Department of Education

Dennis M. Walcott, Chancellor

2011-2012
COMPREHENSIVE EDUCATIONAL PLAN
(CEP)

SCHOOL NAME : THE NATHAN STRAUS PREPARATORY SCHOOL OF HUMANITIES – P.S. 140M

DBN (DISTRICT/ BOROUGH/ NUMBER I.E. 01M000): 01M140

PRINCIPAL: ESTEBAN J. BARRIENTOS **EMAIL: EBARRIE@SCHOOLS.NYC.GOV**

SUPERINTENDENT: DANIELLA PHILLIPS

SCHOOL LEADERSHIP TEAM (SLT) SIGNATURE PAGE

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

Directions:

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

Name	Position and Constituent Group Represented	Signature
Esteban J. Barrientos	***Principal or Designee**	
Stefi Preiss	***UFT Chapter Leader or Designee**	
Cynthia Cartagena	***PA/PTA President or Designated Co-President**	
	DC 37 Representative, if applicable	
	Student Representative *(optional for elementary and middle schools; a minimum of two members required for high schools)*	
	CBO Representative, if applicable	
Carmen Fulford	**Member/ Assistant Principal**	
Leah Freemon	**Member/ Teacher**	
Ming Liang	**Member/ ELL Teacher**	
Elizabeth Feliciano	**Member/ Parent**	
Michel Laguer	**Member/ Parent**	
Luis Quiles	**Member/ Parent**	
Evelyn Ortega	**Member/ Parent**	

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

The CEP goal-setting process serves both to support the identification and implementation of school-wide goals as well as to document how your school is meeting Federal, State, and City regulations.

As a result of principal feedback on this process, the CEP has been significantly streamlined to reduce the amount of time spent fulfilling requirements and to allow schools to focus on goal-setting and instructional priorities. The goal and action plan section, contained on pages 4 through 8 of this template, now serves as the central work of the CEP process and reflects a consolidation of numerous CEP requirements from prior years.

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

WHICH SCHOOLS NEED TO COMPLETE THIS?

- All schools should identify and submit annual goals and action plans in consultation with their School Leadership Team.

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

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

HOW SHOULD A SCHOOL DEVELOP ITS GOALS AND ACTION PLANS?

- Your school should identify a minimum of three and a maximum of five annual goals.
- Goals should be “SMART” - specific, measurable, achievable, realistic, and time-bound.
- Goal development should be based on an assessment of your school’s needs.
- Your school should demonstrate the use of both qualitative and quantitative data in providing the rationale for each goal. Cite sources that contributed to the rationale, such as the Progress Report, Quality Review, School Survey, State Differentiated Accountability report (SQR, ESCA, or JIT), state and school assessment results, attendance records, inquiry team work, etc.
- Each goal and action plan requires your school to cite the strategies and activities in your Parent Involvement Policy (PIP) that will be implemented to achieve the goal identified. The PIP template is provided on pages 11 through 15. Your school is encouraged to use the template as it is provided, or align it in accordance with your school’s goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements. You may use or amend relevant sections of your PIP directly to respond to the parental involvement section of each goal and action plan.
- Schools designated as Improvement, Corrective Action, Restructuring, and/or PLA/SURR by the New York State Education Department must identify a goal and complete an action plan related to improving student outcomes for the specific subject area and subgroups identified for improvement. For each subject area identified, a goal and action plan is required.

ANNUAL GOAL #1 AND ACTION PLAN

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

Annual Goal #1

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

To deepen the understanding and teaching practices of differentiation in the classrooms to maximize student learning by June 2012.

Comprehensive needs assessment

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

There is a need to differentiate instruction to improve student performance and augment instruction. The school's Progress Report, Curriculum Audit and Quality Review all indicate that a focus on differentiation of instruction for all student constituency groups will promote better learning and achievement in all subject areas, especially in literacy and mathematics.

Instructional strategies/activities

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

P.S. 140M will provide a weekly professional development period for classroom teacher and support staff, which will focus on the Common Core Standards; *Danielson Framework for Effective Teaching* and demonstration models that incorporate the importance of differentiation of instruction school wide. School staff will be provided with additional planning time during and after school hours to collaborate with colleagues and have an exchange of ideas and strategies that will facilitate differentiation of instruction in general education, special needs and ELL settings. Professional development will also be offered off-site by the Children's First Network – CFN 406 to continue efforts in helping staff grow professionally and implementing a viable differentiation of instruction model. The staff will also attend professional development and training sessions at Teacher's College at Columbia University in the areas of literacy and mathematics.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be invited to attend School Leadership Team meetings, Parent/Teacher Association meetings and forums presented by the school administration, classroom teachers and CFN 406 staff to provide edification in the educational process being developed to differentiate instruction and its benefits in attaining students achievement. Parents will be invited to visit classrooms and witness the strategies employed by the staff to augment instruction and learning in the school community.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

An effort will be made to hire HQT to improve academic achievement in the school. Interviews will be coordinated to include the school administration, UFT Chapter Chair, classroom teachers, parent coordinator and parents to formulate an equitable process in hiring staff. Candidates for classroom teaching positions will be required to have knowledge of the Common Core standards and Balanced Literacy and Mathematics programs.

Service and program coordination

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

In order for students to gain the fullest benefit of their educational experience, it is necessary to establish a foundation of respect and order in the school environment. P.S. 140M has endeavored to establish school wide anti-bullying initiatives, middle school advisory groups and connections with Educational Alliance/Grand Street Settlement/Puerto Rican Council – Community-Based Organizations to instill a sense of good citizenship and responsibility in our student body. These efforts have assisted in maintaining an orderly and respectful learning environment in the school building, which links perfectly with good learning experiences for the youngsters in the school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

  Title I, FSF and Title III funding will assist in the implementation of the school goal of differentiating instruction. A complement of Title I, FSF and Title III funds will be used to provide for staff and parental professional development and training and workshops. In additions, since P.S. 140M is SINI school, Title I Correct funds will be used to provide additional professional development and training enrichment to the staff. The ultimate goal is to improve instruction by focusing on the importance of differentiated instruction that will target the educational needs of students.

ANNUAL GOAL #2 AND ACTION PLAN

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

Annual Goal #2

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

By June 2012, P.S. 140M will meet the ELA AYP on the New York Progress Report and will be placed on a holding pattern on the NYSED SINI list.

Comprehensive needs assessment

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

There is a need to promote instructional rigor on all grade levels to make the incremental improvement needed to be placed on a holding pattern on the NYSED SINI list. Literacy instruction in the school must first focus on identifying the academic needs of the students by using test data to drive instructional practices. Knowing the areas in need of improvement, planning effectively and implementing strategies that result in effective literacy instruction will result in success for students in P.S. 140M.

Instructional strategies/activities

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

Beginning September 2011, CFN 406 curriculum staff will provide professional development and training to the staff during and after school hours. Specific literacy strategies will be used school wide and programs implemented to assist in fostering improvement; Great Leaps, Fundations, Wilson and Teacher's College Balanced Literacy Program. Small group and differentiated instruction practices will be an integral part of all classroom lessons. By utilizing item analysis charts found in ARIS and ACUITY, reading inventories, standardized and teacher –made assessments, which include rubrics, teachers will plan classroom instruction that focuses on student needs. By adhering to the CORE CURRICULUM standards and the *Danielson Framework for Effective Teaching*, the staff will be able to set measurable goals based on reliable data for their students. By meeting during Inquiry sessions and common preparation time, the staff will be able to fine tune student goals and objectives and work towards meeting the projected literacy targets ser for the school year. In addition, classroom teachers and support staff will meet on a specified day each week, Wednesday, with the school administration and curriculum specialists to plan and discuss instructional methodologies that will enhance student learning. Teachers will also be encouraged to visit other school sites to observer exemplary programs and debrief with colleagues. A concerted effort to stress rigor in the delivery of literacy instruction will be a basic tenet school wide. Special attention will also be focused on reading stamina and grade level performance.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be invited to attend School Leadership Team meetings, Parent/Teacher Association meetings and forums presented by the school administration, classroom teachers and CFN 406 staff to provide edification in the process of maintaining academic rigor school wide. Parents will be invited to visit classrooms and witness the strategies employed to augment academic rigor and improve student learning and achievement.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

An effort will be made to hire HQT to improve academic achievement in the school. Interviews will be coordinated to include the school administration, UFT Chapter Chair, classroom teachers, parent coordinator and parents to formulate an equitable process in hiring staff. Candidates being considered for classroom positions will be required to have knowledge of the Common Core standards and Balanced Literacy and Mathematics programs.

Service and program coordination

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

In order for students to gain the fullest benefit of their educational experience, it is necessary to establish a foundation of respect and order in the school environment. P.S. 140M has endeavored to establish school wide anti-bullying initiatives, middle school advisory groups and connections with Educational Alliance/Grand Street Settlement/Puerto Rican Council – Community-Based Organizations to instill a sense of good citizenship and responsibility in our student body. These efforts have assisted in maintaining an orderly and respectful learning environment in the school building, which links perfectly with good learning experiences for the youngsters in the school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, FSF and Title III funding will assist in the implementation of the school goal of differentiating instruction. A complement of Title I, FSF and Title III funds will be used to provide for staff and parental professional development and training and workshops. In additions, since P.S. 140M is SINI school, Title I Correct funds will be used to provide additional professional development and training enrichment to the staff. The ultimate goal is to improve instruction by focusing on the importance of differentiated instruction and rigor that will target the educational needs of students.

ANNUAL GOAL #3 AND ACTION PLAN

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

Annual Goal #3

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

By June 2012, 10% of students in grades 3 through 8 will progress from Level 2 to Level 3 in ELA as evidenced by the administration of the spring 2012 NYS ELA assessment.

Comprehensive needs assessment

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

P.S. 140M is a SINI school in Corrective Action and is striving to make progress on the NYS ELA assessment in spring 2012. Literacy is the only indicator that is cited by the NYSED. The school has made the AYP in Mathematics and Science. Therefore, a concerted effort is being made to meet the annual AYP in literacy in SY 2011/2102

Instructional strategies/activities

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

Classroom teachers will implement the Teacher's College Balanced Literacy Program in grades K-8 and track student progress by using running records and implementing guided and independent reading activities and the Writing Workshop model to augment literacy proficiency. By utilizing item analysis charts found in ARIS and ACUITY, reading inventories, teachers will design and plan classroom instruction that focuses on student needs, By following the CORE CURRICULUM standards and implementing modalities found in the Danielson Framework for Effective Teaching, teachers will be able to formulate smart goals for their students. Title I and Tax Levy funding will be used to pursue off-site professional development and training. SES funding will provide for a comprehensive after school program to service students in need of additional enrichment in literacy. In addition, the an Extended Day Morning Program is offered to students who achieved Level 2 on the spring 2011 NYS ELA assessment four days per week from 8:00 am to 8:40 am. Pre / Mid / Post assessments in literacy and mathematics is performed to maintain an accurate record of student progress in the program. The school has also formulated a plan for AIS for students who require additional enrichment in literacy during the school day. Classroom teachers and support staff articulate during common preparation time and their professional development and training day each week on Wednesday's. The school administration has implemented a Walkthrough system where teachers will be observed a minimum of seven times during the school year. A minimum of two full observations will also be conducted for every tenured pedagogue; three full observations for untenured staff. The intent of the walkthroughs and observations is to ascertain that the staff is on-task in formulating rigorous and higher order thinking skills literacy lessons.

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Parents will be invited to attend School Leadership Team meetings, Parent/Teacher Association meetings and forums presented by the school administration, classroom teachers and CFN 406 staff to provide edification in the process of maintaining academic rigor school wide. Parents will be invited to visit classrooms and witness the strategies employed to augment academic rigor and improve student learning, achievement and overall literacy levels on all grade levels.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

An effort will be made to hire HQT to improve academic achievement in the school. Interviews will be coordinated to include the school administration, UFT Chapter Chair, classroom teachers, parent coordinator and parents to formulate an equitable process in hiring staff. Candidates being considered for classroom positions will be required to have knowledge of the Common Core standards and Balanced Literacy and Mathematics programs.

Service and program coordination

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

In order for students to gain the fullest benefit of their educational experience, it is necessary to establish a foundation of respect and order in the school environment. P.S. 140M has endeavored to establish school wide anti-bullying initiatives, middle school advisory groups and connections with Educational Alliance/Grand Street Settlement/Puerto Rican Council – Community-Based Organizations to instill a sense of good citizenship and responsibility in our student body. These efforts have assisted in maintaining an orderly and respectful learning environment in the school building, which links perfectly with good learning experiences for the youngsters in the school.

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

Title I, FSF and Title III funding will assist in the implementation of the school goal of differentiating instruction. A complement of Title I, FSF and Title III funds will be used to provide for staff and parental professional development and training and workshops. In additions, since P.S. 140M is SINI school, Title I Correct funds will be used to provide additional professional development and training enrichment to the staff. The ultimate goal is to improve instruction by focusing on the importance of differentiated instruction and rigor that will target the educational needs of students.

ANNUAL GOAL #4 AND ACTION PLAN

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

Annual Goal #4

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ANNUAL GOAL #5 AND ACTION PLAN

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

Annual Goal #5

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

Comprehensive needs assessment

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

Instructional strategies/activities

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

Strategies to increase parental involvement

- Cite the strategies and activities in your school's Title I Parent Involvement Policy (PIP) that will be implemented to achieve this goal. The PIP template is provided on pages 11 through 15 in this CEP.

Strategies for attracting Highly Qualified Teachers (HQT)

- Describe the strategies and activities that will be used to attract Highly Qualified Teachers, as defined by NCLB, or to ensure that current staff become highly qualified, in order to achieve this goal.

Service and program coordination

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

Budget and resources alignment

- Describe the fiscal and human resources that will be used to achieve this goal, referencing specific FY'12 PS and OTPS budget categories (i.e., Title I, FSF, Title IIA, Title III, etc.) that will support the actions/strategies/activities described in this action plan.

ACADEMIC INTERVENTION SERVICES (AIS)

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

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

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

	ELA	Mathematics	Science	Social Studies	At-risk Services: Guidance Counselor	At-risk Services: School Psychologist	At-risk Services: Social Worker	At-risk Health-related Services
	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS	# of Students Receiving AIS
K	4	2	**N/A**	**N/A**		0		
1	7	3	**N/A**	**N/A**		2		
2	5	3	**N/A**	**N/A**		3		
3	7	6	**N/A**	**N/A**		2		
4	5	4	**2**	**1**		3		
5	4	5	**2**	**2**		1		
6	8	7	3	4		2		
7	8	6	2	2		2		
8	9	10	3	3		3		
9								
10								
11								
12								

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

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

Name of Academic Intervention Services (AIS)	Description
ELA	**Small group instruction offered before the start of the school day – Four days per week from 8:00 am to 8:40 am. Wilson, Fundations and Balanced Literacy Program is offered to students, with a focus on guided and ndependent reading and writing activities to augment proficiency in literacy.**
Mathematics	**Small group instruction offered before the start of the school day – Four days per week from 8:00 am to 8:40 am. A focus is placed on areas of improvement found on the NYS, ACUITY and Teacher- Made assessment data analysis. NYS Test Ready is also used in grades 3 through 8.**
Science	**Small group instruction offered during the school day by classroom staff and science cluster staff. Students are exposed to hands-on experimentation and topic review of grade level science curriculum.**
Social Studies	**Small group instruction offered during the school day by classroom staff. Students are exposed to targeted social studies review material which is grade and curriculum appropriate.**
At-risk Services provided by the Guidance Counselor	**N/A**
At-risk Services provided by the School Psychologist	**At-risk Services are provided by the ATR school psychologist during the school day. Specific periods are assigned to students for at-risk counseling. The psychologist, classroom and support staffs meet periodically to articulate student progress. Parental conferences are also held to discuss progress made by student in the at-risk counseling program.**
At-risk Services provided by the Social Worker	**N/A**

At-risk Health-related Services	**N/A**

DIRECTIONS AND GUIDANCE FOR DEVELOPING OR UPDATING THE PARENT INVOLVEMENT POLICY (PIP)

The template below meets the parental involvement requirements of Title I. Your school is encouraged to use the template as it is provided, or align it in accordance with your school's goals, or replace it entirely with a Parent Involvement Policy created by your school that meets federal requirements.

The PIP should describe how your school will plan and implement effective parent involvement activities to improve student academic achievement and school performance. The School-Parent Compact is a component of the PIP that outlines how parents, the entire school staff, and students will share this responsibility.

PARENT INVOLVEMENT POLICY (PIP) TEMPLATE

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

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

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

In developing the Title I Parent Involvement Policy, parents of Title I participating students, parent members of the school's Parent Association (or Parent-Teacher Association), as well as parent members of the School Leadership Team, were consulted on the proposed Title I Parent Involvement Policy and asked to survey their members for additional input. To increase and improve parent involvement and school quality, our school will:

- actively involve and engage parents in the planning, review and evaluation of the effectiveness of the school's Title I program as outlined in the Comprehensive Educational Plan, including the implementation of the school's Title I Parent Involvement Policy and School-Parent Compact;

- engage parents in discussion and decisions regarding the required Title I set-aside funds, which are allocated directly to schools to promote parent involvement, including family literacy and parenting skills;

- ensure that the Title I funds allocated for parent involvement are utilized to implement activities and strategies as described in our Parent Involvement Policy and the School-Parent Compact;

- support school-level committees that include parents who are members of the School Leadership Team, the Parent Association (or Parent-Teacher Association) and Title I Parent Committee. This includes providing technical support and ongoing professional development, especially in developing leadership skills;

- maintain a Parent Coordinator (or a dedicated staff person) to serve as a liaison between the school and families. The Parent Coordinator or a dedicated staff person will provide parent workshops based on the assessed needs of the parents of children who attend our school and will work to ensure that our school environment is welcoming and inviting to all parents. The Parent Coordinator will also maintain a log of events and activities planned for parents each month and file a report with the central office.;

- conduct parent workshops with topics that may include: parenting skills, understanding educational accountability grade-level curriculum and assessment expectations; literacy, accessing community and support services; and technology training to build parents' capacity to help their children at home;

- provide opportunities for parents to help them understand the accountability system, e.g., NCLB/State accountability system, student proficiency levels, Annual School Report Card, Progress Report, Quality Review Report, Learning Environment Survey Report;

- host the required Annual Title I Parent Meeting on or before December 1st of each school year to advise parents of children participating in the Title I program about the school's Title I funded program(s), their right to be involved in the program and the parent involvement requirements under Title I, Part A, Section 1118 and other applicable sections under the No Child Left Behind Act;

- schedule additional parent meetings, e.g., quarterly meetings, with flexible times, such as meetings in the morning or evening, to share information about the school's educational program and other initiatives of the Chancellor and allow parents to provide suggestions;

- translate all critical school documents and provide interpretation during meetings and events as needed;

- conduct an Annual Title I Parent Fair/Event where all parents are invited to attend formal presentations and workshops that address their student academic skill needs and what parents can do to help;

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

- holding an annual Title I Parent Curriculum Conference;
- hosting educational family events/activities during Parent-Teacher Conferences and throughout the school year;
- encouraging meaningful parent participation on School Leadership Teams, Parent Association (or Parent-Teacher Association) and Title I Parent Committee;
- supporting or hosting Family Day events;
- establishing a Parent Resource Center/Area or lending library; instructional materials for parents;
- hosting events to support, men asserting leadership in education for their children. parents/guardians, grandparents and foster parents;
- encouraging more parents to become trained school volunteers;
- providing written and verbal progress reports that are periodically given to keep parents informed of their children's progress;
- developing and distributing a school newsletter or web publication designed to keep parents informed about school activities and student progress;
- providing school planners/folders for regular written communication between /teacher and the home in a format, and to the extent practicable in the languages that parents can understand;

SCHOOL-PARENT COMPACT

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

I. School Responsibilities

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

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

Support home-school relationships and improve communication by:

- conducting parent-teacher conferences each semester during which the individual child's achievement will be discussed as well as how this Compact is related;

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

Provide parents reasonable access to staff by:

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

Provide general support to parents by:

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

II. Parent/Guardian Responsibilities:

- monitor my child's attendance and ensure that my child arrives to school on time as well as follow the appropriate procedures to inform the school when my child is absent;
- ensure that my child comes to school rested by setting a schedule for bedtime based on the needs of my child and his/her age;
- check and assist my child in completing homework tasks, when necessary;

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

III. Student Responsibilities:

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

RESPONSE PLAN FOR SCHOOLS IN NEED OF IMPROVEMENT (SINI)

School DBN: 01M140 School Name: The Nathan Straus Preparatory School of Humanities

Note: For below, your state differentiated accountability phase, category, and intervention can be found in columns L, M and N on the SINI School spreadsheet linked in the Principals' Portal.

Phase: ☐ Improvement Year 1 ☐ Improvement Year 2 ☐ Corrective Action Year 1 X Corrective Action Year 2
☐ Restructuring Year 1 ☐ Restructuring Year 2 ☐ Restructuring Advanced

Category: ☐ Basic ☐ Focused X Comprehensive

Intervention: ☐ School Quality Review (SQR) ☐ External School Curriculum Audit (ESCA)
☐ Joint Intervention Team visit (JIT) ☐ Not Required for 2011-2012

Part A: For All SINI Schools (Title I and non-Title I)

1. For each area of school improvement identification, describe the school's findings of the specific academic issues that caused the school to be identified. For schools in Improvement that underwent an SQR, ESCA, or (JIT) during the 2010-11 school year, please include the findings from that process in your response for this section.

P.S. 140M was identified for not meeting the AYP in ELA for all cohort student groups in grades 3 through 8. Many of the students scored Level 2, but fell short in meeting the annual AYP established by the New York Stated Education Department. None of the identified cohort groups (Black or African American, Hispano or Latino, Students with Disabilities, Limited English Proficient and Economically Disadvantaged) met the Effective AMO established by the NYSED in SY 2010/2011:

All Students – Performance Index 109 – Effective AMO 115 (-6)
Black or African American – Performance Index 97 – Effective AMO 106 (-9)
Hispano or Latino – Performance Index 108 – Effective AMO 114 (-6)
Students with Disabilities – Performance Index 61 – Effective AMO 109 (-48)
Limited English Proficient (ELL) – Performance Index 80 – Effective AMO 109 (-29)
Economically Disadvantaged – Performance Index 109 – Effective AMO 115 (-6)

2. Describe the intervention(s) the school will implement to support improved achievement in the grade and subject areas for which the school was identified.

A concerted effort is being made to differentiate literacy instruction and to use data to plan instructional initiatives in the school. *The Danielson Framework of Effective Teaching*, the *Core Curriculum* standards and professional development and training will be used to improve the school's delivery of instruction school wide. Curriculum specialists from CFN 406 and in-house staff will work together to provide on-going support to the classroom staff.

In order to support the implementation of the Common Core State Standards (CCCS), P.S. 140M will use SINI funds to assist in the improvement of literacy on all grade levels in grades 3-8 by continuing professional development and inquiry work for content area specialists. There will be a focus on differentiation of instruction of instruction to meet the needs of all identified cohort students (general education, Black or African American, Hispanic or Latino, Students with Disabilities, Limited English Proficient, and Economically Disadvantaged) to begin December 14, 2011 through May 14, 2012.

P.S. 140M will also establish a spring and summer 2012 Institute for Teacher Teams using SINI funds to focus on curriculum mapping to augment academic rigor and higher order thinking skills and develop curriculum units of study that will be used school wide at P.S. 140M in SY 2012/2013.

Part B: For Title I SINI Schools Only

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

P.S. 140M has utilized the 10 percent of Title I funds to employ the services of Lit Life and Teacher's College Columbia University to provide professional development and training to the staff during the SY 2011/2012. The intent of the literacy training is to provide teachers with exemplary models of teaching practice to augment classroom instruction. Teachers are also afforded that opportunity to attend training programs in local colleges and universities throughout the school year as a means of improving professionally.

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

P.S. 140M will recruit teacher mentors who have exemplified exemplary teaching modalities and will be assigned to provide high quality in-house professional development and training. P.S. 140M will also employ the services of curriculum staff in CFN 406 to assist in providing professional development and training during the school year. The school has established a weekly professional development period from 8:00 am to 8:40 am to discuss curricular topics, e.g. use of data to drive instruction, differentiation of instruction, developing rubrics, importance of guided and independent reading, fine tuning the Writer's Workshop and planning thematic units in the literacy class. P.S. 140M will also create and after school Professional Learning Community (PLC) to strengthen teacher work by examining and refining curriculum, assessment and classroom instruction for all learners in the school community. The Power of Protocols (Teachers College Press, The Facilitator's Book of Questions (Teachers College Press) and Strategies That Work II will be used as reference material in the PLC sessions. This activity will take place during SY 2011/2012. In addition, a Summer Professional Development Institute will be implemented Mid-June through July 2012. The focus of the institute will be to have teacher teams focus on curriculum planning and develop units of study that will be implemented school wide. The units of study in literacy will be developed in-line with the rigor demanded in the CCLS and *Danielson Framework for Effective Teaching*.

3. Describe how the school will notify parents about the school's identification for school improvement in an understandable and uniform format and to the extent practicable, in a language that the parents can understand.

Parents will receive NCLB letters indicating the SINI status of the school on December 16, 2011. During our monthly PTA, Breakfast with the Principal, SLT meetings, parents' will be apprised of the steps being taken by the school to address the improvement of literacy school wide and steps being taken to include reading stamina, rigor and higher order thinking skills and exemplary instructional modalities in the classroom. Parents will also be invited to literacy celebrations throughout the school year. The special education and ELL coordinators will also inform parents about the steps being taken to improve the literacy proficiency of special needs and ELL students.

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

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

Part I: School ELL Profile

A. School Information ⓘ

Cluster Leader/Network Leader Sandra Latrico	District 01	Borough Manhattan	School Number 140
School Name Nathan Straus Prep School of Humanities			

B. Language Allocation Policy Team Composition ⓘ

Principal Esteban Barrientos	Assistant Principal Carmen Fulford
Coach N/A	Coach N/A
Teacher/Subject Area Lina Norena/CTT	Guidance Counselor Megan Cieri
Teacher/Subject Area Ming Liang/Ell	Parent Cynthia Cartegena
Teacher/Subject Area Carol Goldberg/ Sp. Ed.	Parent Coordinator Gondolfa Santos
Related Service Provider Tracy Paley/Speech	Other Jiyoung Cha/SETSS
Network Leader Sandra Latrico	Other Debra Stern/Counceling

C. Teacher Qualifications ⓘ

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

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

D. School Demographics

Total Number of Students in School	409	Total Number of ELLs	63	ELLs as Share of Total Student Population (%)	15.4%

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.

1. All registration is completed by train pedagogue with trained Native Language translators(Spanish, Russian, and Chinese) stand by. The steps PS 140 followed for the initial identification during registration are: 1)Informal 0ral interview of parents in English and Native Language by trained personnels/Ell teacher during registration to collect student background information. 2) Administrate the Home Language Survey in English and other native languages. 3) Inform parents whose home language is other than English of the possibility that their child might be given the LAB-R test. 4) The Ell teacher review Home Languge Survey, assign language code and determine eligibility for testing. 5) The Ell teacher will test students who are entitled to be tested with the LAB-R. 6)Hispanic students who failed the LAB-R will be given a Spanish LAB to determine Native Language fluency. The Ell teacher also prints a copy of the RLER to ensure all entitled to be tested students will get tested within the first 10 days. 7) Entitlement letters will be send out by mail to notify parents and the upcoming parent teacher orientation meeting.

The The parent orientation for incoming students first entering the NYC school system takes place within ten days of enrollment and is conducted by the licensed Ell teacher who also administers the HLIS and LAB-R. The structure we have in PS 140 is the license Ell teacher review the HILS as they are filling out the forms, after reviewing the form, parents are being inform whether or not their child will be selected for testing, after testing, a letter in their native language and an English version of the letter will be sent to their home to inform them of the result. A letter for newcomer orientation will be sent, also in their native languages. We also make phone call in their native languages to accommodate parents who can't read or write in their native languages.

At the end of the school year, the school sends home letters in English, Spanish, Chinese, other NL to inform parents of themupcoming NYSESLAT Examine. The Ell teacher and the Parent and Coordinator also work in partnership to reach parents by phone calls, and face to face meeting with translator available.

The Ell teacher prints out an ATS report(RLAT) and RLAB that lists all the NYSESLAT entitle students. The Ell teacher then compare it to her class list. The teacher also print out the RLAB to check all entitled students. After the Ell teacher collects all information and organize it into the proper testing group, the teacher assign 3 licensed pedagogues to give the listening, reading, and writing test in separate location. The Ell teacher gives the speaking test one by one within the given testing period.

2. The Ell teacher will conduct the parent orientation with translators available and the parents will watch the DVD from the LAP kit. During the Parent's Orientation, the Ell teacher will inform the parent's the 3 different program choices. Parents will have the opportunity to ask questions before choosing the placement of their choice. Parents will be given the choices to place their children in ESL, Bilingual or dual program. Parent's will also be inform that PS 140 does not have a Bilingual or Dual Program. If they wish to select another program, we will help them to find a school that offers that type of program as per Aspira Consent Decree. All materials use in the parent orientation will be in English, Chinese, Spanish, Bengali, and Indonesian. The translators will inform and explain to the parents of the different programs they can choose from when their choices of program is not available within the attending school. Then, the parents will have the opportunity to either fill out the form at the orientation or take it with them and fill it out at home. If parents choose to place their children in the bilingual program, the school will provide them a list of schools where they can transfer their children to. The Ell teacher and the Parent Coordinator also work in partnership to reach parents by phone calls, and face to face meeting. Parental choices will be honored as per Aspira Consent Decree.

3. At the beginning of the school year, letters in the parents' native languages will be sent home to notify parents of the different sessions of parent's orientations, phone calls were also placed in their native language to home. The first session will be offered in September, before school, during lunchtime, and after school with translators available. The second meeting to inform parents of their students' progress will be held in November, third meeting will be held in March, and the last meeting will be held at the end of June to inform parents of the students' progress and needs. At the beginning of the school year we will conduct orientation sessions with parents in the P.T.A room and auditorium, which focus on explaining our ESL program and the possibility of parents enrolling children in bilingual, ESL, or dual program in our district. Chinese, Bengali and Spanish translators were available during the different sessions of the orientation. Orientations were held during different dates and time. Parents were encouraged to call the P.T.A. president, P.T.A. coordinator and the ESL teacher for more information regards their children's services.

The Ell teacher makes copy of the entitlement letters and distributed to each students to take home to their parents. Every student who had received the letters had to sign their names to indicate that they have received the letter to take home. For students who failed the LAB-R, the Ell teacher distribute each child an entitled to Ell service letter along with a parent orientation letter. These letters then being placed in the students homework folders to take home. Email and phone call follow-up to remind parents' to attend the parents' orientation session. The Parent's selection survey does not get distributed at this time. It will be distributed during the parent's orientation session with the parent's brochur. The teacher and the translator work together to assist the parents while they are completing the selection forms during the parent's orientation sessions. The Ell teacher will also make arrangement to meet one to one with parents who will not be able to come to the parent's orientation. After the Ell teacher collects the parent's survey, it is then being placed inside the student' cummulative folder.

Copies of the entitlement and placement letters will be send to the parent through the mail to inform the parents of the newcomers before and after the parents' orientation to notify parents of the placement for their children for school year 2011 - 1012.

4. Parents were informed of the program offered at P.S. 140 during parent's orientation. Parents who wish to place their children in other program structures will be provided with transfer options. Letters will be sent and phone calls will be made to inform parents of the meetings, student progress in their native languages throughout the school year. Parents will be invited to come and celebrate their children's reading and writing celebration, publishing party. After reviewing the parent's selection survey, the Ell teacher distribute the entitlement letter to the newcomers to take home. Parents are welcome to call the school if they have any question regards the placement in the ESL program. The Ell teacher has a checklist with all letters being send home with students. The Ell teacher also has a list with student signatures for those received the continued entitlement letters. PS 140 honors every choice they parents make. After reviewing their parent's selection, we discovered that all parents of the newcomers have selected to place their child in the ESL program.

5. After reviewing the parent survey and program selection forms for the past two years, the school noticed the trend in program selection for the English Language Learners is E.S.L. model only. The parents have been requesting to immerse their children in an English only environment. All letters are on file. As for the school year of 2011-2012, all 6 out of the 6 parents have chosen to place their children in the ESL program only.

6. The program at P.S. 140 is completely aligned with the parents' choice of the ESL model, which focuses on the need of the children which involves more conversational practice in English, reading and writing, and critical thinking as part of their daily learning. E.S.L. program at P.S. 140 incorporates all of these requirements into its program. The school is focusing on fostering academic achievement, as well as social achievement of all English language learners. The ESL program also utilizes the balance literacy program and uses mini- lessons to differentiate instruction to reach all learners of Ells. Parent orientation sessions will be held in September 2011, October 2011, December 2011, and February 2012 to welcome new students and to inform the parents of their children's academic progress. One to One orientation for new admits were held with translators available throughout the year to provide assistant to parents. Other meetings will take place throughout the year to reach parents and to share the accomplishments of their children.

Part III: ELL Demographics

A. ELL Programs

This school serves the following grades (includes ELLs and EPs) Check all that apply	**K** ❄ **1** ❄ **2** ❄ **3** ❄ **4** ❄ **5** ❄ **6** ❄ **7** ❄ **8** ❄ **9** ○ **10** ○ **11** ○ **12** ○

This school offers (check all that apply):

Transitional bilingual education program	Yes ☒	No ☐	If yes, indicate language(s):
Dual language program	Yes ☒	No ☐	If yes, indicate language(s):

Provide the number of classes for each ELL program model at your school. For all-day programs (e.g., Transitional Bilingual Education, Dual Language, and Self-Contained ESL), classes refer to a cohort of students served in a day. For push-in ESL classes, refer to the separate periods in a day in which students are served. Departmentalized schools (e.g., high school) may use the self-contained row.

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

B. ELL Years of Service and Programs

Number of ELLs by Subgroups					
All ELLs	63	**Newcomers (ELLs receiving service 0-3 years)**	38	**Special Education**	18
SIFE	6	**ELLs receiving service 4-6 years**	20	**Long-Term (completed 6 years)**	5

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

	ELLs by Subgroups									
	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	Total
TBE										0
Dual Language										0
ESL	38	4	1	20	2	14	5		3	63
Total	**38**	**4**	**1**	**20**	**2**	**14**	**5**	**0**	**3**	63
Number of ELLs in a TBE program who are in alternate placement: 0										

C. Home Language Breakdown and ELL Programs

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

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

Dual Language (ELLs/EPs) K-8																				
Number of ELLs by Grade in Each Language Group																				
	K		**1**		**2**		**3**		**4**		**5**		**6**		**7**		**8**		**TOTAL**	
	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP	ELL	EP
Spanish																			0	0
Chinese																			0	0
Russian																			0	0
Korean																			0	0
Haitian																			0	0
French																			0	0
Other																			0	0
TOTAL	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0

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

This Section for Dual Language Programs Only	
Number of Bilingual students (students fluent in both languages):	Number of third language speakers:
Ethnic breakdown of EPs (Number): African-American: ___ Asian: ___ Hispanic/Latino: Native American: ___ White (Non-Hispanic/Latino): ___ Other:	

Freestanding English as a Second Language														
Number of ELLs by Grade in Each Language Group														
	K	1	2	3	4	5	6	7	8	9	10	11	12	TOTAL
Spanish	5	4	6	3	4	6	15	12	7					62
Chinese														0
Russian														0
Bengali														0
Urdu														0
Arabic														0
Haitian														0
French														0
Korean														0
Punjabi														0
Polish														0
Albanian														0
Other	1													1
TOTAL	**6**	**4**	**6**	**3**	**4**	**6**	**15**	**12**	**7**	**0**	**0**	**0**	**0**	**63**

Part IV: ELL Programming

A. Programming and Scheduling Information

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

A. Programming and Scheduling Information

6. What instructional strategies and grade-level materials do teachers of ELL-SWDs use that both provide access to academic content areas and accelerate English language development?
7. How does your school use curricular, instructional, and scheduling flexibility to meet the diverse needs of ELL-SWDs within the least restrictive environment?

1.The program offered at P.S. 140 is a freestanding pull-out program. There are 63 students ranging from grades k -8 currently in attendances. 6 of these students are SIFE students in grades 4 - 8, 5 long - term Ells, and 18 Ells with special needs. The ESL teacher groups the students by their proficiency levels to meet the need of the students. The Ells attend all science and other programs with their classes during the day. The beginning and intermediate level students in the pull-out program receive 360 minutes of ESL per week while the advance students receive 180 minutes of ESL service per week. The program is organized by the student's proficiency level such as beginner/intermediate for 360 minutes of service, and advance level for 180 minutes of service. The kindergarteners are group into one group. The students are group by proficiency levels and mixed grades with no more than three cross grade levels.

2. The school reviews the result of the LAB-R and NYSESLAT, ELA, Math along with the ESL schedule to assure that the mandated number of minutes is provided in explicit ESL, explicit ELA, and content area instruction. Administrative staff creates student schedules following Part 100 SED requirement are met. The E.S.L. teacher works collaboratively with the ELA teachers at the Middle School level as well as the classroom teachers. The teachers meet during lunch and after school to plan and discuss the need of the students to maximize English language acquisition for Ells. The classroom teachers articulate with the Ell teachers and Plan interventions that will augment the literacy instruction provided in the classroom. The Ell teacher and the general and/or special needs teachers meet periodically to review Ell student progress and discuss instructional strategies that can be used to improve the Ell students' acquisition of language arts skills.

3.Classroom teachers meet with the Ell teacher to discuss teaching strategies to improve Ell student success in literacy. E.S.L strategies are infused into content instruction to bridge the gap between the students' background knowledge and the content areas. Students are grouped into smaller groups in the classroom for strategy lessons, guided reading, shared reading, and individualized teaching. The groups are grouped by proficiency levels for instructional purposes, such as beginner level and low intermediate level, intermediate level, and advanced level. Instructions are differentiated for Ell subgroups, including SIFE, newcomers, former Ells, special needs Ells, and long-term Ells through visual support and live video through theme. The former Ells also get support through the 21st century grant and art/music program. Monthly meeting are held to review students progress with the Ell teacher. Teachers also attend professional workshops offered by the Integrated Service Center and American's Choice program.

4. N/A We have only freestanding ESL program. However, native language support is available in the classroom and ESL class. Student work will be used to evaluate the students' reading and writing ability for instructional purpose. The teachers will use the data she collected from the students to plan and differentiate instruction according to individual need.

5. English language development is strengthened through participation in English through active participation and interactive learning, and scaffolding instructional strategies. To enhance listening and speaking skills, the teacher uses total physical responses, poetry, chants, role plays, debate, and verbal story telling with puppets in the classrooms. To promote reading and critical thinking, semantic map, guided reading, shared reading, and reading workshop are included in the weekly instructional approaches. Listening centers are also available in

A. Programming and Scheduling Information

each classroom to accommodate each reader's reading ability. To promote writing, writing workshop, shared writing, story writing, book publishing, and book review written by students are also part of their daily learning. To enhance content area learning, the teachers also utilize different forms of graphic organizers like the Venn diagram, compare/contrast chart, KWL chart, hypothesizing chart, to activate the students' prior knowledge, to bridge the gap of learning to make content and language instruction more comprehensible. In addition, trade books and pictures books, visual aids are used to address each theme. The content areas are being taught through mini-lessons, teacher modeling, interactive learning, shared learning, cooperative learning, and student presentation. The teachers also include cooperative group by group students of different abilities to promote interpersonal and intrapersonal development. Students also have the opportunity to conduct experiments and group projects, oral presentation to present their understanding of the content through their level of abilities.

The plan to support Ells receiving services 4 to 6 years is to use materials that will enables them to handle the curriculum. The classroom library geared for low literacy students, reading levels that support the curriculum, and provide strong support in content areas with multi-level scaffolding, visual aids, and technology assistant to bridges the gap of learning. The Ell teacher will conduct guided reading and strategic teaching during reading and writing workshop, as well as content area vocabulary development.

6. Literacy is taught through a balance literacy program; read aloud, independent reading, reading workshop, guided reading, and shared reading, and the TC workshop model. For newcomers, books written in the students' native languages are available in the ESL classroom. Trade books, poetry book, folktales in the students' native language in different content areas are also available within the school to help bridge the learning gap for SIFE, and newcomers. Books in Chinese, and Spanish are available in the library. Resources that are used to support specific Ell needs, to promote oral language, listening, reading and writing are, Let's Talk about It , National Geography, I opener trade books, Grade 3 science libraries, Ladybugs magazine, Highlight magazine, computer software for different content areas. English/Spanish and English/Chinese dictionaries are also available for open access to students. The ESL program also uses the program Making Meaning to differentiate instruction, foundations/CDs, books on tape of different genres, Exploring sidewalk science program, Sunburst software such as: Sunburst reading program, Reading for meaning program, Text clues, match and make, Reading, Thinking adventures, Sidewalk Science, Exploring Science across the content areas, and Read and Infer reading program on CD. Teacher differentiate instruction by teaching struggling readers reading comprehension strategies, concentrate on their personal skill gap.

7. M140 Nathan Straus will review its current professional development plan and adjust it to ensure appropriate coverage of content and support relevant to the instruction of SWDs and ELLs, with a specific emphasis on differentiated instruction.

A majority of teachers have scheduled formal/structured time for collaboration among general education and special education teachers. Teachers will implement appropriate instructional strategies for serving ELL – SWDs using language learning goals and data-driven instruction. In addition, Teachers will be reviewing data collected among the members of the inquiry team, with collaboration among general education, special education, and ELL teaching staff. Together, the staff will receive support in multiple forms, including coaching, instructional leadership, staff with specialized expertise, collaboration, and professional development.

Teachers evaluate student work to gather data regarding the instruction of SWDs and ELLs to determine areas in which the needs for differentiate are greatest on instructing Ell - SWDs, including the following areas of focus:

Utilize differentiation strategies, such as flexible grouping or co-teaching, to meet students' individual instructional needs.

Monitor student progress and adjust instruction based on student performance, using strategies such as response to intervention (RTI) and Guided Reading.

Use instructional modifications and accommodations in the classroom with all constituency student groups.

The Ell teacher will be assisting in the development of curriculum aligned to both ELA and ESL state standards (core curriculum standards) that clearly articulates literacy competencies and ensures that language objectives are defined at each stage of language acquisition during common preps and weekly inquiry meeting. During articulation and inquiry, the staff will develop strategies and techniques for delivering the curriculum to ELLs- SWDs in monolingual, bilingual, and general education classroom.

Courses Taught in Languages Other than English

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

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

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

Class/Content Area	Language(s) of Instruction
n/a	n/a
n/a	n/a

NYS CR Part 154 Mandated Number of Units of Support for ELLs, Grades K-8			
	Beginning	Intermediate	Advanced
ESL instruction for *all* ELLs as required under CR Part 154	360 minutes per week	360 minutes per week	180 minutes per week
ELA instruction for *all* ELLs as required under CR Part 154			180 minutes per week
FOR TBE /DL PROGRAMS: Native Language Arts	60-90 minutes per day	45-60 minutes per day	45 minutes per day

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

Native Language Usage and Supports

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

Native Language Usage/Support	Transitional Bilingual Education (TBE)
100%	
75%	
50%	
25%	
	Dual Language
100%	
75%	
50%	
25%	
	Freestanding ESL
100%	
75%	
50%	
25%	
TIME	BEGINNERS INTERMEDIATE ADVANCED

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

B. Programming and Scheduling Information--Continued

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

8. The staff at P.S. 140 celebrates the students' personal experiences and culture. We include the students' background knowledge and personal experiences in our daily teaching. We accept writing in their native languages to assess the students learning progress. The staffs use graphic organizers to scaffold instruction to bridge the gap of learning. Native languages materials are available in the classroom and school library. The library also has a listening center to accommodate the newcomers, and lower level readers. There are also software programs available to enhance listening, speaking, reading and writing in the school library. The teachers provide a fun, positive learning environment that engages students to become active learners. For the newly arrive students, works in their native language will be accepted as a form of measurement for the new students. The new students will be included and involve in all classroom activities. The school leadership and teachers are reviewing ELL interim assessments to identify the skills areas to address in the general education setting, with the ELL population. In conjunction with the ESL teacher, decisions are made to help augment the effectiveness of literacy lessons presented to ELL students in P.S. 140. The teachers also work with the SIFE students after lunch/preps, lunch and learn to provide additional instruction for SIFE, extended school day at 8:00am with classroom teachers for differentiated instruction, and Title III after school program for literacy and math instruction support. The targeted intervention programs for Ells in ELA, mathematics, and other content-area subjects receive AIS during administrative prep with specialist and classroom teachers, 21st century academic program, and after school for literacy and math intensive instruction. The standard-based teaching, high expectations and accountability have helped bring focus and attention to key elements necessary for improving student achievement. A common curriculum for each grade, helps boost students' learning, and greatly strengthens their basic foundational skills. Strong professional development gives the teachers the knowledge and skills they needed to successfully teach challenging and needy students. Improved instructional practice enhances student achievement as well. For all newcomers, writing in their native language is accepted for assessment purpose. Additional enrichment will be provided during the ELL teacher's and the classroom teachers' weekly administrative periods and in an Extended School Day Program, which is funded through Title III.

9. The plan to support students reaching proficiency is to place them in enrichment program, Saturday academy, Extended Day program, and pair them up with higher level readers in the classrooms. The school has support in place for students who had reached NYSESLAT proficiency; these students have been selected for the extended day in a group of six for literacy and math support. They also attend the Title III program with the Ell teacher for support in math and literacy twice a week. Also, we will have two additional academic intervention programs available to support the students of P.S. 140: the Supreme Evaluation Program, Learn It, Inc. The Supreme Evaluation supports students in grades 3 to 8 in math, and the Learn It, Inc. Program supports students in grades K - 2.

10. PS 140 will have an improved 21st century academic program and study hall after school where all Ells will have access to. The study hall will focus on content areas learning. We will have two additional academic intervention programs available to support the students of P.S. 140: the Supreme Evaluation Program, Learn It, Inc. The Supreme Evaluation supports students in grades 3 to 8 in math, and the Learn It, Inc. Program supports students in grades K - 2.

11. The program in which the Ells have participated last year will be available this school year. It is accessible by Ells of all proficiency levels.

12. The plan to support SIFE students who are in the school system for less than three years, and for long-term Ells is to provide enrichment and support across content areas during daily lessons as well as placing students in extended program. Students with interrupted

B. Programming and Scheduling Information--Continued

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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?

1. The school will have the parent coordinator to get connected with the parents through parent workshops, curriculum orientation, flyers, student orientation, and outreach to the neighborhood. Parents of LEP students will be notified at the beginning of the school year regarding related information, and materials will be distributed to parents in English, Spanish, Chinese, Bengali and Russian, or whatever language they understand. Orientation for the parents of ELL students will be held in September of 2010 and February of 2011 with translator available in Chinese, Bengali, and Spanish. For newly enrolled LEP students, parents will be notified by letters before and after assessments. The ESL teacher will set up orientation sessions to involve parents in the education of the English language learners to enable them to reach a higher goal. The orientations will provide parents an overview of the State standards, assessments, school expectations, and general requirements for the free standing ESL program. The orientation will be scheduled for different dates and time to accommodate the working parents. Translators will be available during the orientation sessions.

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

3. During the school year, the PTA meets with the principal and discusses the concerns and needs of parents in the school. The PTA meeting acts as a forum to discuss issues and explain steps taken by the school administration to clear up the concerns of the parents. The monthly School Leadership Team meetings also address the goal, objectives and concerns brought to the table for discussion and follow-up. The parents are encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M.

4. The Parent are encouraged to complete the assessment at the end of the workshop to address their concerns and needs. The parents are also encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M. There is a questionaire box in the PTA office where they can drop in their needs and concerns throughout the year.

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)?

Not Applicable.

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.

1.The Personnell of Ells will attend the Network monthly meetings with the Ell teacher. The classroom teachers of Ells meet with the Ell teacher during common prep and before/after school to discuss teaching strategies and evaluate student work. The teachers will conduct site visit to learn from peers in the lab school. Teachers will attend profession development in reading and writing workshop with LIT LIFE, CFN, classroom visit, Core Curriclum Lesson Design with ED Gilligant every Wednesday, and Math Development with Sandy IBender,

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The Lit Life Literacy Institute focus on the CCLS and the NYC Instructional intiatives (planning Units of Study for Reading and Writing Genres, Nonfiction/Informational, and Argumentative Writing. The schedule for the Elementary level will be 10/21/11, 11/18/11, 12/16/11, 1/19/12, 2/10/12, 3/15/12. The schedule for the Middle School level will be 10/12, 11/9, 1/18.

The teachers of Ell will also attend the workshop provided by the CFN in instructional expectations for Ells, Authentic Assessments For Ells, Building Academic Language, Persuasive to Argumentative Writing, and Collaborative Inquiry. The dates for the workshop will be 11/9/11, 1/11/12, 2/16, 3/6/12,and 4/24/12.

2. The school staffs get together in May/June, and plan lessons in supporting Ells as they make their transition from elementary level to the middle school level and from middle school level to high school level. The middle school students also receive advisory with the counselor and middle school teachers in preparation for high school. The teachers and counselors will also conduct parent outreach to assist the parents in selecting schools.

3. Professional opportunities are offered to all teachers through the school as well as E.S.L. workshops offered by the E.S.L. specialist from the Department of Education such as 1) Differentiation of instruction within the content areas with Ells, 2) Informal assessment of Ells, 3)How to group Ells for higher learning, and 4)Vocabulary Development for Ells in the content area.

The background knowledge is sustained through professional development at meeting for planning and discussing student's needs and issues. The math, literacy coaches, and ESL teacher plan workshops during lunch, after school, topics include grouping, assessment, units of study with differentiated instruction strategies. The school also ensuring every staff member has received 7.5 hours of ESL training or 10 hours for special education teacher in strategies in teaching Ells. New teachers will attend whole day workshops offer by BETAC and the special education department. The Ell teacher keeps a list of all teachers who have completed the minimum 7.5 hours of Ell training. The teacher updates to ensure all teachers meet the mandated requirement.

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?

1. The school will have the parent coordinator to get connected with the parents through parent workshops, curriculum orientation, flyers, student orientation, and outreach to the neighborhood. Parents of LEP students will be notified at the beginning of the school year regarding related information, and materials will be distributed to parents in English, Spanish, Chinese, Bengali and Russian, or whatever language they understand. Orientation for the parents of ELL students will be held in September of 2010 and February of 2011 with translator available in Chinese, Bengali, and Spanish. For newly enrolled LEP students, parents will be notified by letters before and after assessments. The ESL teacher will set up orientation sessions to involve parents in the education of the English language learners to enable them to reach a higher goal. The orientations will provide parents an overview of the State standards, assessments, school expectations, and general requirements for the free standing ESL program. The orientation will be scheduled for different dates and time to accommodate the working parents. Translators will be available during the orientation sessions.

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

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

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?

1. The school will have the parent coordinator to get connected with the parents through parent workshops, curriculum orientation, flyers, student orientation, and outreach to the neighborhood. Parents of LEP students will be notified at the beginning of the school year regarding related information, and materials will be distributed to parents in English, Spanish, Chinese, Bengali and Russian, or whatever language they understand. Orientation for the parents of ELL students will be held in September of 2010 and February of 2011 with translator available in Chinese, Bengali, and Spanish. For newly enrolled LEP students, parents will be notified by letters before and after assessments. The ESL teacher will set up orientation sessions to involve parents in the education of the English language learners to enable them to reach a higher goal. The orientations will provide parents an overview of the State standards, assessments, school expectations, and general requirements for the free standing ESL program. The orientation will be scheduled for different dates and time to accommodate the working parents. Translators will be available during the orientation sessions.

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

3. During the school year, the PTA meets with the principal and discusses the concerns and needs of parents in the school. The PTA meeting acts as a forum to discuss issues and explain steps taken by the school administration to clear up the concerns of the parents. The monthly School Leadership Team meetings also address the goal, objectives and concerns brought to the table for discussion and follow-up. The parents are encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M.

4. The Parent are encouraged to complete the assessment at the end of the workshop to address their concerns and needs. The parents are also encouraged to complete the annual Learning Environment Survey (LES) to address their concerns, the safety of the school and the positive learning environment that exists in P.S. 140M. There is a questionaire box in the PTA office where they can drop in their needs and concerns throughout the year.

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)	1	2	2	0	0	0	2	2	1					10

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

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

OVERALL NYSESLAT* PROFICIENCY RESULTS (*LAB-R FOR NEW ADMITS)

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

NYSESLAT Modality Analysis

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

NYS ELA

Grade	Level 1	Level 2	Level 3	Level 4	Total
3	0	3	0	0	3
4	1	4	0	0	5
5	2	4	0	0	6
6	11	6	0	0	17
7	1	6	0	0	7
8	2	4	1	0	7
NYSAA Bilingual Spe Ed	0	0	0	0	0

NYS Math

	Level 1		Level 2		Level 3		Level 4		Total
Grade	English	NL	English	NL	English	NL	English	NL	
3	2		2		0		0		4
4	0		2		3		0		5
5	1		3		0		0		4
6	2		10	3	1		0		16
7	3		4	1	1		0		9
8	0		5	3	1	1	0		10
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									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				
Integrated Algebra				
Geometry				
Algebra 2/Trigonometry				
Math				
Biology				
Chemistry				
Earth Science				
Living Environment				
Physics				
Global History and Geography				
US History and Government				
Foreign Language				
Other				
Other				
NYSAA ELA				
NYSAA Mathematics				
NYSAA Social Studies				
NYSAA Science				

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

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

1. Describe what assessment tool your school uses to assess the early literacy skills of your ELLs (e.g., ECLAS-2, EL SOL, Fountas and Pinnell, DRA, TCRWP). What insights do the data provide about your ELLs? How can this information help inform your school's instructional plan? Please provide any quantitative data available to support your response.
2. What is revealed by the data patterns across proficiency levels (on the LAB-R and NYSESLAT) and grades?
3. How will patterns across NYSESLAT modalities—reading/writing and listening/speaking—affect instructional decisions?
4. For each program, answer the following:

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

Part VI: LAP Assurances

School Name: Nathan Straus		School DBN: 01M140	
Signatures of LAP team members certify that the information provided is accurate.			
Name (PRINT)	Title	Signature	Date (mm/dd/yy)
Esteban Barrientos	Principal		9/27/11
Carmen Fulford	Assistant Principal		9/27/11
Gondolfa Santos	Parent Coordinator		9/27/11
Ming Liang	ESL Teacher		9/27/11
Cynthia Cartegena	Parent		9/27/11
Jiyoung Cha/SETSS	Teacher/Subject Area		9/27/11
Lina Norena/CTT	Teacher/Subject Area		9/27/11
N/A	Coach		
N/A	Coach		
Debra Stern	Guidance Counselor		9/27/11
Sandra Latrico	Network Leader		9/27/11
Carol Goldberg	Other Sp. Ed. (K)		9/27/11
Susan McMullen	Other Teacher (2nd gr)		9/27/11
Tracy Paley	Other Speech		9/27/11
Madeline O'Neill	Other Teacher (6th gr.)		9/27/11

CEP Appendix 7

LANGUAGE TRANSLATION AND INTERPRETATION 2011-2012

Requirement under Chancellor's Regulations – for all schools

DBN: 01M140 **School Name:** The Nathan Straus Prep. School

Cluster: 4 **Network:** CFN406

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

Part A: Needs Assessment Findings

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

A review of the ethnic data provided by the NYC DOE and BESIS generatated the needed information to survey the written and oral interpretation needs of the students and parents in P.S. 140M. An effort has been made to provided translation and interpretation services to parents. Bilingual staff personnel have been assigned to translate letters and programmatic information deemed necessary for parental edificiaton. The school has also availed itself of the Translation Office at the NYC DOE for additional assistance in formualting translated information for parents in our school community.

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

The major findings of the school's written and oral interpretation indicates that a large percentage of parents are in need of translation and interpretation services. P.S. 140M has made the effort to provide translators in Spanish, Chinese and Bengali. Letters and notices are also provided in the native language of bilingual parents. Favorable commentary has been voiced by parents when they receive SLT, PTA, Back to School Night, Open School, Parental Workshops Information and Day to Day Curriculum Information Data in their native languages.

Part B: Strategies and Activities

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

P.S. 140M will provide written translation of all letters, flyers and pertinent information to parents during the school year. The letters and flyers will be translated by bilingual staff in the school. P.S. 140M will also avail itself of the Translation Office at the NYC DOE for assistance in this endeavor. The school administration and staff deem it important that parents play a role in the education of their children and fostering the efforts of viable translations methodologies will augment parents participation during the school year.

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

P.S. 140M will be responsible for providing interpretation services to parents who require language assistance in their native tongue. The services will focus on information related to parental rights, curriculum, testing and student welfare and progress. Signs and posters will be prominantly displayed in the school building, including the main lobby and main office, providing the names and room numbers of the school translators.

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

Signs and posters in various languages (Spanish, Chinese and Bengali) will be conspicuously posted throughtout the school building indicating the translation services offered in the school. These steps will fulfill the mandated stipulations set forth i Section VII of Chancellor's Regulations A-663.

2011-12 Comprehensive Education Plan (CEP): Appendix 8

Title III Supplemental Program for ELLs

Directions: Title III supplemental services for ELLs must include all of the following three components:

- **Direct instruction**: activities must be used to support language development, English and native language instruction, high academic achievement in math, and/or other core academic areas.
  - The Title III supplemental instructional services must be based on student need
  - These supplemental services should complement core bilingual and ESL services required under CR Part 154.
  - Direct supplemental services should be provided for before school, after school, and Saturday programs as well as reduced class-size, and/or push-in services.
  - Teachers providing the services must be certified bilingual education and/or ESL teachers.
- **High quality professional development** that is "of sufficient intensity and duration to have a positive and lasting impact on the teachers' performance in classrooms."
  - Professional development activities should be well-planned, ongoing events rather than one-day or short-term workshops and conferences.
- **Parent engagement** and supports must ensure that there are appropriate translation and interpretation services to meet community needs.
  - These are in addition to mandated activities, such as parent orientation during ELL identification process.

For more information on Title III requirements, please see the School Allocation Memo or contact your ELL Compliance and Performance Specialist.

Part A: School Information	
Name of School: Nathan Straus Prep of Humaniti	DBN: 01M140
Cluster Leader: Chris Groll	Network Leader: Sandra Latrico
This school is (check one): ❄conceptually consolidated (skip part E below) ⭘NOT conceptually consolidated (must complete part E below)	

Part B: Direct Instruction Supplemental Program Information
The direct instruction component of the program will consist of (check all that apply): ⭘Before school ❄After school ⭘Saturday academy ⭘Other:
Total # of ELLs to be served: Grades to be served by this program (check all that apply): ⭘K ❄1 ❄2 ❄3 ❄4 ⭘5 ❄6 ❄7 ❄8 ⭘9 ⭘10 ⭘11 ⭘12
Total # of teachers in this program: 1 # of certified ESL/Bilingual teachers: 1 # of content area teachers:

Part B: Direct Instruction Supplemental Program Information

Describe the direct instruction supplemental program here and include the

- rationale
- subgroups and grade levels of students to be served
- schedule and duration
- language of instruction
- # and types of certified teachers
- types of materials

Begin description here:

PS 140 implemented a Title III Extended Day Enrichment Program for 18 (Grades 1 - 8) Ell students needing further language skills development, academic improvement and social adjustment. The criteria we used to select the 18 Ell students for the Title III program based on the number of years they have been receiving Ell service, their progress and needs. We took a look at their ELA, Math, and NYSESLAT test results as well as classroom performances when determining their needs for the school year of 2011 – 2012. As for the students who are in 1 – 2 who have only taken the NYSESLAT test, we look at their NYSESLAT test results and work progress in their classes.

The Title III program will be organized into two separate subgroups: Elementary and Middle School. The Elementary group (1 – 4 beginners and low intermediate) will meet Tuesday and Thursday from 3:00 – 5:00, and the Middle School group (6-8 beginners/low intermediate) will meet Monday and Tuesday from 3:00 – 5:00. For English instruction, the students will be grouped according to their proficiency in English. Some of the classroom activities include interactive reading, listening, social and academic language development, as well as independent reading while teacher conducts guided reading. The students will also be using technology during the Title III program to enhance their listening, reading comprehension as well as practicing their critical and higher order thinking skills.

A focus was made in literacy instruction, with a concentration on reading and writing, and math. The goal of the Title III funded program was to provide students a wider range of opportunities to practice the English language and mathematical skill in a smaller group setting after school hours.

As for the Math instruction, the students are grouped according to their needs and grade levels. The teacher conducts mini group instructions for both Elementary and Middle School students. The teacher will teach the content area knowledge by group students from the same grade. To help the students with special needs and in need of extra supports, the teacher uses manipulative to help students visually see the model and objects in question. The students get to see, touch, and build to bring the information alive to better comprehend the content. The teacher will also use the computer software as another resource to enhance the students' mathematical skills.

Elementary School Group: 1st grade – (4 low intermediate), 2nd grade – (2 low intermediate), 3rd grade – 2(Intermediate), 4th grade – 1(Intermediate)

The 1st and 2nd grades will be grouped together for math as well as for guided reading. The 3rd and 4th graders will be grouped together for math and guided reading. The teacher will also conduct read aloud as a group to practice reasoning and questioning.

Part B: Direct Instruction Supplemental Program Information

Middle School Group: 6th grade - (2 low intermediate and 1 beginner), 7th grade –(3 intermediate and 2 beginners), 8th grade – 1 (non-speaker)

The beginners and non-speakers are grouped together for guided reading and academic language development, while the intermediate and low intermediate are grouped together for higher level reading. As for math instruction, they will be grouped with students on their grade levels.

The Title III program service provider is, Ming Liang - ESL teacher in P.S. 140. Ms. Liang worked collaboratively with the classroom teachers to design an enrichment program that would meet the needs of the Ell population in the school. It is projected that the same type of Title III program will be offered to Ell students in SY 2010 - 2011. The focus of these activities is to enhance academic achievement through active engagement and hands-on activities. The goal of this program is to provide students more opportunities practicing their English in a smaller group to help promote higher self - confident. The students will apply their strategies to work in different settings. The students will learn to observe, analyze, and conduct non - fiction research to create their final project. Research indicates that using language in different contexts help students acquire language skills through explicit instruction for Ell's (Cummings, 1996). When the teacher supports the students in a school environment, it demonstrates that learning will take place and the students will be working within his or her zone of proximal development (Vygotsky, 1996). Research also shows that it takes more than 3 three years to learn a new language. Students need to be exposed to language skills and activities that focus on the student needs. Dramatized activities, illustrations, an visual stimulations not only motivate students to be active learners, but it also augments student self - esteem. The proposed Title III program will offered to Ell students after school hours. Students will attend the program four days per week - 2 hours per day - 25 weeks. The program will service 18 Ell students selected by the Ell teacher (Level I students). At the end of the program, the Ells will have the opportunities to present their books and math projects orally to the class using all their newly learned strategies.

The materials we will be using for The Title III program are National Geograhic for Kids, Reading A-Z, Raz-Kids, Impact math kids, Tercs math activities, and Write Out Loud. Literacy Activity Kit (reading and math activity materials) such as count toward one hundred books and kit, Clock and more clock time series.

Part C: Professional Development

Describe the school's professional development program for Title III Program teachers as well as other staff responsible for delivery of instruction and services to ELLs.

- rationale
- teachers to receive training
- schedule and duration
- topics to be covered
- name of provider

Begin description here:

The Ell teacher in conjunction with the school's literacy coach will develop professional opportunities for the staff after school during SY 2011 - 2012. A study group activity for teachers will be conducted to provide them with strategies that could be used in general education and special

Part C: Professional Development
education classes to address the language development needs of the school's Ell students. The study group, as was design in SY 2010- 2011, will meet on Friday for a total of 7 sessions - 1 hour per session. At the end of the study group sessions, the staff attending the sessions will enumerate a list of ESL strategies that could be used in the content areas in general classes by monolingual teachers. The staff that participate in the study group will be compensated at a per session rate, with school fund, not the Title III funding source. The teachers who will be part of this study group are: Kelsey Eagan, Sara Hillmer, Susan McMullen, Nicola Hannoman, and Laura Schaefer. The Ell teacher, Ming Liang will be the provider of the study group. The topic to be covered will be: Looking at student work, assessment, grouping, differentiated instruction using different organizers and mini - lessons, and hands on math activities.

Part D: Parental Engagement Activities
Describe the parent engagement activities targeted toward parents of ELLs that will impact higher achievement for ELLs. NOTE: These are in addition to mandated activities, such as parent orientation during ELL identification process. • rationale • schedule and duration • topics to be covered • name of provider • how parents will be notified of these activities
Begin description here: At the beginning of the school year (SY 2011 - 2012), parental orientation sessions were held in the school's auditorium and PTA room, which focused on explaining the ELL Program at P.S. 140. Parents were also informed about the various ESL, Bilingual and Dual Language Programs in the region Parents were informed that they had the option of placing their children in other programs, which best served their needs. However, none of the parents who wee given options elected to remove their children from the ESL program in PS 140. Parent Orientations sessions were offered in September, October, November, December 2011 and February, March, and April 2012. In addition to providing parents with program orientation, the sessions also provided insight into the importane of parental involvement in the school, student assessment, and academic achievement of ELL students. Parent workshops will fous on how parents can assist students in attending better language skills at home and in the community through classroom activities which both the parents and students will participate together. The workshops will focus on student assessment, social adjustment and special events in the school. The school will provide written translation of all letters forwarded to parents during the school year pertaining to student achievement, parental involvement and workshoops. The translated services will be provided by the school's ESL teacher in different native languages. This is a collaboration between the parent's coordinator (Mamie Santos) and the Ell teacher (Ming Liang).

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.

Part E: Budget		
FOR SCHOOLS NOT CONCEPTUALLY CONSOLIDATED ONLY. Ensure that your Title III budget matches your Title III Plan.		
Allocation Amount: $		
Budget Category	Budgeted Amount	Explanation of expenditures in this category as it relates to the program narrative for this title.
Professional salaries (schools must account for fringe benefits) • Per session • Per diem		
Purchased services • High quality staff and curriculum development contracts.		
Supplies and materials • Must be supplemental. • Additional curricula, instructional materials. • Must be clearly listed.		
Educational Software (Object Code 199)		
Travel		
Other		
TOTAL		