
    - c) Ongoing Clothing "Bank." An in-house bank is available to shelter and needy parents with clothing from infant to adult sizes.

d) As needed, shelter parents are provided with financial assistance to purchase school uniforms and supplies for their children.

d) In conjunction with our school, our partner Community Based Organization, Kips Bay, and donations from families and school staff, we provide local shelters with Thanksgiving baskets and hold annual clothing and toy drives during the holidays.

**Part B:**

**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).

n/a

2. Please describe the services you are planning to provide to the STH population with the Title I set-aside funds.

n/a

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 your Children First Network.



# **CEP RELATED ATTACHMENTS**

# Attachment for 'Appendix 2 - Program Delivery for English Language Learners (ELLs)'

File Name - 28\_08X140\_111010-110403.doc

## 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	District <b>08</b>	School Number <b>140</b>	School Name <b>The Eagle School</b>
Principal <b>Mr. Paul Cannon</b>	Assistant Principal <b>Ms. Colleen burke</b>		
Coach <b>Ms. Andie Benjamin</b>	Coach <b>Ms. Nancy Castelli</b>		
Teacher/Subject Area <b>Ms. Erlinda Day - ESL</b>	Guidance Counselor <b>Ms. Hulinsky</b>		
Teacher/Subject Area <b>Mr. Jose Cornieles</b>	Parent <b>Ms. Luz Matos</b>		
Teacher/Subject Area <b>Ms. Carmen Reed-Bilingual</b>	Parent Coordinator <b>Ms. Nicole Lopez</b>		
Related Service Provider <b>Ms. Debra Staff-Speech</b>	Other <b>Ms. Nilsa Cruz</b>		
Network Leader <b>Mr. V. McDonald</b>	Other		

#### 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	<b>1</b>	Number of Certified Bilingual Teachers	<b>2</b>	Number of Certified NLA/Foreign Language Teachers	<b>0</b>
Number of Content Area Teachers with Bilingual Extensions	<b>0</b>	Number of Special Ed. Teachers with Bilingual Extensions	<b>0</b>	Number of Teachers of ELLs without ESL/Bilingual Certification	

#### C. School Demographics

Total Number of Students in School	<b>602</b>	Total Number of ELLs	<b>37</b>	ELLs as Share of Total Student Population (%)	<b>6.15%</b>
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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.

#### ELL Identification Process

Parents who admit their children for the first time are given a Home Language Survey (HLIS) which indicates the home language of the child. The ESL teacher/LAB Coordinator then reviews this survey. If the survey indicates that the child is LAB-R eligible, the ESL teacher conducts an informal interview with the child. If an interpreter is needed, a Certified Bilingual teacher assists. The New York City Department of Education office of Translation and Interpretation Unit may also be contacted. The parent and the classroom teacher may also be interviewed. The student is then administered the LAB-R by the certified ESL teacher. The finished LAB-R is handscored by the ESL teacher. The handscored answer document is then kept on file until it is submitted to ISC. If a child passes the LAB-R, he/she is not considered an English as a Second Language Learner. If the child doesn't pass the LAB-R and is a Spanish speaker, he/she is administered the Spanish LAB. The parents are sent a letter to attend a parent orientation meeting. The letters sent are in their native language. The parent orientation meetings are held in the morning and in the afternoon. The ESL teacher conducts the meeting assisted by the parent coordinator and the assistant principal. The Principal is also in attendance.

To ensure that the parents understand all three programs (Transitional Bilingual, Dual Language, Freestanding ESL) the parent orientation video is shown in the language of their choice. Most of the Spanish speakers choose the video to be in Spanish while the rest choose English. Each segment of the video is held on pause to have an open discussion about the program being shown. After the video the Parent Selection and Survey forms are distributed. Each item is carefully and clearly explained. The ESL teacher and the Parent Coordinator circulate the room and monitors every parent filling out the survey to make sure that each item is clearly understood. After the selection and survey form is done and signed by the parent, the parent is then informed of their child's placement in the program. Parents who want to bring home the questionnaire to discuss with their spouses are given two days to return their surveys. Parents are also made aware that for the students to exit the program, they must pass the New York State English as a Second Language Test (NYSESLAT). The NYSESLAT is a tool used to measure the English Language Arts proficiency of English Language Learners across the state. Each spring the NYSESLAT is administered to all ELLs to determine progress in their English language ability. It identifies their English proficiency as either Beginner, Intermediate, or Advanced. Those who achieve a Proficient level in English are no longer required for ESL or bilingual services.

To ensure that entitlement letters, Parent Survey and Selection forms are returned the ESL teacher makes phone calls in the morning, noontime, and evenings, coordinates with the classroom teacher as to when the parent comes, and sends out follow up letters. The student is then placed in a class based on the level of the result of his LAB-R. The parents are also informed that the school keeps track of the number of students whose parents requested a bilingual program. If the school gets enough number of students to open a bilingual class, the school will contact the parents to inform them.

A review of the Parent Survey and Selection Forms of this year and the past few years show that 99% of our parents request for the English as a Second Language Program. This Fall ten out of ten parents whose children are eligible for the program chose English as a Second Language Program for their kids.

The English as a Second Language program model offered in our school is aligned with our parents choices as indicated in the Parent

Selection and Survey forms.

## 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 #
<b>Transitional Bilingual Education</b> <small>(60%:40% → 50%:50% → 75%:25%)</small>														0
<b>Dual Language</b> <small>(50%:50%)</small>														0
<b>Freestanding ESL</b>														
<b>Self-Contained</b>														0
<b>Push-In</b>				1										1
<b>Total</b>	0	0	0	1	0	0	0	0	0	0	0	0	0	1

### B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	37	Newcomers (ELLs receiving service 0-3 years)	29	Special Education	2
SIFE	0	ELLs receiving service 4-6 years	8	Long-Term (completed 6 years)	0

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	
<b>TBE</b>										0
<b>Dual Language</b>										0
<b>ESL</b>	29	0	2	8	0	0	0	0	0	37
<b>Total</b>	29	0	2	8	0	0	0	0	0	37

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

**C. Home Language Breakdown and ELL Programs**

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

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
<b>TOTAL</b>	<b>0</b>																			

Dual Language (ELLs/EPs) 9-12										
Number of ELLs by Grade in Each Language Group										
	9		10		11		12		TOTAL	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish									0	0
Chinese									0	0
Russian									0	0
Korean									0	0
Haitian									0	0
French									0	0
Other									0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number):	
African-American:	Asian:
Hispanic/Latino:	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	2	4	4	13	5	5								33
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French				1										1
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1	1				1								3
<b>TOTAL</b>	<b>3</b>	<b>5</b>	<b>4</b>	<b>14</b>	<b>5</b>	<b>6</b>	<b>0</b>	<b>37</b>						

## 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.

P.S. 140X is currently using the Free-Standing English as a Second Language push-in and pull-out program. The language of instruction is mainly in English with at least 25% in the students' native language, especially with the newcomers. Language Arts is taught using ESL and ELA methodologies. Students are grouped by grades in accordance to the New York State CR Part 154 and their proficiency levels as determined by the Language Assessment Battery-Revised (LAB-R) or NYSESLAT scores. Beginners and Intermediate level students receive 360 minutes of ESL a week and Advanced level students receive 180 minutes of ESL a week. Content areas are taught in English using ESL strategies. In content areas we infuse strategies like Anticipation Guides, K.W.L., Buddy/Partner Reading, Choral Reading, Cross Age Tutoring, Directed Reading Thinking Activity, Graphic Organizers, Jigsaw Reading, Language Experience Stories, Read and Retell, Shared Reading, Guided Reading, Read Alouds, Independent Reading, and Story Impressions to enhance their reading skills. To ensure that each individual's needs in writing skills is met P.S. 140 developed its own writing program that is suited for each individual student's needs. Other programs like Lucy Caulkins, Ralph Fletcher, and New York Edits are also used as supplements, whereas, Write Source has become our primary resource as it is directly aligned to our writing program. To encourage and expand their speaking skills, we use role-plays, AccountableTalk, Think-Pair-Share, Poetry, Songs, Chants, and games that promote language such as Hot Seat, Rumor, and Twenty Questions. To further improve their listening skills, we use Jigsaw Listening, Shadow Reading, Picture Dictation, Oral-Aural Cloze and New Heights audio assisted reading series.

In addition to the strategies mentioned above, our newcomers (students in the program for less than three years) and ELLs who are identified as having special needs continue to receive support services like AIS and SES. They are also encouraged to participate in our Early Morning Start Programs, an AM 3 day a week program that's specifically for ELLs to reinforce and hasten their acquisition language.

Although our ELLs are grouped according to grades, they come with various styles of learning, interest, and levels of readiness. Therefore, differentiating instruction is used while maintaining the same standards for all students. It is the "how" of teaching that differentiates the strategies used like using flexibility in small group activities accordingly, using various cooperative learning strategies and assigning tasks that would fit the group or the students' abilities or levels.

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

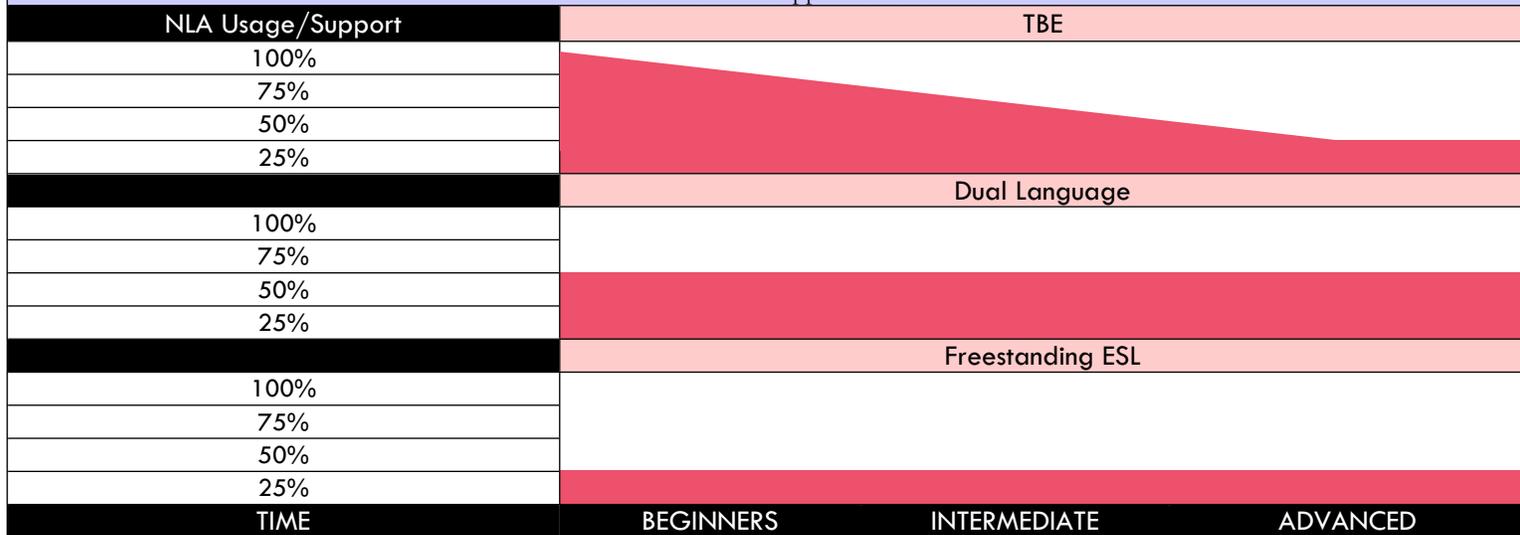
	<b>Beginning</b>	<b>Intermediate</b>	<b>Advanced</b>
ESL instruction for <i>all</i> ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for <i>all</i> ELLs as required under CR Part 154			180 minutes per week
<b>FOR TBE /DL PROGRAMS:</b> Native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

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

**Native Language Arts and Native Language Support**

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



**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?

Our target intervention program for ELLs in all content areas consists of a "pull-out and push-in" model of instruction. They're offered in English with at least 25% in their native language and include Academic Intervention Services and initiatives. Equally as important, our EMS Program which include our ELL population before school three times a week generally has the official class teacher take the instructional lead and consists of a 1 to 10 ratio. Specific attention is rendered on a rotation basis to ELLs by the ESL instructor. Additionally all upper grade ELLs receive an additional read-aloud using poems, songs, rhymes, and jazz chants at 2:30 each afternoon with the ESL teacher. At 2:55 other bilingual teachers join the ESL teacher to provide ELLs with small group targeted instructions.

Continuing transitional support is given to ELLs reaching proficiency on the NYSESLAT for two years. They are encouraged to attend the Early Morning Start or the After-School Programs and other extra-curricular programs offered in the school like the Saturday Academy, Holiday Academy, (winter and spring break) Chess and Robotics, the AMC Ballet, and the Learning Gardens. They are also afforded the test modifications given to other ELLs during the ELA, Math, and other statewide tests. The classroom teachers and the ESL teacher often articulate as to how the child is performing in class.

For the upcoming school year all our ELLs will be exposed to a new program called "Avenues". It is a standards-based program with specialized strategies which serves ELLs and striving readers and writers featuring academic vocabulary development, accessible reading selections, and multi-level teaching strategies.

This year our ELLs will receive the same services as of last year. There will be no elimination or cuts of any service.

Early Morning Start for all core subjects (Social Studies, ELA, Math, Science) are offered to the ELL population in all four subjects coupled with opportunities to engage in academic enrichment programs like Sign Language, Lego Robotics, and Oral History(Our in-house old school museum).

The following is a list of the instructional materials used to help support our ELLs: Books such as: Rigby books, charts, and tapes for different grades; Saludos books, and listening tapes for grades 3-5; big books for all levels; English in my Pocket books, charts, and listening tapes for K,1, and 2; Pacific Learning books for levels K, 1, and 2; Getting Ready for the NYSESLAT and Beyond for all levels; English dictionaries; bilingual dictionaries in English and Spanish; picture dictionaries; Cuentos Para Celebrar, Diccionario Escolar dela Lengua Espanola; Diccionario de Sinonimos y Antonimos; thesaurus; Everyday Math for K-5; Good Habits/Great Readers for K-5; TCI History Alive for Social Studies; Harcourt for Science, Foss Kits Science Program; Write Source, Lucy Caulkins. Manipulatives such as: Reading comprehensive cubes, language patterns, and vocabulary kits, for grades K, 1, 2, and newcomers, floor puzzles for various levels, puppets (cultural) for all levels, alphabet,word, sentence, and number flash cards, sequencing cards, reading rods, and teaching tiles. Technology such as: Rosetta Stone, instructional CDs and DVDs, cassette players, television, Geosafari Phonics Lab, Classroom Jeopardy, Leappad Library(Arthur Makes the Team, Arthur and the Lost Diary, I Know Where the Food Goes, Once Upon a Time) and an array of educational softwares. The students also use Study Island and Uptown Education in Math, Samson Classroom for Pre-K-2, Fletcher's Place in Kindergarten, and Internet 4 the classroom. We have two computer labs (one for the upper grades and the other for the lower grades) and a Smartboard in the library.

Native language support is delivered through bilingual dictionaries, bilingual books, and videos. Buddy system is also encouraged. Students also get a lot of support from staff who speak Spanish and French.

All support services and resources correspond to the ELLs ages and grade levels.

In late August or before the beginning of the school year, newcomers who register in late June to early September are administered the LAB-R to ensure that the student is placed accordingly.



### C. Schools with Dual Language Programs

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



### D. Professional Development and Support for School Staff

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

All staff members are privy to ELL training during our mandated Professional Development Day, (Election Day) monthly faculty conferences, weekly grade meetings, and ESL workshops throughout the year. In addition, ELL teachers receive training from program consultants and network support members. Our ELL point person regularly engages in schoolwide and network wide intervisitation in an effort to seek best practices.

To support staff as they assist ELLs in their transition from elementary to middle school students are provided with an orientation from both school counselors. Student are brought to the middle school for a walking tour and are introduced to the principal and teachers at the middle school. The middle school also posts an open house for future students and parents. This year our 5<sup>th</sup> graders will again collaborate with Mr. D. Guest (CEO of Griots Film Production Company) and PENCIL Partnership. Tentative plans are being made to expose our seniors to the Middle School environment via computer technology, video, oral histories, and frequent intervisitations. The project is sure to be a student morale booster and learning experience for both students and teachers.

### 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?

All parents of ELLs are afforded continuous workshops via our Parent Coordinator and selected staff members. These workshops are conducted on a biweekly basis for the most part. The ESL teacher with the assistance of the Parent Coordinator also conducts her own workshops solely for the parents of ELLs. There is an array of parent initiatives available to parents thru collaboration with various CBO's (Community Based Organizations) parent advocate agencies and our own school's support organization, Empowerment Support Organization(ESO)

In an effort to better gauge the effectiveness of each workshop and/or parent initiatives, participants are given reflection sheets and an opportunity to discuss next steps.

Our Parent Coordinator and Administration generally conducts a needs survey with parents at the beginning, midyear, and spring sessions of each year. Pursuant to our initial needs survey rendered, our Parent Coordinator and other vested staff members collaborate with parents and prioritize parent needs. There is also a parent suggestion box in the school's main lobby for any parent to put in any suggestions, comments, or concerns.

# 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	3	1	7	0	1								15
Intermediate(I)	0	2	1	3	5	2								13
Advanced (A)	0	0	2	4	0	3								9
Total	3	5	4	14	5	6	0	0	0	0	0	0	0	37

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

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

NYS Math									
Grade	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
3	3		1						4
4	2		2		0				4

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

NYS Science									
	Level 1		Level 2		Level 3		Level 4		Total
	English	NL	English	NL	English	NL	English	NL	
4	2		1		2				5
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									0
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				

**New York State Regents Exam**

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

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

To assess the early literacy skills of our ELLs our schools uses ECLAS- an early childhood system that is used to track student progress and evaluate student weakness as they pertain to literacy; Rigby Benchmarks - an assessment tool to measure comprehension and fluency in reading; Fountas & Pinnel - measures correlation of reading levels; EPAL - a writing assessment for grades 2 and 3.

Data patterns across proficiency levels on the LAB-R and the NYSESLAT indicate that the English Language Learners across the grades achieve higher in the speaking and listening modalities of the test. They score lower in the reading and writing modalities. These results imply a need for LAP instruction that will provide more opportunities for language learning, development, and proficiency. It also implies that current strategies for improving instruction and student performance in ESL will continue to include independent/paired, shared and guided reading, literacy centers, writer's workshop, interactive read-aloud, word study, and teacher/student reading and writing conferences. Everyday Mathematics instructional program will continue to be implemented. We will continue the use of interim assessments to provide on-going identification of student's needs as a basis for differentiated instruction, continue on-site professional development, make provisions for

test, and 80% passed the Science test. Moreover, and with greater efforts to align instruction with the new Common Core Standards, increasing ELL students' progress will be our chief focus and priority.

### Additional Information

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

Paste additional information here

## Part VI: LAP Assurances

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		

**SCHOOL DEMOGRAPHICS AND ACCOUNTABILITY SNAPSHOT**

<b>School Name:</b>	P.S. X140 The Eagle School					
<b>District:</b>	8	<b>DBN:</b>	08X140	<b>School</b>		320800010140

**DEMOGRAPHICS**

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

<b>Enrollment</b>				<b>Attendance - % of days students attended:</b>			
<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	54	51	47		90.8	90.9	89.4
Kindergarten	93	93	85				
Grade 1	91	101	106	<b>Student Stability - % of Enrollment:</b>			
Grade 2	82	90	97	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 3	87	80	89		88.3	92.0	93.2
Grade 4	90	87	80				
Grade 5	84	97	90	<b>Poverty Rate - % of Enrollment:</b>			
Grade 6	0	0	0	<i>(As of October 31)</i>	2008-09	2009-10	2010-11
Grade 7	0	0	0		87.2	83.3	98.5
Grade 8	0	0	0				
Grade 9	0	0	0	<b>Students in Temporary Housing - Total Number:</b>			
Grade 10	0	0	0	<i>(As of June 30)</i>	2007-08	2008-09	2009-10
Grade 11	0	0	0		12	47	58
Grade 12	0	0	0				
Ungraded	0	0	2	<b>Recent Immigrants - Total Number:</b>			
Total	581	599	596	<i>(As of October 31)</i>	2007-08	2008-09	2009-10
					0	1	0

<b>Special Education</b>				<b>Suspensions (OSYD Reporting) - Total Number:</b>			
<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	46	44	42	Principal Suspensions	0	1	0
# in Collaborative Team Teaching (CTT) Classes	19	18	11	Superintendent Suspensions	1	1	0
Number all others	21	21	33				

*These students are included in the enrollment information above.*

<b>English Language Learners (ELL) Enrollment: (BESIS Survey)</b>				<b>Special High School Programs - Total Number:</b>			
<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	CTE Program Participants	0	0	0
# in Dual Lang. Programs	0	0	TBD	Early College HS Program Participants	0	0	0

<b>Number of Staff - Includes all full-time staff:</b>			
<i>(As of October 31)</i>	2007-08	2008-09	2009-10
# receiving ESL services only	46	38	TBD
# ELLs with IEPs	3	11	TBD
<i>These students are included in the General and Special Education enrollment information above.</i>			
Number of Teachers	46	45	50
Number of Administrators and Other Professionals	13	15	8
Number of Educational Paraprofessionals	7	4	7

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
	0	0	0	% fully licensed & permanently assigned to this school	100.0	100.0	97.8
				% more than 2 years teaching in this school	69.6	84.4	80.0
				% more than 5 years teaching anywhere	76.1	80.0	82.0
Ethnicity and Gender - % of Enrollment:							
(As of October 31)	2008-09	2009-10	2010-11	% Masters Degree or higher	85.0	89.0	88.0
American Indian or Alaska Native	0.3	0.3	0.2	% core classes taught by "highly qualified" teachers	93.4	96.8	98.3
Black or African American	42.0	38.1	39.9				
Hispanic or Latino	55.6	58.1	58.4				
Asian or Native Hawaiian/Other Pacific	0.5	0.3	0.2				
White	0.5	0.7	1.3				
<b>Male</b>	54.0	54.9	52.2				
<b>Female</b>	46.0	45.1	47.8				

**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**

<b>SURR School (Yes/No)</b>		If yes,					
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**Overall NCLB/Differentiated Accountability Status (2009-10) Based on 2008-09 Performance:**

	Phase			Category		
	In Good		v	Basic	Focused	Comprehensive
	Improvement Year 1					
	Improvement Year 2					
	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
<b>All Students</b>	v	v	v				
<b>Ethnicity</b>							

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	-	-	-				
Economically Disadvantaged	v	v					
<b>Student groups making</b>	<b>5</b>	<b>5</b>	<b>1</b>				

**CHILDREN FIRST ACCOUNTABILITY SUMMARY**

<b>Progress Report Results – 2009-10</b>		<b>Quality Review Results – 2009-10</b>					
<b>Overall Letter Grade:</b>	C	<b>Overall Evaluation:</b>					NR
<b>Overall Score:</b>	24.3	<b>Quality Statement Scores:</b>					
<b>Category Scores:</b>		Quality Statement 1: Gather Data					
School Environment:	5.4	Quality Statement 2: Plan and Set Goals					
<i>(Comprises 15% of the</i>		Quality Statement 3: Align Instructional Strategy to Goals					
School Performance:	5.6	Quality Statement 4: Align Capacity Building to Goals					
<i>(Comprises 25% of the</i>		Quality Statement 5: Monitor and Revise					
Student Progress:	10.5						
<i>(Comprises 60% of the</i>							
Additional Credit:	2.8						

<b>KEY: AYP STATUS</b>		<b>KEY: QUALITY REVIEW SCORE</b>					
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](http://www.emsc.nysed.gov/nyc/APA/Memos/Graduation_rate_memo.pdf)

**APPENDIX 4: NCLB REQUIREMENTS FOR TITLE I SCHOOLS**

**School DBN: 08X140**

*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:	\$750,328.00	\$19,029.00	\$769,357.00
2. Enter the anticipated 1% set-aside for Parent Involvement:	\$7,503.28	\$190.29	\$7,693.57
3. Enter the anticipated 5% set-aside to insure that all teachers in core subject areas are highly qualified:	\$37,516.40	*	
4. Enter the anticipated 10% set-aside for Professional Development:	\$75,032.80	*	

5. Enter the percentage of High-Quality Teachers teaching in core academic subjects during the 2009-2010 school year: **98%**

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.

The activities and strategies that PS 140 is implementing in order to insure that the school will have 100% of high quality teachers by the end of the coming school year is the following:

- Intervistations
- peer mentoring
- collaborative lesson planning
- professional development sessions
- model lessons

\* 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.

## **Title I Parent Involvement Policy 2010-2011**

### **I. General Expectations**

**PS 140X** agrees to implement the following statutory requirements:

The school will put into operation programs, activities and procedures for the involvement of parents, consistent with section 1118 of the Elementary and Secondary Education Act (ESEA). Those programs, activities and procedures will be planned and 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 1118(b) of the ESEA, and includes, as a component, a school-parent compact consistent with section 1118(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 spent.

The school will be governed by the following statutory definition of parental involvement, and will carry out programs, activities and procedures in accordance with this definition:

Parental involvement means the participation of parents in 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;

that parents are full partners in their child's education and are included, as appropriate, in decision-making and on advisory committees to assist in the education of their child; the carrying out of other activities, such as those described in section 1118 of the ESEA.

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

## **II. Description of How School Will Implement Required Parental Involvement Policy Components**

1. **PS 140X** will take the following actions to involve parents in the joint development of the District Parental Involvement plan (contained in the RDCEP/DCEP Addendum) under Section 1112 – Local Educational Agency Plans of the ESEA:
  - a. Parental Involvement Policy will be presented to the School Leadership Team and the Parent’s Association in May for comment and suggestions.
  - b. There will be a two-week review period, after which all comments/suggestions received will be discussed at the June Parent Association and School Leadership Team meetings.
  - c. The final school Parental Involvement Policy will be distributed to all parents in September.
  
2. **PS 140X** will take the following actions to involve parents in the process of school review and improvement under Section 116 – Academic Assessment and Local Educational Agency and School Improvement of ESEA:
  - a. A committee including parents will revise the school improvement plan each spring to reflect school improvement efforts.
  - b. The draft school improvement plan will be presented to the School Leadership Team (SLT) in September for review and comment.
  - c. The final school improvement plan will be distributed to all parents in the fall.
  
3. **PS 140X** will provide the following necessary coordination, technical assistance, and other support in planning and implementing effective parental involvement activities to improve student academic achievement and school performance:
  - a. A committee including parents will plan parent workshops, activities, etc., for the upcoming school year.
  - b. PS 140 along with a committee including parents will implement the planned workshops, activities, etc. throughout the school year.
  - c. PS 140 along with a committee including parents will conduct an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of this Title I school. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any

racial or ethnic minority background). PS 140 will use the findings of the evaluation about its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.

4. **PS 140X** will coordinate and integrate parental involvement strategies in Title I, Part A with parental involvement strategies under the other programs: Title II, LEP, Title IIA, IDEA, Universal Pre-K, as well as our Wilson Intervention Program, Early Success Program, and Good Habits/Great Readers Literacy Program, by:
  - a. Conducting parent workshops in order to introduce and describe each individual program.
  - b. Providing a Parent Coordinator as well as other members of the PS 140 staff with knowledge of all of our programs
5. **PS 140X** will take the following actions to conduct, with the involvement of parents, an annual evaluation of the content and effectiveness of this parental involvement policy in improving the quality of its Title I Part A program. The evaluation will include identifying barriers to greater participation by parents in parental involvement activities (with particular attention to parents who are economically disadvantaged, are disabled, have limited English proficiency, have limited literacy, or are of any racial or ethnic minority background). The school will use the findings of the evaluation of its parental involvement policy and activities to design strategies for more effective parental involvement, and to revise, if necessary (and with the involvement of parents) its parental involvement policies.
6. **PS 140X** will build the parents' capacity for strong parental involvement, in order to ensure effective involvement of parents and to support a partnership among the school involved parents and the community to improve student academic achievement through the following activities specifically described below:
  - a. The school will provide assistance to parents of children served by the school, as appropriate, in understanding topics such as the following, by undertaking the actions described in this paragraph –
    - 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:
      1. "Is my student reading/writing on his/her grade level" Parent Workshop
      2. Monthly Progress Reports for each student
      3. Very Important Parent (VIP) night where parents will be given the opportunity to meet and discuss any concerns with their child's teacher and any other PS 140 staff member including After-School Program(s).

- b. **PS 140X** 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:
  - i. Providing Learning Leaders Trainings/Workshops for Parents who may be interested in volunteering;
  - ii. Conducting Parent Association Elections/Meetings in order for parents to voice their opinions/concerns or to become a part of our Parent Association or School Leadership Team;
  - iii. Conducting informational Parent workshops;
  - iv. Parent Coordinator and Pre-K Family Worker available on a daily basis;
  - v. Parent Complaint/Concern box located in main lobby and monitored on a daily basis; and
  - vi. Providing computer/internet accessibility, and any other equipment or materials that may be necessary in order to ensure success of the students and parents of PS 140.
  
- c. **PS 140X** will, with the assistance of the district and parents, educate its teachers, pupil services personnel, principals and other staff in how to reach out to, communicate with and work with parents as equal partners, in the value and utility of contributions of parents, and how to implement and coordinate parent programs and build ties between parents and schools by:
  - i. Encouraging Parent Volunteers;
  - ii. Updating parent contact information regularly; and
  - iii. Distributing surveys to both teachers and parents in order to compare feedback from both surveys and schedule parent workshops regarding any information collected from parent/teacher surveys.
  
- d. **PS 140X** will, to the extent feasible and appropriate, coordinate and integrate parental involvement programs and activities with Head Start, Home Instruction Programs for Preschool Youngsters, the Parents as Teachers Program, and public pre-school and other programs and conduct and/or encourage participation in activities, such as parent resource centers, that encourage and support parents in more fully participating in the education of their children by:
  - i. incorporating Pre-Kindergarten Parent Workshops with our Pre-Kindergarten Family Worker, Pre-Kindergarten Social Worker, as well as our Pre-Kindergarten Teacher and Paraprofessionals.
  
- e. **PS 140X** will take the following actions to ensure that information related to the school and parent-programs, meetings and other activities, is sent to parents of Title I 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:

- i. PS 140 will distribute Parent Information Flyers frequently and in a timely fashion;
- ii. Parent Workshops will be held regularly where parent feedback sheets and open discussions (public or private) will take place at the conclusion of each workshop; and
- iii. PS 140 will conduct conference calls if necessary for parents who are unable to attend any meetings.

### **III. Discretionary School Parental Involvement Policy Components**

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 1118(e) of the ESEA:

- o involving parents in the development of training for teachers, principals, and other educators to improve the effectiveness of that training;
- o 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;
- o 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;
- o training parents to enhance the involvement of other parents;
- o 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;
- o adopting and implementing model approaches to improving parental involvement;
- o developing appropriate roles for community-based organizations and businesses, including faith-based organizations, in parental involvement activities; and
- o providing other reasonable support for parental involvement activities under section 1118 as parents may request.

### **IV. 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 \_\_\_\_\_. This policy was adopted by the **PS 140X** on \_\_\_mm/dd/yy\_\_\_\_\_ and will be in effect for the period of two years. The school will distribute this policy to all parents of participating Title I, Part A children each Fall.

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

Date \_\_\_\_\_

***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.

### **School Parent Compact**

**PS 140X**, 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**

**PS 140X** will:

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:

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:

**Tuesday, November 9, 2010-Afternoon Session: 1:00 PM-3:00 PM**  
**Evening Session: 5:30 PM-8:00 PM**

**Tuesday, March 15, 2011-Afternoon Session: 1:00 PM-3:00 PM**  
**Evening Session: 5:30 PM-8:00 PM**

provide parents with frequent reports on their children's progress. Specifically, the school will provide reports as follows:

Monthly progress reports will be sent home via backpacks and USPS mail

provide parents reasonable access to staff. Specifically, staff will be available for consultation with parents as follows:

The Parent Coordinator will be available on a daily basis

Outreach will be made to the particular individual the parent would like to consult with.

provide parents opportunities to volunteer and participate in their child's class, and to observe classroom activities as follows:

Parents will meet with the parent coordinator in order to provide a volunteer schedule

Parents in conjunction with the Parent Association, will discuss any ideas, concerns, or comments they may have for our school environment and additional resources

involve parents in the planning, review, and improvement of the school's parental involvement policy, in an organized, ongoing, and timely way.

involve parents in the joint development of any Schoolwide Program plan (for SWP schools), in an organized, ongoing, and timely way.

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.

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.

provide to parents of 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.

on the request of parents, provide opportunities for regular meetings for parents to formulate 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.

provide to each parent an individual student report about the performance of their child on the State assessment in at least math, language arts and reading.

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 (i.e. as per NCLB.)

### **Parent Responsibilities**

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

supporting my child's learning by making education a priority in our home by:

making sure my child is on time and prepared everyday for school;

make sure my child arrives to school on time

make sure my child is picked up on time

promoting positive use of my child's extracurricular time.

serving, to the extent 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.

reading together with my child every day;

providing my child with a library card;

communicating positive values and character traits, such as respect, hard work and responsibility;

respecting the cultural differences of others;

helping my child accept consequences for negative behavior;

being aware of and following the rules and regulations of the school and district;

supporting the school's discipline policy;

express high expectation and offer praise and encouragement for achievement.

### **Optional Additional Provisions**

#### **Student Responsibilities (revise as appropriate to grade level)**

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

Specifically, we will:

- Do my homework every day and ask for help when I need to.
- Read at least 30 minutes every day outside of school time.

- Give to my parents or the adult who is responsible for my welfare all notices and information received by me from my school every day.
- Follow school/classroom rules
- Arrive to school on time
- Wear uniform daily
- Be prepared to learn
- Respect ourselves, our peers, and all adults

Name	Signature	Date
School – Print Name		
Parent(s) – Print Name		
Student (if applicable)- Print Name		

**(NOTE: Signatures are not required. The NCLB law does not require school personnel and parents to sign the School-Parent Compact. However, if the school and parents feel signing the School-Parent Compact will be helpful, signatures may be encouraged.)**

**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.

The school data center, a centrally located area, houses academic performance data sorted by grade and content area. Within each classroom Monitoring for Success Folders include class progress across the content areas including but not limited to: running records, ACUITY, individual and classroom reports and New York Test scores from previous year as available

2. Schoolwide reform strategies that:

- a) Provide opportunities for all children to meet the State's proficient and advanced levels of student academic achievement.

-Early Morning Start Program (s)

-Small Group Tutoring Sessions

-Academic Intervention Services

-Gifted and Talented Education Program

- b) Use effective methods and instructional strategies that are based on scientifically-based research that:

- Increase the amount and quality of learning time, such as extended school year, before- and after-school and summer programs and opportunities.

**The School has increased the amount and quality of academic learning time by offering the following to students: Early Morning Start (the school's early morning test preparatory sessions, 3 days a week), Saturday Academy (Saturday test preparatory and cultural exploration sessions). The following cultural activities have also helped to increase quality learning for our students: Partnership with City Parks (science), Partnership with NYC Ballet (Performing Arts) and instruction from Truth Unlimited (Character Development and Etiquette).**

- Help provide an enriched and accelerated curriculum.

**Gifted and Talented Program**

- Meet the educational needs of historically underserved populations.

The School has increased the amount and quality of academic learning time by offering the following to students: Early Morning Start (the school's early morning test preparatory sessions, 3 days a week), Saturday Academy (Saturday test preparatory and cultural exploration sessions). The following cultural activities have also helped to increase quality learning for our students: Partnership with City Parks (science), Partnership with NYC Ballet (Performing Arts) and instruction from Truth Unlimited (Character Development and Etiquette).

- 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.

All in house professional developers have achieved at least a masters level of education with elementary education. the ELA Team and Mathematics Coach receive professional development to aid in turn keying new information to teachers for classroom instruction. All consultants are selected based on education and their track record in delivering quality professional development sessions.

### 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.

The school provides mandated in house professional development and off site seminars for all classroom teachers. The ELA Team, Mathematics Coach and Parent Coordinator provide monthly opportunities for parents to participate in workshops. These workshops foster teacher professional development as well as parental involvement in the academic process to aid parents at home.

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

The school reputation helps to attract highly qualified teachers. Daily News and New York Times feature articles, community based organization involvement and educational partnerships help us to attract and retain highly qualified teachers.

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

The school has implemented several strategies to increase parental involvement. Those efforts include but are not limited to:

- Monthly parent workshops,

- in class and school volunteer opportunities
- Parent Association Events/Seminars (various Healthcare Issues, City Parks Herbal Supplements for Alternative Medicine, Housing and Employment Workshops, Combating Childhood Obesity, Fire Safety, Mental Health Awareness, Domestic Violence etc)

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.

State run pre-school program, to local elementary school programs. The school has a full-time Pre-Kindergarten 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.

In order to provide information on, and to improve, the achievement of individual students overall instructional program, teachers are included in various facets of the decision making process for determining assessment tools for students. In addition, teachers pilot various content area programs and provide feedback before administration orders a 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.

Activities 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. Students are provided with differentiated instruction to master proficiency levels across all content areas. Each of the content area programs have lesson plan differentiation strategies for assisting populations such as ELL and Special Needs Students in negotiating academic proficiencies.

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.

The school partnership with City Parks, Community Based Organizations support such programs as violence prevention programs, child and adult nutrition programs, housing acquisition programs, adult education and resume creation. English classes and job skill 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	Program Funds Are “Conceptually” <sup>1</sup> Consolidated	Amount Contributed to Schoolwide Pool	Check (✓) in the left column below to verify that the school has met the intent and purposes <sup>2</sup> of
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<sup>1</sup> **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.

<sup>2</sup> **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.

	<i>(i.e., Federal, State, or Local)</i>	<b>in the Schoolwide Program (✓)</b>			<i>(Refer to Galaxy for FY'11 school allocation amounts)</i>	<b>each program whose funds are consolidated. Indicate page number references where a related program activity has been described in this plan.</b>	
		<b>Yes</b>	<b>No</b>	<b>N/A</b>		<b>Check (✓)</b>	<b>Page #(s)</b>
Title I, Part A (Basic)	Federal	✓			\$750,328.00		
Title I, Part A (ARRA)	Federal	✓			\$19,029.00		
Title II, Part A	Federal		✓				
Title III, Part A	Federal	✓			\$15,000.00		
Title IV	Federal		✓				
IDEA	Federal		✓				
Tax Levy	Local	✓			\$2,514,720.00		

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– **IDEA:** To ensure that all children with disabilities have available to them a free appropriate public education designed to meet their individual needs.